



I. Cover Page

***For Schools In Restructuring Planning (SINI 4) Status as of May 2011
Submitting a Restructuring Plan May 2012***

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

SAU#: 23		
District Name: Haverhill		
School Name: Haverhill Cooperative Middle		
Address: 175 Morrill Drive		
City: N. Haverhill		Zip: 03774
Principal: Brent Walker		
Tel: 787-2100	Fax: 787-6117	E-mail: bwalker@sau23.org

Contact person if different from Principal:

Name:		
Title:		
Address:		
City:		Zip:
Tel:	Fax:	E-mail:

II. Title I SINI 4 Memorandum of Understanding

2012-2013 Restructuring Plan

The Superintendent of Haverhill Cooperative Middle School assures the Commissioner of Education that:

- the identified school or identified district will spend not less than 10 percent of their Title I allocation for each year they are in school improvement status for the purpose of providing to the identified school's or identified district's teachers and principal(s) high-quality professional development that
 - directly addresses the academic achievement problem that caused the school or district to be identified for school improvement;
 - helps teachers and paraprofessionals meet the high-quality standards defined in section 1119 of Title I; and
 - is provided in a manner that affords staff with an increased opportunity for participating in that professional development;
- the identified school or identified district will establish annual, measurable objectives for continuous and substantial progress by each group of students enrolled;
- the identified school or identified district will incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year;
- the identified school or district will adopt policies and practices concerning the core academic subjects that have the greatest likelihood of ensuring that all groups of students in the school or district will meet the State's proficiency levels of achievement on the State's academic assessment;
- all parents receive a notification letter explaining the school's AYP status for the 2012-2013 school year; (Provide copy with this document.)
- all parents, (if applicable) receive early notification of public school choice options to transfer their child to another school as far in advance as possible but no later than 14 days before the start of the school year; (Provide copy with this document.)
- the district will post, in a timely manner, on their website the following current information:
 - A list of available schools to which students eligible for public school choice may transfer for the current school year; and
 - The number of students who participated in school choice beginning with data from 2007-2008 school year and for each subsequent year.
- the LEA will provide technical assistance to the identified school in meeting the goals and objectives described in the school improvement plan.

Haverhill Cooperative Middle School Restructuring Plan

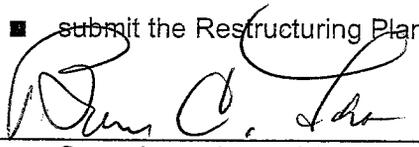
SINI Year 4 or more Restructuring Implementation

Haverhill Cooperative Middle School will implement the restructuring plan which includes at least one of the following options for the school during the 2012-2013 school year: *(check all that apply)*

- reopen the school as a public charter school;
- replace all or most of school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- enter into a contract with outside entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school;
- turn the operation over to the state, if permitted by state law and agreed to by the state;
- implement any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the state plan and is consistent with the NCLB guidance for restructuring.

In addition, the Superintendent assures that the LEA will:

- assume responsibility for the preparation of a plan for restructuring the school;
- notify both parents/guardians and teachers that the school has been identified as a school in restructuring;
- continue to provide parents/guardians and teachers with the opportunity to comment on the school's status before taking any restructuring action;
- continue to invite parents/guardians and teachers to participate in the development of the school's alternative governance plan;
- publish and disseminate information regarding the restructuring actions the LEA takes at a school –
 - to the public, teachers and to the parents of each student enrolled in the school; provide a link to the current draft of the restructuring plan posted on the District website: www.sau23.org
 - in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
 - through such means as the Internet, the media, and public agencies.
- submit the Restructuring Plan to the NHDOE prior to the start of the next school year.



Superintendent of Schools

6-15-2012
Date

**A scanned copy of a signed MOU can be submitted electronically with the other restructuring plan documents. Retain the original signed MOU in District files.*

**2012-2013 School Improvement Plan
Title I Parent Notification Narrative**

School: Haverhill Cooperative Middle School

Date: June 4, 2012

- (a) Describe the process the school will use to provide parents of each student enrolled in the school with timely written notice regarding the school's identification as a school in need of improvement. The description must demonstrate the use of dissemination strategies that make such information accessible to all parents, and to the extent practicable, is provided in a language that parents can understand.

The school will send out a letter, once it is approved by the state, notifying all families formally of its identification as a school in need of improvement. The school has also already published on its website information about the school's SINI status. The school's SINI status has been discussed in public sessions of board meetings. The principal has been interviewed by local papers about the school's SINI status. Newspaper articles have been published that discuss the school's current AYP and SINI status. A series of press releases about the plan's components will be published in a local paper that is distributed to all homes.

- (b) If applicable, describe the process the school has developed for parents in the event they wish to request a transfer of their child to another school within the district that is not identified for improvement. If public school choice is not applicable to your school, state "not applicable".

Not Applicable

- (c) Attach a copy of the parent/teacher notification letter to this application. **Note: To ensure approval by mid-June, Parent Notification letters must be submitted to the NHDOE by May 15, 2012.**

A copy of the letter is attached to the end of the plan.

RESTRUCTURING PLAN NARRATIVE

Instructions: Respond to each question clearly and succinctly, no more than two pages total. Information already documented in your Restructuring Action Plan (*Indicator Checklist Report*) provides additional detail about your restructuring plan development process and plan rationale.

School: Haverhill Cooperative Middle School **Date:** June 4, 2012

➤ Planning Process

The restructuring team is comprised of the following individuals: Cathy Ajamie, Karolee Currier, Paula Ingerson, Peter McClure, Bethany Michal, Sally Mulcahy, Lee Saposnik, Gretta Smith, Brent Walker, and Gretchen Weiss.

Teachers on the restructuring team were responsible for assessing 82 rapid improvement indicators with the members of their respective grade level teaching teams. The restructuring team met periodically to compile the assessments of each indicator from each of the teaching teams.

After all of the indicators were assessed, the members of the restructuring team worked with their teaching team members to identify the priority indicators. The restructuring team disseminated a draft of the plan based on these priority indicators to all teachers, who provided further feedback that helped to finalize the plan.

School AYP Status

HCMS began 11-12 the school year as a SINI Year 4-Planning to Restructure School in the area of math and having not made AYP in reading for one year. The school did not make AYP in either reading or math for 2012. As a result, the school became a Year 5 Restructuring School in the area of math and SINI Year 1 in the area of reading.

➤ Location of Achievement Gap(s)

The school population in the aggregate has met the state's targets in both reading and math but has failed to meet the targets for students with educational disabilities.

➤ Rationale for Selection of Restructuring Option

The school has chosen Option 5. The school's failure to secure proficiency for students with educational disabilities can be traced to two root causes:

1. The school's generally available instruction for all students is not systematically and thoroughly aligned to the state's grade level expectations, leaving the teachers unable

Haverhill Cooperative Middle School Restructuring Plan

to assure that all students have received quality instruction based on these grade level expectations.

2. Because the instruction is not fully aligned, teachers do not have useful data about each student's progress toward mastering standards-aligned objectives for each of their instructional units. This missing data prevents the teachers from systematically and thoroughly differentiating their instruction to meet the needs of all learners.

These two root causes form the basis of the two goals that make up the restructuring plan. Neither of these problems will be fully eradicated by May 2013, but the priority indicators selected for the work the school will do this next school year will establish a foundation of practices and procedures necessary for the school to eventually eliminate them.

This plan restructures the way curriculum and instructional decisions take place in the school. The plan provides time and structure for teachers to collaborate horizontally and vertically on the development of standards-aligned instructional units, systematizes the way teachers provide assurances that the enacted curriculum is fully aligned to the state's grade level expectations, and intensifies the level of monitoring administrators will do to ensure that basic, sound instructional practices are being followed.

➤ **Communication and Outreach**

Drafts of the plan have been shared with parents and the school board already. The completed plan will be posted on the school's website. A letter to all families will invite parents to obtain a copy of the plan and to discuss it with the administration if that is desired. Copies of the plan will be available for anyone who comes to the school to request one. A series of press releases outlining the school's improvement efforts is already begun. These releases will be published in a local paper that is sent to all homes.

Haverhill Cooperative Middle School Restructuring Plan

NH SINI Plan Goals and Objectives

Goal 1: To improve student achievement in reading and mathematics by ensuring that all students experience a guaranteed curriculum aligned with state standards.

Objectives: (Priority Indicators from the CII Planning Tool)

- ID11 Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.
- IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
- IIA02 Units of instruction include standards-based objectives and criteria for mastery.

Strategies to be Implemented (check all that apply):

- Improvement in Curriculum and Instruction
- Addressing Specific Needs of Low-Achieving Students
- Professional Development
- Changes in School Systems or Processes
- Leadership/Governance
- Climate/Culture (staff and/or students)
- Programs Supported by Scientifically-Based Research

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Indicator Checklist Report

Key Indicators are shown in **RED**.

School Leadership Team RI

School Leadership and Decision Making			
Establishing a team structure with specific duties and time for instructional planning			
Indicator	ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)		
	Level of Development:	Limited Development	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers are part of at least a grade level team or specials team and many serve on additional committees. No subject-area teams exist.	
Plan	Assigned to:	Brent Walker	
	How it will look when fully met:	When fully implemented, all teachers will be active members of both a grade level and a content area instructional team. Grade level teams will meet for at least 45 minutes twice a month to develop and revise horizontally aligned and standards-aligned units of reading and math instruction. Content area instructional teams will meet at least once a month for 90 minutes to review developed units of instruction to ensure that they are vertically aligned. The school acknowledges that the focus of this plan needs to be on improving achievement in reading and math, but the school will benefit from having all teachers in all subject areas meeting regularly to ensure that their curriculums are aligned as well.	
	Target Date:	05/31/2013	

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		Tasks:	
		1. Make adjustments to the school's daily schedule that creates time for these meetings to take place.	
		Assigned to:	Brent Walker
		Target Completion Date:	08/15/2012
		Comments:	Resources: District calendar, existing daily schedules, information about scheduling restraints provided by the teachers Monitoring Activities: Adjusted daily schedule will be shared with the school staff and community. Monitoring Effectiveness: Teachers will report that the new schedule preserves instructional time and creates adequate meeting time.
		2. Each instructional team will develop a work plan for the 2012-13 school year.	
		Assigned to:	Instructional Team Members
		Target Completion Date:	10/01/2012
		Comments:	Resources: minutes of past meetings, curriculum documents, current unit plans, instructional materials, student performance data Monitoring Activities: Principal will ensure that at the initial meetings of each instructional team, the teams will establish a work plan for the year based on that team's progress toward full alignment with the standards. Monitoring Effectiveness: Teachers will report that the work plan that is decided upon for their instructional teams is feasible and addresses the most pressing work facing those teams.
		3. Instructional Teams, with the facilitation of the principal, will set and follow agendas for each team meeting that are based on the team's work plan for the year.	
		Assigned to:	Instructional Team Members
		Target Completion Date:	05/31/2013
		Comments:	Resources: minutes of past meetings, computer network, teacher laptops Monitoring Activities: Minutes of each meeting will reflect that meeting time has been used to address the work plan laid out at the start of the year. Monitoring Effectiveness: Teachers will report improved collaboration with other members of their instructional teams.
Implement	Percent Task Complete:		0%

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Curriculum, Assessment, and Instructional Planning			
Engaging teachers in aligning instruction with standards and benchmarks			
Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)		
	Level of Development:	Limited Development	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>8th grade--No formal pretests in 8th grade. Objectives and mastery criteria are aligned to standards Specials--Band, chorus, life skills, and art report full implementation. Health, computers, and P.E. report limited implementation. Computer curriculum is in a draft form. New materials chosen by P.E. are not yet fully aligned with the curriculum. Health curriculum aligned to national standards but not present in all grades. Pretests not consistent in tech ed.</p> <p>7th grade--State standards are followed but pretests are not consistent.</p> <p>6th grade--Social studies text not aligned to curriculum. Language arts curriculum is not aligned fully. It is not a complete program, but a teacher-selected set of materials. Pretests not done consistently.</p> <p>5th grade--Grade lacks a complete set of materials to address all science and social studies standards. Pretests for every unit are not given.</p> <p>4th grade--Pretests not consistently given.</p> <p>Special Education--IEP goals are aligned to GLES but some are off grade level.</p>	
Plan	Assigned to:	Brent Walker	
	How it will look when fully met:	All reading and math units of instruction will be fully aligned to state standards. This alignment information will be shared with all teachers through an online unit alignment report. Teachers will begin to teach those units as soon as they are ready, but full implementation of all aligned units will be required of all reading and math teachers at	

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		the onset of the 13-14 school year.
	Target Date:	01/31/2013
	Tasks:	
	1. Develop and make available to all teachers an online unit alignment report template they will use to describe each of their units and indicate which standards are addressed by each unit.	
	Assigned to:	Content Area Team Members
	Target Completion Date:	11/01/2012
	Comments:	Resources: computer network, teacher laptops, standards and curriculum documents, current unit plans Monitoring Activities: The principal will direct the development of this online template through consultation with each of the content area instructional teams. Monitoring Effectiveness: Teachers will report that the online template will be user-friendly and a productive way to report how their reading and math units are aligned to the standards.
	2. Teachers will use current unit plans, curriculum documents, and standards documents to align all units of instruction in reading and math to the state standards.	
	Assigned to:	Each Reading and Math Teacher
	Target Completion Date:	01/31/2013
	Comments:	Resources: computer network, teacher laptops, standards and curriculum documents, current unit plans Monitoring Activities: Teachers will complete the online unit alignment reports. The content area instructional teams review the unit alignment reports for accuracy and thoroughness on a monthly basis. Content area teams will report to the restructuring team when their unit alignment reports are complete. Monitoring Effectiveness: Teachers will report that the process of reporting the alignment of their instructional units has improved the amount of productive feedback they receive from other content area team members about the alignment of their instruction. Teachers will also report increased ability to work through choices about what gets taught when.
Implement	Percent Task Complete:	0%

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Indicator	IIA02 - Units of instruction include standards-based objectives and criteria for mastery. (89)		
	Level of Development:	Limited Development	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>5th--New science curriculum is still in draft form. Alignment to curriculum is difficult to discern. Math is fully aligned. New reading materials are better aligned. Vertical alignment is not complete.</p> <p>7th--Follow state standards but vertical alignment is absent.</p> <p>4th--Team lacks regular communication with 3rd grade. Getting all information about what was learned is difficult because of the building transition.</p> <p>6th--Vertical alignment is limited. Lacking aligned materials for social studies and language arts.</p> <p>SPED--not on grade level</p> <p>8th--Vertical alignment missing in science. Physical science missing from the 7th and 8th curriculum.</p> <p>Specials--In art some standards have not been addressed. In tech ed not all rubrics are developed. In PE, the new materials are not yet fully aligned.</p>	
Plan	Assigned to:	Brent Walker	
	How it will look when fully met:	All reading and math units of instruction will be developed to the point that they have high quality standards-based objectives and criteria for mastery. This information about objectives and criteria for mastery will be shared with all teachers through an online unit standards and mastery report. Teachers will begin to teach these units as soon as they are ready, but full implementation of these units will be required of all reading and math teachers at the onset of the 13-14 school year.	
	Target Date:	05/31/2013	
	Tasks:		
		1. Develop and make available to all teachers an online template for the unit standards and mastery report.	
	Assigned to:	Content Area Team Members	

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		Target Completion Date:	12/01/2012
		Comments:	Resources: computer network, teacher laptops, sample unit plan templates, standards and curriculum documents, professional development on the creation of standards-based objectives and criteria for mastery Monitoring Activities: The principal will direct the development of this online template through consultation with each of the content area instructional teams. Monitoring Effectiveness: Teachers will report that the online unit standards and mastery report template will be user-friendly and a productive way to report to others the standards-based objectives and criteria for mastery for each of their standards-aligned units.
	2. Teachers will receive professional development in the creation of high quality standards-based objectives and criteria for mastery.		
		Assigned to:	Brent Walker
		Target Completion Date:	11/01/2012
		Comments:	Resources: Wise Ways documents, current unit plans, curriculum and standards documents, professional development time, outside consultant Monitoring Activities: Principal will ensure that in-service time early in the 12-13 school year will include time for teachers to receive professional development in the creation of high quality standards-based objectives and criteria for mastery. Monitoring Effectiveness: Teachers will report that the professional development has helped them more easily create standards-based objectives and criteria for mastery for each of the standards-aligned units.
	3. Teachers will create standards-based objectives and criteria for mastery for each instructional unit.		
		Assigned to:	Each Reading and Math Teacher
		Target Completion Date:	05/31/2013
		Comments:	Resources: online template, unit alignment reports, standards and curriculum documents, current unit plans, professional development Monitoring Activities: Teachers will complete the online unit standards and mastery reports. The content area instructional teams review the standards and mastery reports for accuracy and thoroughness on a monthly basis. Content area

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			<p>teams will report to the restructuring team when their unit standards and mastery reports are complete.</p> <p>Monitoring Effectiveness: Teachers will report that the process of devising the standards-based objectives and criteria for mastery for each of their instructional units has allowed them to better coordinate their work with other members of their content area team and allowed them to create units that more accurately address mastery of the state standards in a thorough and systematic fashion.</p>
Implement	Percent Task Complete:		0%

June 02, 2012

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Goal 2: To improve student achievement in reading and mathematics by ensuring that all students receive high quality direct instruction that has been differentiated based on what is known about each student's readiness.

Objectives: (Priority Indicators from the CII Planning Tool)

- IE07 The principal monitors curriculum and classroom instruction regularly.
- IIIA09 All teachers clearly state the lesson's topic, theme, and objectives.
- IIIA25 All teachers encourage students to paraphrase, summarize, and relate.

Strategies to be Implemented (check all that apply):

- Improvement in Curriculum and Instruction
- Addressing Specific Needs of Low-Achieving Students
- Professional Development
- Changes in School Systems or Processes
- Leadership/Governance
- Climate/Culture (staff and/or students)
- Programs Supported by Scientifically-Based Research

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Indicator Checklist Report

Key Indicators are shown in **RED**.

School Leadership Team RI

School Leadership and Decision Making			
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly. (58)		
	Level of Development:	Limited Development	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Principal lacks the time to be in each classroom as regularly and as systematically as recommended. Principal has duties that detract from this responsibility that need to be delegated. Currently the principal spends approximately 20 percent of his time in direct observation of the classroom.	
Plan	Assigned to:	Brent Walker	
	How it will look when fully met:	The principal will spend at least two hours per day either observing instruction or providing feedback to teachers about their instruction. Evidence of this objective's completion will be records of observations and meetings with teachers.	
	Target Date:	05/31/2013	
	Tasks:		
	1. The principal will devise and adhere to a daily schedule that blocks out time for these observations and feedback sessions to occur and share that schedule with the teachers and the office team.		

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		Assigned to:	Brent Walker
		Target Completion Date:	05/31/2013
		Comments:	<p>Resources: Scheduling and calendar documents, online calendar</p> <p>Monitoring Activities: Principal will seek feedback from the teachers about the effectiveness and efficiency of the proposed schedule. Principal will adhere to the proposed schedule during the course of the 12-13 school year. Principal will report monthly to the restructuring team the number of hours spent either observing instruction or providing teachers feedback about their instruction.</p> <p>Monitoring Effectiveness: Teachers will report that they have received more frequent and more helpful feedback about their instructional practices than they have in the past.</p>
	2. Principal will provide both formative and summative feedback to teachers based on completed observations. Formative feedback will be provided through the use of the walkthrough software. Summative feedback will be provided in the form of periodic formal reports required by the district's supervision and evaluation policies.		
		Assigned to:	Brent Walker
		Target Completion Date:	05/31/2013
		Comments:	<p>Resources: Walkthrough software already provided by the district, district supervision and evaluation materials and procedures</p> <p>Monitoring Activities: Principal will provide formative feedback within 24 hours of the walkthroughs. Principal will provide summative feedback within one week of the formal observations.</p> <p>Monitoring Effectiveness: Teachers will report that the increased feedback about their instruction has improved the quality of their instruction.</p>
Implement	Percent Task Complete:		0%

Classroom Instruction	
Expecting and monitoring sound instruction in a variety of modes	
Indicator	IIIA09 - All teachers clearly state the lesson's topic, theme, and objectives. (118)
	Level of Development: Limited Development

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	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Eighth grade reports that they always introduce lessons, connect to prior learning, and provide direct instruction.</p> <p>Seventh grade reports that objectives are always on the board and that the teachers follow the three phases of instruction.</p> <p>Sixth grade reports limited implementation. This is not done all the time, but the team is striving to do this more consistently.</p> <p>Fifth grade reports full implementation through KWL charts, questioning, wait time, thinking aloud strategies.</p> <p>Fourth grade reports full implementation through referring to prior lessons, inform students with clarity and enthusiasm.</p> <p>Specials team reports full implementation. All units are introduced with their objectives. A single objective may cover several class periods.</p> <p>Special education reports that they observe that most teachers do this consistently with some exceptions.</p>	
Plan	Assigned to:	Brent Walker	
	How it will look when fully met:	Teachers will introduce all lessons to the students with information that clearly states the lesson's topic, theme, and objectives. Evidence will be gathered through observations, teacher reflections, and student surveys.	
	Target Date:	05/31/2013	
	Tasks:		
	1. Teachers will collect and share effective strategies they can use to ensure that the topics, themes, and objectives of all lessons are introduced in ways that meet the learning needs of all students, especially those students in the under-performing subgroups.		
	Assigned to:	All Teachers	
	Target Completion Date:	10/01/2012	
	Comments:	Resources: Wise Ways documents, "The Skillful Teacher" manual, Responsive Classroom and Developmental Designs training material, professional development time	

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			<p>Monitoring Activities: The principal will ensure that time will be set aside during the before-school in-service time for teachers to work together on devising the strategies that will be used throughout the school. Special education teachers and other specialists will be asked to provide specific training on the ways this introductory information for all lessons can most effectively be communicated to students with learning disabilities. Minutes of this professional development activity will be kept and shared with all participants.</p> <p>Monitoring Effectiveness: Teachers will report that they have a more complete repertoire of techniques they can use to communicate meaningfully and consistently the topic, theme, and objective for each lesson.</p>
		<p>2. Administrators will observe the beginnings of lessons, record data about if and how introductory information about lessons has been meaningfully communicated, report their observations to the teachers within 24 hours of the observation, and share general reports periodically with the entire staff about the quality and quantity of lesson introductions.</p>	
		Assigned to:	Administrators
		Target Completion Date:	05/31/2013
		Comments:	<p>Resources: Online walkthrough reports, customized walkthrough data collection tool</p> <p>Monitoring Activities: Administrators will develop a data collection form in the Teachscape system already in use the district to gather data about the lesson introductions they will observe. The administrators will observe at least 360 lesson introductions throughout the course of the 12-13 school year. After each observation, the administrators will email the completed walkthrough report to the observed teacher.</p> <p>General reports showing trends in the data that has been collected will be periodically shared with all teachers.</p> <p>Monitoring Effectiveness: Teachers will report that the feedback they receive from the administrators has improved the quality of the introductory material they provide to students at the beginning of each lesson.</p>
		<p>3. Develop and administer to students periodically a brief survey that gathers information about their perception of the effectiveness of the methods teachers use to introduce the topics, themes, and objectives of lessons.</p>	
		Assigned to:	All Teachers
		Target Completion Date:	05/31/2013

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		Comments:	Resources: Wise Ways documents, professional development Monitoring Activities: The principal will direct the development with the teachers of a survey that teachers and can periodically use to gather data information about the students' perceptions of the effectiveness of the methods they use to introduce the theme, topic, and objectives of lessons. Teachers will administer the surveys to their students three times during the school year. Teachers will reflect on the results of the surveys during conferences with administrators. Monitoring Effectiveness: Student surveys will confirm that teachers are consistently and thoroughly introducing the topics, themes, and objectives of their lessons.
Implement	Percent Task Complete:		0%

Indicator	IIIA25 - All teachers encourage students to paraphrase, summarize, and relate. (134)		
	Level of Development:	Limited Development	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Fourth grade reports full implementation through partner reading, questioning, and having students summarize what they have read or done. Eighth grade reports full implementation by requiring students to restate learning in their own words. Seventh grade reports limited implementation. Students are not always asked to put learning into their own words. Sixth grade reports full implementation through frequent class discussions and homework. Fifth grade reports full implementation through the writing of reflections, partner reading, summarizing for each other, exit slips, and movie frame notes. Specials teachers report full implementation through explanation and summary prior to demonstration of skills. Special education reports limited implementation because many exceptional students have a difficult	

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		time with these skills.
Plan	Assigned to:	Brent Walker
	How it will look when fully met:	All reading and math lessons will conclude in such a fashion that students are given the opportunity to paraphrase, summarize, or relate. Evidence will be gathered through observations, teacher reflections, and student surveys.
	Target Date:	05/31/2013
	Tasks:	
	1. Teachers will collect and share effective ways to ensure that all lessons are concluded in ways that have all students, especially those students in the under-performing subgroups, meaningfully summarize what they have learned or connect what they have learned with something else.	
	Assigned to:	All Teachers
	Target Completion Date:	10/01/2012
	Comments:	Resources: Wise Ways documents, "The Skillful Teacher" manual, Responsive Classroom and Developmental Designs training material, professional development time Monitoring Activities: The principal will ensure that time will be set aside during the before-school in-service time for teachers to work together on devising the strategies for concluding lessons that will be used throughout the school. Special education teachers and other specialists will be asked to provide specific training on the methods for concluding lessons that work best for students with learning disabilities. Minutes of this professional development activity will be kept and shared with all participants. Monitoring Effectiveness: Teachers will report that they have a more complete repertoire of techniques they can use to give students opportunities to paraphrase, summarize, or relate in a meaningful way at the conclusion of each lesson.
	2. Administrators will observe the ends of lessons, record data about if and how students have been given opportunities to summarize, paraphrase or relate what they have learned, report their observations to the teachers within 24 hours of the observation, and share general reports periodically with the entire staff about the quality and quantity of these opportunities students have had at the ends of lessons.	
	Assigned to:	Administrators
	Target Completion Date:	05/31/2013
	Comments:	Resources: Online walkthrough reports, customized

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			<p>walkthrough data collection tool</p> <p>Monitoring Activities: Administrators will develop a data collection form in the Teachscape system already in use the district to gather data about the lesson conclusions they will observe. The administrators will observe at least 360 lesson conclusions throughout the course of the 12-13 school year. After each observation, the administrators will email the completed walkthrough report to the observed teacher. General reports showing trends in the data that has been collected will be periodically shared with all teachers.</p> <p>Monitoring Effectiveness: Teachers will report that the feedback they receive from the administrators has improved the quality of the opportunities they provide students at the ends of lessons to summarize, paraphrase or relate what has been learned.</p>
		<p>3. Develop and administer to students periodically a brief survey that gathers information about their perception of the effectiveness of the opportunities teachers give them to summarize, paraphrase, and relate what they have learned.</p>	
		Assigned to:	All Teachers
		Target Completion Date:	05/31/2013
		Comments:	<p>Resources: Wise Ways documents, professional development</p> <p>Monitoring Activities: The principal will direct the development with the teachers of a survey that teachers and can periodically use to gather data information about the students' perceptions of the effectiveness of the effectiveness of the opportunities teachers give them to summarize, paraphrase, and relate what they have learned.. Teachers will administer the surveys to their students three times during the school year. Teachers will reflect on the results of the surveys during conferences with administrators.</p> <p>Monitoring Effectiveness: Student surveys will confirm that teachers are consistently and thoroughly giving students opportunities to summarize, paraphrase, and relate what has been learned.</p>
Implement	Percent Task Complete:		0%

June 02, 2012

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Draft of Parent Notification Letter

June 15, 2012

Dear HCMS Families:

I am writing to inform you that Haverhill Cooperative Middle School has been identified by the New Hampshire Department of Education (NHDOE) as a Year 5 School in Need of Improvement (SINI) in the area of mathematics and a Year 1 School in Need of Improvement in the area of reading. This letter is notice of that identification and a description of our plans for improving the performance of all children in this area.

In January of 2002 President Bush signed an education law called *No Child Left Behind* (NCLB). The long-range goal of NCLB is that every child will be proficient in reading and mathematics according to each state's academic standards. In the area of mathematics, Haverhill Cooperative Middle School did not make the target during the six of the previous seven years. In the area of reading the school did not make the target for the last two years. The school must meet this target two years in a row in order to be removed from the list of schools in need of improvement.

Schools must meet these performance targets for the school as a whole and for all federally defined subgroups, or the entire school is deemed to have not made AYP. For both 2011 and 2012, the school's performance as a whole has been good enough to meet the target. Unfortunately, the school failed to meet the targets in both subjects for the subgroup of students who have educational disabilities.

Enclosed with this letter are tables that summarize the school's performance on the last NECAP mathematics and reading tests for which we have results. This test was given in October 2011. The chart compares the rates of proficiency of HCMS students with the rates of proficiency of all New Hampshire students.

Our school is working closely with the district and NH Department of Education representatives to be able to identify key areas for improvement. The school district has made professional development funds available to the school to provide training to help the staff identify and address areas of need.

During this past school year, the entire school staff has been using technical assistance from the state to create a restructuring plan that will be implemented for the 12-13 school year. This restructuring plan, which commits the school to specific actions it will take next school year, is the culmination of an extensive, systematic, and, at times, brutally honest self-evaluation done by the staff at HCMS.

We began the year having to measure ourselves against 82 different success indicators that research says are found in rapidly improving schools. After our initial evaluation of those 82 indicators, the school found that 56 of them were either partially present or absent at HCMS. The school staff then worked together to sift through those indicators to find those that went to the root cause of why we are still a school in need of improvement and that are able to be completed by May 2013.

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The result is two-pronged plan. One prong is a goal for curriculum alignment. The other is a goal for instructional quality. Supporting each goal are three of the success indicators taken from that original list of 82. A copy of this plan is available for public review and can be obtained upon request.

You are also a critical partner in the restructuring process. All of us working together will ensure the development of a successful improvement plan and improve the quality of the education we provide for all of our students. If you are interested in more information about restructuring process and would like to know you can assist, please let me know by calling the school, sending me an email or coming to the office.

In addition, our district will make Supplemental Educational Services (tutoring) available to those students that qualify. If your child qualifies you will be notified by October 1, 2012.

One of the provisions of NCLB is that parents of students whose children attend a school that has been identified as a school in need of improvement be offered the choice to send their children to another school within the same school district. This provision is only valid in school districts where there is another school in the district that offers instruction at the same grade levels. In Haverhill Cooperative School District, HCMS is the only school available for students in grades 4-8.

Students will be tested again in October 2012. We will not know the results of this test until January 2013.

I look forward to working with you to ensure the success of each of our students.

Sincerely,

Brent Walker
bwalker@sau23.org

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Results of 2011 NECAP Reading Test

	Percent of Students Substantially Below Proficient	Percent of Students Partially Proficient	Percent of Students Proficient	Percent of Students Proficient with Distinction	AYP Status in 2012
State	6	15	54	25	Did not make AYP
HCMS	6	26	56	11	Did not make AYP

Results of 2011 NECAP Math Test

	Percent of Students Substantially Below Proficient	Percent of Students Partially Proficient	Percent of Students Proficient	Percent of Students Proficient with Distinction	AYP Status in 2012
State	16	17	44	23	Did not make AYP
HCMS	13	18	52	17	Did not make AYP