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The report of the department's visitation team from site visits to schools in Manchester during April 2012

Edward R. Murdough, Administrator, Bureau of School Approval and Facility Management

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SAU #37

JUN 07 2012

OFFICE OF
SUPERINTENDENT

May 29, 2012

Dr. Thomas J. Brennan, Jr.
Superintendent
SAU #37
195 McGregor Street, Suite 201
Manchester, NH 03102

Dear Dr. Brennan:

Enclosed please find the report of the department's visitation team from our site visits to schools in Manchester during April 2012. Thank you, the principals, staff, and students for your hospitality and for taking time to meet with us and show us the schools and their programs. Although the report is lengthy, I am afraid that it only captures a small part of what goes on in your schools.

I hope this report is viewed as a candid observation of what is happening in the schools. Our philosophy in these visits is that improvement does not come from patting ourselves on the back for what we do well. Improvement comes from analyzing what we are not doing well and developing plans to do better. This report must be viewed in the proper context. We were in each school for only a few hours on one day. The individual reports indicate what we observed and what we heard from the staff. Although the visits were brief, when the same observations are made by multiple observers, they are more likely to be valid. This information is provided for your use as you see fit.

While I am concerned that this report might be misused, I feel compelled to make two general comments. First, we clearly identified a large number of significant shortcomings that have a direct impact on student achievement. Second, I have never personally observed students sleeping in class until these visits. Other team members also saw students sleeping. These were not isolated cases. I saw it in six different classrooms in two schools. Those students undoubtedly have individual situations that contributed to their behavior. I am not aware of what those may be, but whatever the reasons, those students were not engaged in learning. I have to believe that the situation is exacerbated by large classes where teachers cannot give enough time to each student and lack of the things that make education exciting to today's students. I was recently sent the article below which describes a survey that a teacher in California conducted with her students. We observed very little of what the students indicated as ways to keep them engaged in Manchester.

Today on the ETNews Listserv

ITEM: Kids Speak Out on Student Engagement

A twelve-year teaching veteran and a California regional Teacher of the Year, Heather Wolpert-Gawron's musings on educational policy, curriculum design, and daily school life can also be read at www.tweenteacher.com.

A while back, I was asked, "What engages students?" Sure, I could respond, sharing anecdotes about what I believed to be engaging, but I thought it would be so much better to lob that question to my own eighth graders. The responses I received from all 220 of them seemed to fall under 10 categories, representing reoccurring themes that appeared again and again. So, from the mouths of babes, here are my students' answers to the question: "What engages students?"

1. Working with their peers
2. Working with technology
3. Connecting the real world to the work we do/project-based learning
4. Clearly love what you do
5. Get me out of my seat!
6. Bring in visuals
7. Student choice
8. Understand your clients -- the kids
9. Mix it up!
10. Be human

Read the entire article on Edutopia at <http://www.edutopia.org/blog/student-engagement-stories-heather-wolpert-gawron>

It seems to me that if classes are going to be large, it is then critical that the teachers have the tools and supplies to keep students engaged. Without those resources, teachers are left with few options beyond the lecture format. You will see comments from several of the team members who observed this situation. The majority of Manchester teachers that we observed do not have what they need in their classrooms to engage up to 30 students.

I hope you find this information useful. Rather than ask for a separate plan to address the deficiencies noted during the visit, I will share the report with the Bureau of Accountability for inclusion in future SINI/DINI plans.

Please call me if you have any questions at 271-2037.

Sincerely,



Edward R. Murdough
Administrator
Bureau of School Approval
and Facility Management

cc: Commissioner Barry
Deputy Commissioner Leather
Division Directors
School Principals

SCHOOL APPROVAL SITE VISIT REPORT SUMMARY
MANCHESTER SCHOOLS
SAU 37
APRIL 2012

1. The Manchester school system, the largest in the state, serves approximately 15,536 students from the City of Manchester and the towns of Auburn, Candia, and Hooksett. SAU 37 serves Manchester. SAU 15 serves the other three towns whose high school students attend schools in Manchester. Additionally, Bedford, Goffstown, and Londonderry send students to the Manchester School of Technology for career and technical education. Manchester operates three 9-12 high schools, four 6-8 middle schools, and fourteen K-5 elementary schools. The Manchester district also operates a career and technical center and an alternative high school program. The visit focused on Memorial High School and its feeder schools.
2. A team from the NH Department of Education visited four schools in April 2012. The schools visited included: Manchester Memorial High School, Southside Middle School, Jewett Street Elementary School, and Highland-Goffs Falls Elementary School. Auburn students currently attend Memorial High School, but that arrangement will terminate in the next two years. ~~Since the tuition agreement will end soon, no visit was made to Auburn Village School as would have normally taken place.~~ Team members toured each of the schools and interviewed administrators and teachers. Individual reports are enclosed.
3. The district-wide Aspen system appears to be a very useful tool for managing a district as large as Manchester and one where there is a significant amount of movement between schools.
4. There are a number of very positive things happening in the schools that were visited. Full day kindergarten is available as an option to parents. The facilities are in good condition and are able to adequately support the programs they house. The conversion of elementary schools built in the 1970s for the open concept format has obviously produced much better spaces for learning. Arts education appears to be a strength throughout the system. The district math coordinator seems to have schools on the same path toward success.
5. The team reviewers identified numerous instances in which the Manchester schools are not meeting the state standards. There were far more deficiencies identified in Manchester than in any other district yet visited under RSA 193-E. Of particular concern is an apparent dearth of instruction in science and social studies at the elementary level. Information and Communications Technology (ICT) was judged to be satisfactory only at the high school. Health education had mixed results. Unlike many districts, Manchester has health teachers at the elementary level, but then the program does not exist in the middle school.

6. The team has serious concerns about the availability and use of technology in the classroom. It appears that students are not maintaining digital portfolios. Teachers reported that much of the available equipment is old and unreliable. Administrators reported that support resources are insufficient. There is some evidence that existing technology appears to have been acquired through various grants that were not guided by an overall technology plan. The result is a hodgepodge of different equipment of varying ages and condition.
7. Except for a district math coordinator, there was little evidence of any formal process for curriculum alignment between three levels: elementary, middle, and high schools. Teachers appear to have no contact with their counterparts in higher or lower grades unless they are in the same building. Principals meet regularly at meetings called by the superintendent as would normally be expected, but it is unclear that the topics of curriculum alignment and transition between schools is more than a passing agenda item.
8. A recurring theme in Manchester that was confirmed by this visit is lack of resources. Manchester schools have many challenges that schools in other districts do not face. At the same time, Manchester has advantages due to its size, which should lead to beneficial economies of scale. The level of technology in the schools visited is significantly lower than what is found in similar schools around the state. Class sizes are relatively large and occasionally exceed the state maximums. Shortages of supplies and equipment were frequently noted as hampering the ability of teachers to provide instruction that truly engages their students. A case in point is the shortage of wood in the wood working class. In both the middle and high schools, a number of students were observed sleeping in class with their heads on their desks. We have not observed that in other schools that have been visited. Teachers in Manchester clearly face challenges that their counterparts in other districts do not, yet they have fewer tools and less opportunity for coordination than their peers.
9. Based on the visit, the visitation team has concluded that schools in the Manchester area are not meeting the statutory requirement to provide the opportunity for an adequate education. There are numerous instances where standards are not being met. We believe that the deficiencies identified are not limited to the schools visited, but are system-wide shortfalls. In many cases the lack of compliance appears to be a direct result of inadequate resources. The district should carefully review how resources are allocated and should ensure that required curriculum is given priority above things that are not required.

SCHOOL APPROVAL SITE VISIT REPORT (2011-12)

SCHOOL: Manchester Memorial High School

DISTRICT: Manchester

SAU: 37

DATE OF VISIT: April 4, 2012

REVIEWER: Philip Martin

PHONE: 765-7839

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Tim Russell—Instrumental Teacher-Manchester Memorial High School

DOCUMENTS AND MATERIALS REVIEWED

GPS (Grading Philosophy System) Documentation for all music classes taught:

Theory II

Jazz Ensemble

Theory III

Band - Level III

Band - Level IV

Theory II Quiz #1

Conducting Rubric

Theory III Assessment

STANDARD(S) REVIEWED

Ed 306.31, Arts Education (music)

Students will understand that creation of original work is essential to music.

Students will understand that performance of new and existing work is essential to music.

Students will understand that musical works are alternative forms of communication that generate a variety of styles.

Students will understand there are connections among music, other arts, and disciplines outside the arts.

Students will understand that music impacts everyday life.

Students will understand that cooperation and collaboration shape a musical performance.

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES

GENERAL OBSERVATIONS

Tim Russell is in his 20th year of teaching, the last 3 of which have been at Memorial HS. He is proud of several accomplishments within the music department. He uses the comprehensive musician approach in his preparation and teaching, meaning students are able to connect all aspects of music of their performances and discussions. Students use their skills acquired in theory as performers and vice versa. They conduct works the performing classes are working on. His courses do not exist in a vacuum, but are relevant to what is going on throughout the department offerings.

He feels students are comfortable in the music department, often taking several music classes during the same semester. Tim has learned through interaction with former students they feel and are well prepared for post secondary experiences as musicians and future music educators.

Students are assessed multiple times during the school year, depending on the size of the group and the time constraints of the assessment process. All grades are recorded on Aspen, a program used by the Manchester Schools to allow internet access of student information (grades, attendance, etc.). Tim is very aware and appreciative of the support his program receives from his administration, from his musical colleagues, the faculty and staff at Memorial other MMHS students not in the program and parents. Tim would like to expand the course offerings at Memorial so as to include more music classes for the non-performing student.

RECOMMENDED ACTIONS

The competencies listed above appear to be heavily performance based and somewhat vague. Use of the phrase "will understand" is difficult to assess, as it does not indicate to what level understanding takes place. There is no mention in the competencies about evaluating music, though it is my understanding that music performances are evaluated. There is also no mention of reading music, though it is implied for music performance. I applaud the Manchester Schools for adopting competencies in music and for accomplishing the very difficult task of creating, agreeing and working to establish them at the core of their grading. I would encourage the music faculty to gather again, discuss what has worked and perhaps edit and expand them to include all aspects of what Manchester musicians will know and be able to do in the 21st century.

I suggest Memorial music faculty look at expanding course offerings to reach out to the rest of the student body. Courses in creating/composing music, guitar, drumming and any number of courses using new and expanding technology would connect the department with students demonstrating a love of music not through the traditional performing pathway.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: Memorial High School

DISTRICT: Manchester **SAU:** 37

DATE OF VISIT: April 4, 2012

REVIEWER: Maureen Ward

EMAIL: mward@[sau18.org](mailto:mward@sau18.org)

INDIVIDUALS INTERVIEWED

Aaron Abood - Math teacher
Kerrie Menswear - Math teacher

DOCUMENTS AND MATERIALS REVIEWED

Scope and sequence, lesson planning

STANDARD(S) REVIEWED

Ed 306.43, Mathematics Program

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES

Technology in the classroom is nonexistent. Teachers rely on stand and deliver method with students as sponges, not interactive learners.

GENERAL OBSERVATIONS

Many classes of 45 minutes leave little room for innovation. Although teachers are given opportunities during the year and during the summer to meet with their colleagues it is a "horizontal" connection and not vertical to discuss needs with feeder schools. Teachers felt that communication within the school is good, but morale is low with lack of funding and concern over class size and jobs. Teachers felt current schedule allowed them to teach in depth where block scheduling did not facilitate that. Teachers felt supported by administration.

RECOMMENDED ACTIONS

Provide more professional development and conversations K- 12 as well as grade level.

SCHOOL APPROVAL SITE VISIT REPORT (2011-12)

SCHOOL: Manchester Memorial High School

DISTRICT: Manchester

SAU: 37

DATE OF VISIT: April 4, 2012

REVIEWER: Philip Martin

PHONE: 765-7839

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Adam Boroskas—Choral Teacher-Manchester Memorial High School

DOCUMENTS AND MATERIALS REVIEWED

GPS (Grading Philosophy System) Documentation for all music classes taught:

Concert Choir

Memorial Singers

Music Appreciation I

Music Appreciation II

Ear Training and Sight Reading

Vocal Music Jury Assessment.

Performance evaluation

STANDARD(S) REVIEWED

Ed 306.31, Arts Education (music)

Students will understand that creation of original work is essential to music.

Students will understand that performance of new and existing work is essential to music.

Students will understand that musical works are alternative forms of communication that generate a variety of styles.

Students will understand there are connections among music, other arts, and disciplines outside the arts.

Students will understand that music impacts everyday life.

Students will understand that cooperation and collaboration shape a musical performance.

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES

GENERAL OBSERVATIONS

Adam Boroskas is in his 12th year of teaching, the last 5 of which have been at Memorial HS. He is very proud of the quality of the vocal program he has developed. In addition to bringing more student involvement to the three performing groups, he has also brought in a growing love for musical theater. This is evidenced by both the quality of performances and the numbers of student involvement in the program. It is hoped this could lead to more offerings in theater and dance. It is understood this would take more commitment and resources being dedicated by the Manchester School District.

Students are assessed multiple times during the school year, depending on the size of the group and the time constraints of the assessment process. All grades are recorded on Aspen, a program used by the Manchester Schools to allow internet access of student information (grades, attendance, etc.). Adam is very aware and appreciative of the support his program receives from his administration, from his musical colleagues, the faculty and staff at Memorial, MMHS students not in the program and parents. He does however express concern regarding support for the music program in general from a citywide basis.

RECOMMENDED ACTIONS

The competencies listed above appear to be heavily performance based and somewhat vague. Use of the phrase "will understand" is difficult to assess, as it does not indicate to what level understanding takes place. There is no mention in the competencies about evaluating music, though it is my understanding that music performances are evaluated. There is also no mention of reading music, though it is implied for music performance. I applaud the Manchester Schools for adopting competencies in music and for accomplishing the very difficult task of creating, agreeing and working to establish them at the core of their grading. I would encourage the music faculty to gather again, discuss what has worked and perhaps edit and expand them to include all aspects of what Manchester musicians will know and be able to do in the 21st century.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: Manchester Memorial HS

DISTRICT: Manchester SAU: 37

DATE OF VISIT: April 4, 2012

REVIEWER: Susan Randall

EMAIL: susan.randall@doe.nh.gov

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Pauline Thibeault, Chemistry Teacher teaching 3 levels of Chemistry: L3 (College Prep), L4 (Honors), and AP Chemistry. Teaching for 18 years

Marc Sullivan Physical Science Teacher for levels 1-4. Teaching for 6 years.

DOCUMENTS AND MATERIALS REVIEWED

Science Curriculum frameworks – Ms. Thibeault provided documentation of the linkages between the Chemistry curriculum and the frameworks.

Samples of tests

Competencies

STANDARD(S) REVIEWED

Ed 306.45, Science Education Program

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES

GENERAL OBSERVATIONS

The School requires the state minimum standard of 2 credits of science (physical science and biology) for graduation.

The competencies for chemistry were developed by all the Manchester School District chemistry teachers. They are based on three areas of chemistry: lab skills, problem solving, and theory regarding matter and change. Using the school information system, ASPEN, teachers are able to grade to the competencies. Competencies are assessed through both formative and summative assessments. Students are offered the opportunity to master the competencies through after class re-teaching sessions. It was noted that many students do not take advantage of this opportunity to make up the competencies. Final exams are 70% common test items and 30% individual teacher developed test items.

Both teachers indicated that they use computers and LCD projectors frequently in the classroom, and regularly use internet resources in their classes.

Along with traditional lab equipment students also have access to spectrophotometers, centrifuges, and hand held probes for measuring conditions such as pH and temperature; these more specialized pieces of

equipment must be shared between students.

Students utilize the library at least 3-4 times a year.

NECAP test results are available for teacher review.

Science teachers in the district, across schools and levels, do not have the opportunity to meet and coordinate the curriculum. Science teachers at Memorial do meet before school, during lunch breaks, or after school to discuss and coordinate instruction.

RECOMMENDED ACTIONS

NECAP- Although available for review, I did not have the opportunity to follow up to find out if teaching and/or curriculum is revised to reflect the examination of test results.

Increase vertical alignment of science curriculum.

Increase the opportunities for formal department meetings.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: Manchester Memorial High School

DISTRICT: Manchester

SAU: 37

DATE OF VISIT: April 4, 2012

REVIEWER: Marcia McCaffrey **EMAIL:** Marcia.mccaffrey@doe.nh.gov

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Lori Sweeney, Art teacher

Jane Tentas, Art teacher

DOCUMENTS AND MATERIALS REVIEWED

Several art department course outlines and expectations (syllabi)

Process Folio handout

Grading Philosophy System

MMHS Program of Studies

STANDARD(S) REVIEWED

Ed 306.31 Arts Education (including dance, music, theatre, and visual arts)

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES

GENERAL OBSERVATIONS

Both teachers interviewed are highly qualified and certified to teach visual art. All the faculty members of the MMHS art department meet this criterion. MMHS Art Department provides a variety of courses for students to select from including traditional (2-D, 3-D and crafts) and non-traditional (computer illustration & design and graphics) art forms. This wide variety of offerings provide opportunities for students who are seriously pursuing visual art as a post-secondary field of study (AP Studio Art, portfolio preparation, art history, and multiple levels of pottery) as well as for students who look to fulfill the ½ credit in the arts as a high school graduation requirement. Class enrollment is high; the teachers are prudent with their art supplies and supplement what they receive through fundraising (computers used for photography purchased by fundraising and students must provide their own 35mm cameras); studio space and teacher work space are blended; and the art department faculty is supportive of one another and are proud of the program they provide. The staff appreciates the support they receive from administration and they know that the arts are considered an important part of what makes MMHS students successful. In general, the art department functions at a high level.

RECOMMENDED ACTIONS

The Manchester School District should create opportunities for visual art teachers from across the district to come together to analyze the vertical and horizontal articulation of the art curriculum. Teachers feel very isolated by school (many times only 1 art teacher at a school) and bringing the entire group of art teachers together to discuss program expectations, learning objectives, assessment techniques, and course competencies would benefit all teachers and students. In addition, there should be some opportunity at MMHS for art department staff to meet formally as a department, at a minimum, to recommend to the district a better way of purchasing art supplies. As I understand it, the supply situation is one where art supplies are grouped with regular school supply orders. School supplies and art supplies are not the same thing. The teachers believe that providing them the opportunity to order real art supplies would not be a budgetary increase as they would be ordering better supplies at the best price and stay within budget. The quality of the art materials really matters—please consider a new approach that will provide for students what they need to create quality works of art.

One question I still have concerns Level 1 students. Do they have the same opportunity to take higher level courses as students at other levels? Does the schedule permit them to take Level 2 - 4 courses and is there flexibility by guidance to place Level 1 students in higher level art courses if they meet the prerequisites and are motivated to be there. Art students can be atypical. The individual who may not excel in courses across the board, may be the student who excels in visual arts because of a propensity for visual learning. Ed 306.31 requires that students are provided an opportunity to create, perform/present, and respond in a given art form. To be clear, students at all levels should be given an opportunity to analyze, synthesize, and respond to their own art work and the art work of others.

Finally, the art department competencies could be more about *doing* than *knowing* (aka “understand that”). For example:

Competency 1 -- “Students will create and exhibit original works of art.”

Competency 2—“Students will evaluate works of art from the point of view of art as an alternative form of communication and will show that works of art generate a variety of responses”

Competency 3—“Students will analyze and evaluate works of art from a variety of perspectives including structural, historical, and cultural.”

Competency 4 – “Student will make connections among individual works of art, art genres, across various arts disciplines (music, dance, theatre), and with other academic areas and collaborate with others in the creation of art works.”

SCHOOL APPROVAL SITE VISIT REPORT (2010-2011)

SCHOOL: Memorial High School

DISTRICT: Manchester

SAU: 37

DATE OF VISIT: April 4, 2012

REVIEWER: Ed Murdough

PHONE: 271-2037

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Arthur Adamakos, Principal

DOCUMENTS AND MATERIALS REVIEWED

Program of Studies

IBAS Survey Responses

School Profile

School Improvement Progress Report 2010-2011

Master Schedule

STANDARD(S) REVIEWED

Ed 306.07, Facilities

Administration

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES NO (IF NO, EXPLAIN)

Class size is not one of the standards in the definition of and adequate education, but staff reported that several classes exceed the state maximum of 30 students.

GENERAL OBSERVATIONS

1. The Memorial High School facility was constructed in the 1960s and renovated within the last six years. It appears to be in well maintained and good condition. The facility appears to adequately support the educational programs housed there.
2. The ASPEN system used for student records appears to be very appropriate and beneficial for a large district. The system allows students to take courses at any school in the district. Grades are recorded in the centralized system and then reports including report cards can be generated on each student regardless of the school of assignment and the schools where courses were completed.
3. VLACS courses are listed in the Program of Studies. This is the first school where I have seen that.
4. The transition for incoming freshmen appears to be fairly typical with an open house, orientation week, and visits. The high school administers a placement test for math.

80% of grade 9 comes from the adjacent Southside Middle School. There appears to be good communication between the middle and high school principals, but little formal communication between teachers at the two levels.

5. Staff reported that some classes exceed the state maximum of 30 students (24 in lab classes). The number is expected to increase next year.
6. The school has had an advisory program for the last 5 years.
7. Technology appears to be limited by lack of equipment. Digital projectors are available in classrooms, but there are no Smart Boards. Staff reported that much of the available equipment is old and difficult to keep running. Staff also reported that the available equipment includes items from several different manufacturers making it difficult to maintain consistency when integrating technology into a class. There are no IT staff permanently assigned to Memorial HS. IT staff are stationed a central district office. It would seem that a school of this size could easily keep two IT people fully occupied in maintaining systems and equipment and in responding to equipment problems.
8. During the tour of the school a number of students were observed to be sleeping with heads on their desks in full view of the teachers. Obviously, those students were not engaged in the classes.

RECOMMENDED ACTIONS

1. The district should review its plan for vertical alignment of curriculum elementary to middle and middle to high. Teachers should have communication to know what is expected at the next level and to receive feedback on performance of their students at the next level.
2. The district should review its long range technology plan to ensure that it provides adequate, consistent, and reliable support to instruction in an integrated manner.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: **Memorial High School** ENROLLMENT: 2,000 DISTRICT: Manchester SAU: 37

DATE OF VISIT: Wednesday, April 4, 2012

REVIEWER: Marie Morgan

EMAIL: marie.morgan@doe.nh.gov

INDIVIDUALS INTERVIEWED

Peter Colcord and Tammy Winchell, Physical Education Teachers
Nancy Valias, Health Teacher

DOCUMENTS AND MATERIALS REVIEWED

Memorial High School Program of Studies (2011-12)
Memorial High School Master Schedule Semester 2 (2011-12)
Floor Hockey Handout (4 pages)
Walking for Fitness Lesson Plan #1 and "Target Heart Rate" Quiz
Strength and Conditioning Lesson Plan #1

Health Education Curriculum Binder, Assessments, examples of student work

STANDARD(S) REVIEWED:

Ed 306.41, Physical Education
Ed 306.40, Health Education

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES

GENERAL OBSERVATIONS

Memorial High School (MHS) graduation requirements include 1 credit of Physical Education (PE). Students generally complete a ½ PE credit during the 9th grade and another ½ PE credit in the 10th grade. There is an alternative option for athletes participating on two athletic teams. The School has a large and a small gym and a weight room. The outdoor facilities are some of the best in the state.

Besides the required freshman introductory PE course, other course options include: Strength and Conditioning, Walking for Fitness, Yoga, and Recreational Basketball.

The Semester 2 Master Schedule shows 5 PE instructors with one who also teaches Health.

Both of the PE teachers I spoke with had been at Memorial High School for several years. The PE course competencies were developed about 2 years ago and are based on the NH PE Curriculum Frameworks. It appears this may be the first year the PE competencies were used at MHS. PE teachers provide a handout for each unit covered. Students keep these handouts in a binder. At least once per semester PE classes visit the library to use the PCs for a 3 page report or "digital portfolio presentation".

Memorial High School (MHS) graduation requirements include ½ credit Health. Students generally complete the School's only Health course in their freshman year. It is scheduled 5 periods per week for a

semester. This year a First Aid course is also being offered.

The Semester 2 Master Schedule shows three teachers providing 10 sections of Health Education: 2 with 23 students, 3 with 27 students, 1 with 28 students, and 4 with 29 students for a total of 271 students.

The School's primary health teacher is very knowledgeable regarding the NH Health Education Standards and worked in the health care sector prior to becoming a teacher. She has participated on various local, state, and regional Health Standards' committees. The Health course is based on the NH Health Curriculum Frameworks.

The School's health teachers are able to coordinate frequently regarding course materials and content. Time is not available to coordinate with other health teachers in the district. New textbooks were received last year and are supplemented with teacher "devised" materials. The use of technology in the classroom is infrequent. Twice each semester classes visit the Library Media Center to work on projects. The 2 librarians are extremely helpful.

Time for Professional Development opportunities is provided; however, funding is not guaranteed.

RECOMMENDED ACTIONS:

Increase accessibility to the Internet to:

- Reduce the need for textbooks (which quickly become outdated) ;
- Increase student interest in learning; and
- Allow students various methods to demonstrate what they have learned.

Reduce class sizes to allow for more classroom discussion/involvement by all students.

Allow time for Memorial HS Health, Physical Education and Family & Consumer Science teachers to coordinate.

Allow more time for all district Health and Physical Education teachers to coordinate.

Review the mission of the District Wellness Committee and how it is being supported within the School by all faculty and staff.

Review the purpose of the advisory periods. Consider having students as participants on the planning committee.

Kudos for offering a semester long First Aid course. Kudos for having such dedicated teachers.

Special thanks to our student guides: Nicole Beaudet and Jacob Pantazis.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: Memorial High School

DISTRICT: Manchester

SAU: 16

DATE OF VISIT: Wednesday, April 4, 2012

REVIEWER: Lisa Danley

EMAIL: lisa.danley@doe.nh.gov

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Dave Lambert – Woodworking I, Industrial Technology (2 classes), PT at Memorial and PT at West

DOCUMENTS AND MATERIALS REVIEWED-

- Syllabus
- ITEA Standards
- 306.47 – Technology/Engineering Education Program Standards (derived from ITEA)
- Competencies (developed district-wide from ITEA standards)
- Class project plans/drawings
- Completed projects: stool tops, pizza server, chess board, race car

STANDARD(S) REVIEWED

ED 306.47 – Technology/Engineering Education Program Standards

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES

Classes are project based. All class activities, projects and teaching is aligned to the competencies and standards.

GENERAL OBSERVATIONS

Memorial High School houses grades 9-12. They report decreasing enrollments since 2006. Overall enrollment is 2030. The high school operates on a system of student classification into four levels: Level 1, Level 2, Level 3 and Level 4. Level 1 is the lowest functioning students, Level 4 is the highest functioning. Students reported they were assigned their levels when they entered school and classroom groupings were reflective of similar levels.

Woodworking 1 and 2 are full year courses, good for one credit each. The classes meet for five periods per week. Woodworking 1 is open to Sophomores, Juniors and Seniors; Woodworking 2 is open to Juniors and Seniors. It was reported that primarily Level 1 and Level 2 students, exclusively, access these classes. It is also reported that student enrollment in these classes are primarily for students with IEP's; 14 of 17 students in IEP's in one class. No assistant has been

assigned to any of these classes. It was asked and reported that all IEP's are distributed to this teacher prior to the first day of class.

The instructor is resourceful and positive. He is a graduate of Keene State College with a BS in Industrial Technology and Safety. Upon graduation he worked in industry for the next fifteen years designing, drafting, working with a variety of companies on a variety of projects and most recently worked for AutoDesk who is a vendor for the Project Lead the Way Software. He is currently in the Alt IV program.

The instructor reports he has a good working relationship with his colleagues both at Memorial and West. Common meeting time is not possible due to his PT status at two high schools. He was unaware of any problems or transitions from middle to high school.

Resources for this project based class are severely limited. Wood and related supplies are ordered each year; however, they are shared among all the classes and there simply is not enough for everyone. It was reported that if it were not for the wood pallets from food deliveries and a host of recycled materials their projects (outcomes) would be severely limited if not non-existent.

A tour of the shop revealed extremely old equipment; most of it was not working. It appears it may have been the original equipment, circa 1960. The room was orderly however the space is very old and dark with no state-of-the-art machines in the classroom. The instructor was able to work on one of the machines and had some success with its operation, but at best two working machines means long lines for a class that may not be conducive to waiting for long periods of time.

There was no working technology in the classroom. The teacher had "found" an old broken overhead and had restored it to be somewhat useful on his self-installed screen of white wall board. His desk was formed from recycled material with a chair salvaged from the dumpster.

Despite this, the teacher was positive and although he was quite sure he would be losing his positioning due to budget cuts, he reports good support from colleagues.

Dave was very familiar with the ITEA standards as well as the competencies. All projects/outcomes were specifically aligned to the standards. He reported multiple testing methods and opportunities for success.

RECOMMENDED ACTIONS

Evaluate the current resources and develop a plan.

Upgrade current machinery. Non-working and semi-working machinery in a dingy environment will lead to accidents that could be serious.

Commend the teacher for outstanding work under difficult circumstances.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: **Memorial High School**

DISTRICT: Manchester

SAU: 37

DATE OF VISIT: 4 April 2012

REVIEWER: Stan Freeda

PHONE: 603-271-5132

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Patricia Di Lorenzo, ICT 1 teacher

James Colby, ICT 2 teacher

DOCUMENTS AND MATERIALS REVIEWED

Teacher interview sheet, Grading Philosophy, example lesson plans for ICT course

STANDARDS REVIEWED

ICT Literacy ED 306.42

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS?

ICT Literacy:

Yes, the school has several opportunities for students to expand their ICT Literacy beyond the half credit required. All students take ICT 1 and have the option of taking ICT 2 or other tech courses.

GENERAL OBSERVATIONS

ICT Literacy:

ICT content appears to be a stand-alone component of the education of students, rather than integrated into the core of all student instructional activities and learning. Standards are taught in the context of core subjects, in the isolated ICT courses, rather than integrated into the overall core curriculum and reinforced by all teachers. Technology is very limited in the school. Most teachers appear to lecture without using technology.

RECOMMENDED ACTIONS

ICT Literacy:

The NH ICT standards, which are based on the ISTE NETS-S, are designed as process and skills standards which require integration into content areas in order to be meaningful. Students should learn the best ways to use technology to demonstrate learning, as teachers should learn the best ways to use technology to deliver engaging lessons that prepare students for the world outside the schoolroom. It is recommended that teachers be given the tools to use and professional development opportunities to become familiar with teaching in the 21st Century using digital tools and resources.

There is an ICT Literacy Toolkit available on the New Hampshire Educators Online website (nheon.org) at <http://www.nheon.org/ictliteracy/>. This site can be helpful in guiding teachers in meeting and fulfilling the NH minimum standards for ICT Literacy at this school.

Technical Assistance Advisory #2 (2006) can also be helpful in providing information and guidance. It is available on the DOE website at http://www.education.nh.gov/standards/tech_advisories.htm.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: Manchester Memorial High School

DISTRICT: Manchester

SAU: 37

DATE OF VISIT: April 4, 2012

REVIEWER: Kenneth Relihan

PHONE: 271-6151

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Karen Ayer, Social Studies Teacher
Creig Lessieur, Social Studies Teacher
Tanya Soha, Spanish Teacher
Diane Provost, Latin Teacher

DOCUMENTS AND MATERIALS REVIEWED

Spanish III Hand-out packet
Spanish lesson: "Apuntes"
Civics lesson- "Watergate"
Civics lesson- "Qualities of Leadership"
Grading Philosophy- Lessieur/ Psychology
Grading Philosophy- Provost/ Latin
Memorial HS 2011-12 Program of Studies

STANDARD(S) REVIEWED

ED 306:46- Social Studies
ED 306:48- World Languages

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? NO

There is no Geography offering.

GENERAL OBSERVATIONS

The staff interviewed is primarily mature with 10 to 37 years' experience teaching, and the same range of teaching at Memorial. Faculty seemed quite diverse in their approaches. One teacher seemed very much up-to-date with good awareness of current trends in the field, and extensive and enthusiastic use of technology. A colleague did not seem very reflective about what was taught, used lots of worksheets, and virtually no technology (except for the mandated Aspen software). In the other department, the same diversity of methods was evident: embrace of technology by one, rejection by another. Social Studies seems to be implementing the State Frameworks. In the absence of a state framework, World Language teachers are aware of alternate standards documents (eg. Guidelines, ACL). Across the board, teachers did not seem to benefit much from the Media Center. Scheduling to use it was regarded as difficult. Teachers generally reported having adequate numbers of relatively recent texts. Those teachers who used technology (2 of 4) reported I-pods, I-Pads,

PowerPoint, LCD projectors, donated computers (in room), overheads, computer lab, some subject-appropriate software, and of course, Aspen. Teachers seem to be in touch with their counter-parts in other Manchester High schools- sometimes through district action (K-12 discussion led by K. Mirabile in Social Studies), sometimes informally (Classics Day). I would have liked to see some documentation to assess the degree to which the three high schools are in "synch" but no district documents were presented. The high school faculty does not seem to be in touch with the feeder teachers in the Middle Schools. Some teachers mentioned the elimination of BLICs (building level instructional coordinators?) as a partial explanation of that.

RECOMMENDED ACTIONS

The school needs to offer a course with a minimum of $\frac{1}{2}$ credit of Geography, as a coherent discipline. The remaining $\frac{1}{2}$ credit can probably be gleaned from existing courses.

As was the case at Southside & Highland-Goffe's Falls, there is no vertical integration between schools (namely MS to HS in this case). Curriculum alignment sessions must be scheduled and supported on a regular basis, and someone, at either the school (the missing BLICs?) or district level must be responsible to facilitate them. "The sum is not the equal of its parts."

SCHOOL APPROVAL SITE VISIT REPORT (2010-2011)

SCHOOL: Program Alternative to Secondary Schools (PASS)

DISTRICT: Manchester SAU: 37

DATE OF VISIT: April 4, 2012

REVIEWER: Ed Murdough PHONE: 271-2037

INDIVIDUALS INTERVIEWED (NAME & POSITION)
Kevin McDonnell, Program Supervisor

DOCUMENTS AND MATERIALS REVIEWED

Website
Staff roster
PASS Program referral procedures

STANDARD(S) REVIEWED

Ed 306.07, Facilities
Ed 306.21, Alternative programs

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES NO (IF NO, EXPLAIN)

The PASS Program was started long before the alternative program rule was established in Ed 306.21. Although the program is independent of any other school, students who are enrolled in PASS are accounted as being in their home schools, which is contrary to Ed 306.21(m). Given that the program is expected to be phased out as MST transitions to a four year school, I recommend that the current structure for governance of PASS not be changed at this time.

GENERAL OBSERVATIONS

1. The PASS program is currently housed in the Manchester School of Technology CTE center. The facilities available to the program appear to adequately support its needs.
2. Under Ed 306.21(m) the PASS program should be considered a separate school of the Manchester School District for purposes of reporting, accountability and assessment, and school approval. The program was established prior to the current rules. Students remain assigned to their neighborhood high schools for the purposes listed above.
3. Some PASS students continue to get services from their neighborhood high schools and participate in activities at those schools.
4. Health and Physical Education are not offered by the PASS program. Students who come without those credits are given adult high school diplomas.
5. The PASS program appears to be well structured to meet its mission. Learning is very

personalized, yet rigor is maintained by requiring the same district-wide competencies as the regular high schools.

6. Curriculum in the PASS courses is mapped just as is the curriculum in the regular schools.

RECOMMENDED ACTIONS

1. Rather than giving adult high school diplomas, PASS should consider requesting a waiver of the PE requirement from the Commissioner and/or utilizing VLACS, Virtual High School or other distance learning programs for credits not physically available at PASS.
2. If the PASS program is to continue after the creation of a four year career and technical high school, it must comply with Ed 306.21. Students assigned to PASS should not be reported and assessed as though they belong to their neighborhood high schools.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: Manchester PASS Program

DISTRICT: Manchester

SAU: 37

DATE OF VISIT: April 4, 2012

REVIEWER: Susan Randall

EMAIL: susan.randall@doe.nh.gov

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Kevin McDonnell – PASS Director

STANDARD(S) REVIEWED

ED 306.21 - Alternative Programs

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? **YES**

GENERAL OBSERVATIONS

Students from Memorial, Central, and West High Schools are enrolled in the PASS program, as well as students from Bedford HS.

Currently, students in grades 9-12 (ages 15-21) attend PASS. The program has a total enrollment of 100 students of which 25 are Bedford students.

Upon our arrival at MST, Kevin was in the middle of a group meeting with students; this left little time to speak with us. Luckily, I had just been at the PASS program on Monday, April 2 for a meeting with the Alt Ed Grantees, of which PASS is a recipient. On that day Kevin provided us with a wonderful tour of the facility and told us more about the program.

About 28 students are on an IEP and receive services. 98% of PASS students are enrolled in CTE and take their classes at PASS. Many participate in athletic and other programs at the regular high school.

All 4 PASS teachers are certified in the subjects they teach.

MST/PASS are currently exploring transforming the Manchester School of Technology from one that serves only students in Grades 11 and 12 to one that serves students in Grades 9-12.

Supplemental information from Kevin McDonnell:

Highlights

- Retention rate: 93%
- 45 PASS students are projected to graduate in June.

- 55 PASS students are scheduled for a full day.
- 4 PASS students graduated in January 2012
- Discipline issues – approximately 6 disciplinary issues to date
- Examples of program-wide project-based learning and assessment across the curriculum

o During the first semester the PASS program partnered with the University of New Hampshire Manchester's community leadership program. They were equal partners in the "Warmth from the Millyard" clothing drive (<http://manchester.unh.edu/about/partnerships/warmth-from-millyard>). This was a wonderful experience for both teachers and students. The teachers were provided direction and support in conducting a project-based learning program. The clothing drive drove the learning. The teachers used both expeditionary and inquiry approaches allowing the students to generate their own questions to the content introduced by the teachers. The teachers' role evolved to facilitating by acting as and providing resource information for students to investigate and develop answers to their own questions and thoughts. The students found this to be an exciting way to develop understanding and take ownership of their learning. We are continuing the project into the second term, which will culminate in research presentations by students to both PASS and UNHM faculty, invited guests, and UNHM students. Based on the Warmth From the Millyard project, we developed a project we call "Food for Thought." In this project, the students will view agriculture and food, through the lens of the core content class they are in. This project will also be integrated into the Landscape/Horticulture CTE program. We have also engaged community partners for this project, as the goal is to develop a year-round learning experience in sustainable agriculture.

- o 23 PASS students will be participating in a research conference
- o 6 PASS students have joined a national student leadership program
- o All PASS teachers have been invited to present at the Communities of Inquiry, Inquiries in

Communities Formerly the Teachers as Researchers Conference Saturday MAY 12, 2012.

o PASS teachers have been invited by UNHM to serve as participating members in the development of a high school leadership curriculum.

o PASS is the recipient of this year's Campus Compact for New Hampshire Community Partner Award as a partner with UNH Manchester. The event recognizes award winners from colleges across the state. There are three categories of winners outlined below. The nominating criteria for the Community Partner award is For a non-profit organization that has enhanced the quality of life in the community in meaningful and measurable ways and engaged in the development of sustained, reciprocal partnerships with a college or university.

RECOMMENDED ACTIONS: None

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: **Southside Middle School** DISTRICT: **Manchester SAU: 37**

DATE OF VISIT: 4/11/12

REVIEWER: **Phil Martin** EMAIL: **pmartin@litchfieldsd.org**

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Helen Chagnon Music Teacher: Grade 6 Chorus, Grade 7 Chorus 8, General Music Grades 6 & 8

DOCUMENTS AND MATERIALS REVIEWED

I reviewed documentation assembled by the music faculty (Helen Chagnon, Matt Hammond and Mark Sevilla.

STANDARD REVIEWED

Ed 306.31 Arts Education (music)

Sing alone and with others, a varied repertoire of music.

Perform on instruments alone and with others, a varied repertoire of music.

Improvise melodies, variations and accompaniments.

Compose and arrange music within specific guidelines.

Read and notate music.

Listen to, analyze and describe music.

Evaluate music and music performances.

Understand relationships among music, the other arts and disciplines outside the arts.

Understand music in relation to history and culture.

Identify the range of careers in the field of music.

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? **YES**

GENERAL OBSERVATIONS

The music faculty at Southside is to be commended for the energy and excitement they bring to the students at Southside. The ensembles are well organized and are performing age appropriate music. The general music classes are well structured and scheduled as part of the school day. Students have access to both general music classes and ensembles throughout their three years at the school. The staff has created a user-friendly web page on the schools site for parents and students to access containing information about the ensembles, the general music classes and other music related helpful links.

RECOMMENDED ACTIONS

Current policy requires performing groups in grades 7 and 8 to play together at concerts, yet the groups rehearse at separate times. The policy could be adjusted to allow the groups to perform together as determined by the individual teachers.

Communication between the music staff at Southside and their music colleagues across the district both horizontally and vertically is vital. Currently no such time is offered.

The music faculty is working miracles using the limited resources given (instruments, music). The district should consider a long term maintenance and replacement plan to protect the assets currently in the inventory. Several music companies offer lease to own programs that allows a district to purchase and or replace instruments.

Aside from basic technology, the music department has very little to offer students. There are no computers for students to compose music, no dedicated stations for students to work with on line music programs and no place to review and /or store digital recordings of student performances. The music faculty bring their own equipment into the school.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: **Southside Middle School** Enrollment: 830 DISTRICT: **Manchester SAU: 37**

VISIT DATE: **April 11, 2012** REVIEWER: **Marie Morgan** EMAIL: **marie.morgan@doe.nh.gov**

INDIVIDUALS INTERVIEWED

Lee Lamson – Technology Education teacher
Mitch Edwards – Physical Education teacher

DOCUMENTS AND MATERIALS REVIEWED

Southside Middle School Teachers' Master Schedule 2011-12
Instructor's Guide -- Lab Volt Technical Design.(2001)
Physical Education (PE) Grading Sheet and PE Student Performance Indicators List
PE 7th grade lesson plan templates
Sparkscope - National Association for Sport and Physical Education (NASPE) PreK-12 standards and Sequence of Activities

STANDARD (S) REVIEWED

Ed 306.47, Technology Education
Ed 306.41, Physical Education

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? **YES**

Southside Middle School does NOT appear to meet Ed 306.26, K - Grade 8 School Curriculum, which requires the "a local time schedule which specifies the distribution of instructional time for all grade levels in: Arts Education, Family & Consumer Science, Health, Physical Education, and Technology Education.

GENERAL OBSERVATIONS

Schedule - The 6th and 7th grades are divided into two teams of students and faculty. The 8th grade constitutes 3 teams. Each of the 7 teams has lunch only with their team of approximately 120 students.

This School's first period begins at 7:45 with the last period ending at 2:00. The School barely meets the state's required minimum of 990 instructional hours per year. Five periods ranging from 45 – 50 minutes are scheduled for core academics: Reading, Language Arts, Social Studies, Science, and Math. Each team has two 45 - 50 minute periods each day for the Unified Arts which includes Band, Chorus, General Music, Art, Spanish, Technology Education, Family and Consumer Science, Remedial Reading, and Computer Education. A Health elective is not offered. Either before or after a 25 minute lunch break, 25 minutes is scheduled daily for Team Time.

It appears that the Unified Arts are considered electives except for the requirement that:

- **All 6th grade students have Spanish and a Keyboard class; and**
- **Grade 7 has Computer Science classes.**

The Technology Education teacher has been at this school for at least 9 years. During that time he has used a computer based curriculum, LABVOLT. It consists of modular programs for up to 10 areas of technology including: video production, robotics, graphics, etc. It is based on national technology education standards. During one quarter students work with a partner at a computer station and investigate 3 of the 10 available modules. Each module has 7 lessons. Students are required to keep a journal, complete an experiment and assessments. Class size is somewhat limited due to the number of computer stations. The software is dated 2001. I was told that more current software would require newer computers.

I was told that although McLaughlin and Parkside Middle Schools have this program, Parkside Middle no longer does.

Southside Middle added a woodworking course this semester.

I spoke with one of the School's 3 Physical Education teachers. One of the teachers has taught in the district for close to 30 years, while the other 2 have been there less than 6 years. They work together to develop more PE choices for students and sometimes combine their classes. There is an intramural basketball program offered after school for Southside boys and girls which meets once a week for 26 weeks.

The PE staff has developed an unusual, but noteworthy class routine. For the first 10 minutes of class on Mondays and Wednesdays students participate in a 10 minutes endurance activity which has them all jogging by the end of the quarter. On Tuesdays and Thursdays the first 10 minutes are focused on strength activities (although there isn't enough equipment for each student). Flexible Fridays also include time for a quiz to review the week's topics. The quarter begins and ends with a fitness test which shows students' their progress.

There does not appear to be a structured incorporation of the NH Health Education Frameworks into the PE program.

Southside Middle Unified Arts teachers meet every Tuesday morning. The School has monthly faculty meetings where the Principal does provide a student performance data update.

There does not appear to be any regular structured communication between the middle and high school technology or PE instructors to review curriculum and instructional programs.

RECOMMENDED ACTIONS

Develop an Instructional Time Schedule to include how many quarters of each of the Unified Arts is required by all students.

Kudos to the 21st Century after school FIRST Lego League team which designs, builds and programs robots built with Legos.

Kudos to the Southside Middle staff for exploring the benefits of the PBIS program and adopting it school wide.

Kudos to Principal Azevedo for her biweekly parent newsletters.

Special thanks to our student guides: Hunter Marcoux, Liam Harris, Savannah Claver, and Jessica Brewster.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: **Southside Middle School (SMS)** Enrollment: 830 DISTRICT: Manchester SAU: 37

VISIT DATE: April 11, 2012 REVIEWER: Leslie Higgins EMAIL: leslie.higgins@doe.nh.gov

INDIVIDUALS INTERVIEWED

Debbie Officer, Grade 6 Writing. She has been at Southside for five years. This is her third year of teaching only Writing.

Karen Cyr, Grade 6 Reading. Teaching in SAU 37 for 24 years, and has been at Southside for nine years teaching Reading.

Julie Dubisz, Grade 8 Reading. She has been teaching for 24 years and 21 years at Southside. She has been teaching Reading and Writing for 24 years and teaching only Reading for three years.

DOCUMENTS AND MATERIALS REVIEWED

IBAS Survey Responses
Individual Teacher Responses
Documentation from Website

STANDARD (S) REVIEWED

Ed 306.37 English/Language Arts and Reading Program.

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES

GENERAL OBSERVATIONS & COMMENTS

- SMS barely meets the 990 minute requirement for instructional time.
- SMS grades are divided into teams. There are two 6th and 7th grade teams and three 8th grade teams. SMS receive students from Jewett, Hallsville, Bakersville, Beech, Wilson, and Highland-Goffs Falls. Students arriving from Jewett and Highland-Goffs Falls are ready to move forward in E/LA. Students from the other Manchester schools have a more difficult time.
- These teachers have been teaching only Reading or Writing for the past three years. Although Reading and Writing may be a part of each class, teachers can really focus on the skills and terminology needed in Reading/Language Arts, and the Writing class can focus on the skills and terminology necessary in writing class. The teachers believe they are able to cover their area of instruction much better and move much further along than trying to do both. Teachers are able to cover the GLEs more effectively also the Writing Teacher will write across the Social Studies and Science curriculum.
- The teachers I interviewed do use technology in their classrooms. However, it is difficult to know when it will work or not work. The school now uses Prentice Hall for their language arts program for both reading and writing. In addition they use supplemental workbooks, novels, books on CD, iPads, netbooks.
- The lack of basic functional technology in the classroom makes it difficult to address emails

from parents as well as carry out other classroom functions. The pcs are old and slow, the printers are often broken and documents may need to be printed in other areas of the building. Confidentiality issues arise when the teacher cannot get to that printer due to not having someone cover their classroom.

- Currently, two of the three teachers I spoke with have purchased their own personal iPads. They use their iPads to do attendance in Aspen which is a Student Management system. In addition they went to the training offered last summer and have been able to use their iPad and projector to do projects. One teacher only has her old desktop to use. The internet access is very limited and at other times almost non-existent.
- The school received a School Improvement Grant (SIG) resulting in 80 iPads being given to staff. Teachers were provided with Professional Development (PD) Training last summer in using the iPad even though they did not have one. There are four iPad carts, two for E/LA and two carts for Math.
- The teachers I spoke with feel that there is a lot of PD offered in Manchester. They felt they were able to receive more PD than other schools given their location from MST. They also receive PD through GMPDC.

RECOMMENDED ACTIONS

- Although there may be some horizontal alignment within the school there is no vertical or horizontal alignment across schools. This is evident when students attending Southside from the various Manchester schools are at different levels in the content areas.
- The City of Manchester needs to work together to ensure all Manchester schools have the bandwidth necessary to utilize technology in each classroom. In addition there truly needs to be more tech support for the teachers. Many teachers, who know how to use technology, do not use it in the school because the technology available is old and faulty and/or the bandwidth is so limited that it results in technology not working.
- There are concerns around PD reimbursement. Teachers do not know if they will be reimbursed for PD once it has been approved.
- All teachers should be integrating technology into their curriculum and demonstrating the use of a variety of digital tools and resources with students to develop their individual ICT literacy.
- Teachers want to meet with other teachers throughout the district. Unfortunately that is not happening yet.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: Southside Middle School

DISTRICT: Manchester

SAU: 37

DATE OF VISIT: April 11, 2012

REVIEWER: Kenneth Relihan

PHONE: 271-6151

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Amy Stilphen, Grade 6 Social Studies

Kristen Jones, Grade 8 Social Studies

Michael Smith, Spanish

DOCUMENTS AND MATERIALS REVIEWED

Schedule of Spanish classes

STANDARD(S) REVIEWED

ED 306:46- Social Studies

ED 306:48- World Languages

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES

GENERAL OBSERVATIONS

The teachers I interviewed ranged from five to twenty years of experience, with five to eight years at Southside. This suggests a faculty that is not entrenched, and somewhat open to new ideas.

The younger Social Studies teachers reported that it was hard to participate in professional development in their field, as it would not tend to be the district-sponsored embedded PD. On the other hand, the older WL teacher reported no difficulty in accessing out-of-district PD opportunities.

The Social Studies teachers reported sporadic Middle School meetings in their field, and none for the most recent two years. They reported no contact with elementary feeder teachers, or with the high school faculty, except for a report that the 9th grade Civics course was disrupted by the fact that the entering students "knew it already" from grade 8 US History. All of this indicates the need for alignment meetings in Social Studies. Teachers believed that there was a district-wide initiative, but it was not sustained. Although it would appear that the state framework is implemented, the lack of overall curriculum documents made that hard to determine conclusively.

The Spanish teacher reported very similar experience, except that for him, that meant total profession isolation within district. Fortunately he reached out to NHAWLT, etc. He was aware of the de facto framework- the Guidelines.

The principal mentioned a major technology initiative- 120 I-pads for students, 80 for faculty; availability of technology integrators once a week; Mimeo software; the Aspen management tool (district-wide); and appropriate professional development. While very exciting, faculty indicated some flaws in implementation: use by faculty was reported as "hit or miss". Teachers found that the I-pads were not loaded with Social Studies-appropriate software. The system runs slow. It was not clear who was responsible for I-pad maintenance. Teachers did agree that relevant and extensive PD was provided through GMPDC. Teachers also reported use of the tech integrators, and availability of LCD projectors. Another teacher continues to rely on an overhead projector.

Teachers did not report much satisfaction with the Media Center. Resources are limited- some former resources have lapsed. Not used much beyond "books on a cart".

There is apparently a mandate that all students have textbooks assigned to them. Teachers reported adequate numbers of relatively recent texts.

As at Highland Goffes Falls Elementary School, there is a perception that ELA is such a priority that Social Studies & World Languages are "left behind".

RECOMMENDED ACTIONS

It is vital that there be more horizontal (MS to MS) and vertical integration in both of the subjects discussed here. More time must be allotted for this purpose. This would be helped if any embedded PD took place in these subjects.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: Southside Middle School

DISTRICT: Manchester, NH

SAU: 37

DATE OF VISIT: April 11, 2012

REVIEWER: Ann F. Spurr

EMAIL: ann.spurr@gmail.com

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Shaunna Smith, Art Educator (K-12)

Mrs. Smith is certified and a highly qualified teacher in visual arts K- 12. She has taught for 31 years; 29 of which have been at Southside M.S.

DOCUMENTS AND MATERIALS REVIEWED

Curriculum guide of Shaunna Smith

Mrs. Smith written responses to School Visitation guide

Visual Art Schedule

STANDARD(S) REVIEWED

Ed 306.31 Art Education

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES

GENERAL OBSERVATIONS

There are three art teachers. Each teacher is responsible for classes at all levels (6, 7, 8). Students have art for nine weeks. Classes are 45 minutes long.

The art teachers design their curriculum and lessons within the NH Framework for the Arts. Over the course of the 9 weeks, students study painting, design, drawing and sculpture. Assessments are made on final projects of each unit that is studied. Students receive a quarterly grade on their report cards. There is no digital portfolio.

Teachers incorporate additional content information through resources such as the internet, books, magazines, workshops, and professional development opportunities into their lessons. The teachers at Southside work together in their weekly professional learning committee and the art teachers have the opportunity to share ideas on a daily basis. In accordance with school and district initiatives, the art teachers incorporate numeracy and literacy in their lessons.

The classroom computer is for teacher use: attendance, grades, student info, test scores and related information. Teachers use the information from NECAP scores, IEP's. and 504's to address and meet the needs of students with different learning styles. Although there are lap top carts available through the library, they are not used in the art room. Scheduling is difficult. Training for iPad use

is currently underway. Mrs. Smith does use the internet for research and reference materials.

RECOMMENDED ACTIONS

Since the District Fine Arts Director position was terminated, there has not been an opportunity for district Visual and Performing Art educators to meet and coordinate their work. The teacher feels this contributes to a missing link in the district wide continuity of the arts programs. The district-wide curriculum needs to be reviewed and addressed. Since the Fine Arts Director position was eliminated, there has not been any district wide art shows.

Although the materials are adequate, the "set" budget list doesn't necessarily guarantee that the most effective materials for art will be on the list. In the past, when there was a District-wide Fine Art Director, this person could get different items included or purchased.

More continuity between grade levels would be achieved if there was an interface between the other middle schools, the elementary schools and the high schools.

SCHOOL APPROVAL SITE VISIT REPORT (2010-2011)

SCHOOL: Southside Middle School

DISTRICT: Manchester

SAU: 37

DATE OF VISIT: April 11, 2012

REVIEWER: Ed Murdough

PHONE: 271-2037

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Marilyn Azevedo, Principal
Ruth Lamarche, Math Teacher Grade 6
Heather Rogers, Math Teacher Grade 8

DOCUMENTS AND MATERIALS REVIEWED

IBAS Survey Responses
School Profile
Website
AYP Report
Staff Roster
Artifact Reflection Form for Portfolios

STANDARD(S) REVIEWED

Ed 306.07, Facilities
Ed 306.43, Mathematics
Administration

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES NO (IF NO, EXPLAIN)

GENERAL OBSERVATIONS

1. The Southside Middle School facility appears to be in good condition and well maintained. It appears to adequately support the educational programs for the most part. The relatively small cafeteria necessitates seven lunch periods. Technology education space is limited which makes it very difficult to schedule enough classes to meet the need.
2. A new development of low income housing off South Willow Street is a major concern as it will likely provide a significant increase in the population of children in Southside's catchment area.

3. Teachers cite the GLEs and strands from the curriculum frameworks in their plan books. The district is developing common assessments for all middle schools in the city.
4. Quarterly district assessments in math are aligned with the NECAP.
5. The district has a math implementation specialist who works with all schools. This person solicits teacher input for development of the quarterly district tests.
6. Math teachers reported that they are currently not putting artifacts in student digital portfolios. They have been told that will be required in the future.
7. Math teachers are able to use a variety of student performance data to analyze and make adjustments to their programs.
8. IPADs are used at least monthly in math classes. Laptops are also available, but there are problems with maintenance of the laptops. Teachers feel that they have received adequate training in the use of technology and more training is available for those who want it.
9. Middle school math teachers attended a workshop on Everyday Math which is used in the elementary schools. Elementary teachers did not attend that workshop.
10. Southside offers algebra in 8th grade which allows students to start with geometry in high school following a placement test.
11. Math teachers meet weekly with other math teachers at the same grade level. They meet once a month as a school math department.
12. The math department heads from the middle and high schools meet periodically, but not the teachers. 8th grade teachers get some feedback from high school teachers via e-mail.
13. Math teachers feel that the different elementary schools do not prepare students equally. That may improve with the new city-wide system.

RECOMMENDED ACTIONS

1. Communication and coordination between the middle and high school teachers should be increased. There is no communication between elementary and middle school teachers. A thorough K-12 alignment of curriculum requires that teachers understand expectation at the next level and receive feedback from the next level on student performance.
2. Scheduling of unified arts in middle schools is very difficult. The school and district should review what is being offered, what facilities and equipment are required, and what policies impact scheduling to try to strike a better balance among these programs to ensure that all students receive the classes they need.
3. All students should be maintaining a digital portfolio which includes artifacts from all classes.
4. The school and district should take care that the new supply of IPADs is adequately supported and maintained so that they do not become the latest in a string of technology equipment that wears out and becomes unreliable for use in class.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: **Southside Middle School**

DISTRICT: **Manchester SAU: 37**

DATE OF VISIT: 4/11/12

REVIEWER: **Phil Martin**

EMAIL: **pmartin@litchfieldsd.org**

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Helen Chagnon Music Teacher: Grade 6 Chorus, Grade 7 Chorus 8, General Music Grades 6 & 8

DOCUMENTS AND MATERIALS REVIEWED

I reviewed documentation assembled by the music faculty (Helen Chagnon, Matt Hammond and Mark Sevilla).

STANDARD REVIEWED

Ed 306.31 Arts Education (music)

Sing alone and with others, a varied repertoire of music.

Perform on instruments alone and with others, a varied repertoire of music.

Improvise melodies, variations and accompaniments.

Compose and arrange music within specific guidelines.

Read and notate music.

Listen to, analyze and describe music.

Evaluate music and music performances.

Understand relationships among music, the other arts and disciplines outside the arts.

Understand music in relation to history and culture.

Identify the range of careers in the field of music.

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? **YES**

GENERAL OBSERVATIONS

The music faculty at Southside is to be commended for the energy and excitement they bring to the students at Southside. The ensembles are well organized and are performing age appropriate music. The general music classes are well structured and scheduled as part of the school day. Students have access to both general music classes and ensembles throughout their three years at the school. The staff has created a user-friendly web page on the schools site for parents and students to access containing information about the ensembles, the general music classes and other music related helpful links.

RECOMMENDED ACTIONS

Current policy requires performing groups in grades 7 and 8 to play together at concerts, yet the groups rehearse at separate times. The policy could be adjusted to allow the groups to perform together as determined by the individual teachers.

Communication between the music staff at Southside and their music colleagues across the district both horizontally and vertically is vital. Currently no such time is offered.

The music faculty is working miracles using the limited resources given (instruments, music). The district should consider a long term maintenance and replacement plan to protect the assets currently in the inventory. Several music companies offer lease to own programs that allows a district to purchase and or replace instruments.

Aside from basic technology, the music department has very little to offer students. There are no computers for students to compose music, no dedicated stations for students to work with on line music programs and no place to review and /or store digital recordings of student performances. The music faculty bring their own equipment into the school.

SCHOOL APPROVAL SITE VISIT REPORT (2010-2011)

SCHOOL: Southside Middle School

DISTRICT: Manchester

SAU: 37

DATE OF VISIT: April 11, 2012

REVIEWER: Ed Murdough

PHONE: 271-2037

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Marilyn Azevedo, Principal
Ruth Lamarche, Math Teacher Grade 6
Heather Rogers, Math Teacher Grade 8

DOCUMENTS AND MATERIALS REVIEWED

IBAS Survey Responses
School Profile
Website
AYP Report
Staff Roster
Artifact Reflection Form for Portfolios

STANDARD(S) REVIEWED

Ed 306.07, Facilities
Ed 306.43, Mathematics
Administration

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES NO (IF NO, EXPLAIN)

GENERAL OBSERVATIONS

1. The Southside Middle School facility appears to be in good condition and well maintained. It appears to adequately support the educational programs for the most part. The relatively small cafeteria necessitates seven lunch periods. Technology education space is limited which makes it very difficult to schedule enough classes to meet the need.
2. A new development of low income housing off South Willow Street is a major concern as it will likely provide a significant increase in the population of children in Southside's catchment area.

3. Teachers cite the GLEs and strands from the curriculum frameworks in their plan books. The district is developing common assessments for all middle schools in the city.
4. Quarterly district assessments in math are aligned with the NECAP.
5. The district has a math implementation specialist who works with all schools. This person solicits teacher input for development of the quarterly district tests.
6. Math teachers reported that they are currently not putting artifacts in student digital portfolios. They have been told that will be required in the future.
7. Math teachers are able to use a variety of student performance data to analyze and make adjustments to their programs.
8. IPADs are used at least monthly in math classes. Laptops are also available, but there are problems with maintenance of the laptops. Teachers feel that they have received adequate training in the use of technology and more training is available for those who want it.
9. Middle school math teachers attended a workshop on Everyday Math which is used in the elementary schools. Elementary teachers did not attend that workshop.
10. Southside offers algebra in 8th grade which allows students to start with geometry in high school following a placement test.
11. Math teachers meet weekly with other math teachers at the same grade level. They meet once a month as a school math department.
12. The math department heads from the middle and high schools meet periodically, but not the teachers. 8th grade teachers get some feedback from high school teachers via e-mail.
13. Math teachers feel that the different elementary schools do not prepare students equally. That may improve with the new city-wide system.

RECOMMENDED ACTIONS

1. Communication and coordination between the middle and high school teachers should be increased. There is no communication between elementary and middle school teachers. A thorough K-12 alignment of curriculum requires that teachers understand expectation at the next level and receive feedback from the next level on student performance.
2. Scheduling of unified arts in middle schools is very difficult. The school and district should review what is being offered, what facilities and equipment are required, and what policies impact scheduling to try to strike a better balance among these programs to ensure that all students receive the classes they need.
3. All students should be maintaining a digital portfolio which includes artifacts from all classes.
4. The school and district should take care that the new supply of IPADs is adequately supported and maintained so that they do not become the latest in a string of technology equipment that wears out and becomes unreliable for use in class.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: **Southside Middle School (grades 6 – 8) Enrollment: 830**

DISTRICT: **Manchester**

SAU: **37**

DATE OF VISIT: **April 11, 2012**

REVIEWER: **Mary Bubnis**

EMAIL: mary.bubnis@doe.nh.gov

INDIVIDUALS INTERVIEWED

Heather Kyriacopulos, Family and Consumer Science

Denise Myles, Family and Consumer Science

DOCUMENTS AND MATERIALS REVIEWED

School visit interview forms, class schedules, sample Life skills class units, Nutrition, financial. And refusal skills units.

STANDARD(S) REVIEWED

Ed.306.40 - Health Education

Ed 306.15(a)(5) – Certified Health Teacher

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? **NO**

Southside Middle School does not offer any Health classes taught by a certified health teacher in grades 6, 7, or 8.

The School does not provide a planned health curriculum and assessments as required by Ed 306.40(b)(2) and (b)(3).

GENERAL OBSERVATIONS

The Family and Consumer Science (FCS) teachers have added a unit on refusal skills, which fits into their relationship standards, but does not adequately cover mental health, interpersonal communication or required health skills and topics.

Also, it is not clear if every student is required to complete the FCS course during their 3 years at SMS.

RECOMMENDED ACTIONS

There is a need for students to experience a robust, systemic, health education program, covering the health topics and skills, taught by endorsed health teachers.

CHAPTER 1. INTRODUCTION

1.1. THE PROBLEM

1.1.1. The problem

1.1.2. The problem

1.1.3. The problem

1.1.4. The problem

1.1.5. The problem

1.1.6. The problem

1.1.7. The problem

1.1.8. The problem

1.1.9. The problem

1.1.10. The problem

1.1.11. The problem

1.1.12. The problem

1.2. THE SOLUTION

1.2.1. The solution

1.2.2. The solution

1.2.3. The solution

1.2.4. The solution

1.2.5. The solution

1.2.6. The solution

1.2.7. The solution

1.2.8. The solution

1.2.9. The solution

1.2.10. The solution

SCHOOL APPROVAL SITE VISIT REPORT (2011-12)

SCHOOL: Southside Middle School

DISTRICT: Manchester **SAU:** 37

DATE OF VISIT: 4/11/2012

REVIEWER: Robert McLaughlin **EMAIL:** Robert.mclaughlin@doe.nh.gov

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Computer educator,, librarian, and school principal.

DOCUMENTS AND MATERIALS REVIEWED

Observed classrooms and library. Interviewed teachers:

STANDARD(S) REVIEWED

Ed 306.42

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES NO

The school does not possess enough fully operational, multimedia/web-capable computers for either students to gain opportunities for hands-on development of skills, or for teachers to plan and implement technology-facilitated lessons. In addition, the capacity of the school's wireless network currently is insufficient to support more than a small number of wireless capable computers being used at the same time in a given classroom. The library is the only learning space in which students and teachers can gain predictable hands-on access to computers and the Internet, although the number of computers is small. Compounding this, an undetermined but likely substantial percentage of students lack home access to high speed Internet connectivity and perhaps also even to a computer, making the assignment of homework requiring or benefiting from home computing (word processing, keyboard skill development, etc.), and Web access (for research, collaborating with fellow students on a school project outside of school hours, etc.) impossible.

By all accounts, district IT staffing is limited and stretched thin, requiring that the library's sole staffperson must not only fulfill all librarian duties, but also contribute as much as these responsibilities allow to meet building-level IT support needs. Because the district's budget for the library is currently non-existent and uncertain from year to year, the librarian conducts a substantial book fair to raise funds for acquisitions.

In addition, with typically just one computer per classroom and limited access to an LCD projector, opportunities for groups of students, let alone individual students, to develop proficiency using 21st century tools in the core subjects, and to develop cognitive skills (problem solving, decision making,

spatial and visual literacy, literacy and numeracy), are unacceptably few and sporadic.

There is no preparation for students to develop a digital portfolio that address *any* aspects of the standards identified in Ed 306.42.

The teachers that were observed and interviewed seek out every possible opportunity to integrate technology into their lessons, but with antiquated and often failure-prone technology and only sporadic access at best to computers, the Internet and an LCD projector, they have become understandably discouraged. To a person, they stress their understanding of the vital importance that their students develop, apply and master ICT skills but they do not possess even a fraction of the resources

There is limited evidence of technology-related professional development, but it

With almost no opportunity to develop ICT knowledge and skills at school and uncertain opportunities at home, it currently is not possible to say with *any* confidence whatsoever that the school's students, especially those who qualify for free/reduced lunch, have anything remotely resembling equitable access to ICT learning opportunities and resources that are increasingly essential for lifelong learning and economic and educational opportunity.

To be in such complete noncompliance with the standards in 306.42 is especially worrisome given that this is taking place in the state's most diverse district with such a high percentage and number of economically disadvantaged students.

RECOMMENDED ACTIONS

The district should take concerted action to: (1) ensure that regular access to Internet capable computers and high speed wireless connectivity, sufficient for all students in a class to use at the same time, is made available; (2) initiate conversation with Comcast to *make certain* that the families of all students who qualify for free/reduced lunch know they can obtain high speed cable connectivity (3 MPS download speed and 750k upload speed) at 49.99/month and can purchase an Internet capable netbook for \$149.99; (3) provide assistance in development, modeling and implementation of instructional units that integrate technology across the curriculum; (4) convene personnel in the school's feeder system to plan a seamless approach to engaging all students in developing a digital portfolio; and (5) develop and implement professional development in support of these objectives.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: **Southside Middle School** (grades 6 – 8)

DISTRICT: Manchester SAU: 37

DATE OF VISIT: 11 April 2012

REVIEWER: Stan Freeda

PHONE: 603-271-5132

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Ann Nichols, 6th grade science teacher (Science)
David Erickson, 8th grade science teacher (Science)
Pauline Bourget, computer education teacher (ICT)
Helen Brock, library media specialist (ICT)

DOCUMENTS AND MATERIALS REVIEWED

Teacher interview sheet, Grading Philosophy, example lesson plans for ICT course

STANDARDS REVIEWED

Science Education ED 306.45
ICT Literacy ED 306.42

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES NO (IF NO EXPLAIN)

Science:

Yes, the school has a good science curriculum that is built around the NECAP targets and NH frameworks.

ICT Literacy:

No, there are no digital portfolios or assessment processes in place for developing and assessing the ICT literacy of students by the end of the eighth grade. ICT literacy is not integrated across the curriculum.

GENERAL OBSERVATIONS

Science:

While the curriculum is aligned to the state frameworks and testing targets, there does not seem to be any vertical coherence in the overall district curriculum for science.

Students coming into the school from the 6th grade have limited skills and content knowledge. Students exiting the 8th grade life science program go to 9th grade physical science, then back to life science in the 10th grade. 6-7 science appears more general in content.

Students use technology for science infrequently and in a limited way. Most computer use is internet for research. Some videos are used. ICT skills are not a basic component integrated into the science curriculum in order to engage students in 21st Century lessons. The school recently got iPads through a grant and students/teachers are beginning to use them, but they appear to be an "add-on" activity, rather than integrated into the basic way students learn science.

ICT Literacy:

There is no evidence that student portfolios are being created or assessed for ICT literacy. The district received an ARRA grant a few years ago for English Language

Arts netbook labs and Sakai (an integrated online course management system and student portfolio package) software support in order to implement the ICT portfolios in all middle schools in the district. The netbooks are used by some teachers, but they are not kept updated, as only the single library media specialist is tasked with updating this equipment. Students are not aware of the Sakai portfolio, but have memory of some teachers putting assignments into a folder for them. Students do not reflect on any digital work in terms of ICT literacy, nor do they purposefully develop their own portfolios.

RECOMMENDED ACTIONS

Science:

Teachers want to be able to meet in grade groups and vertical groups, so they can be aware of what is being taught at all grade levels and align their curriculum accordingly. Funding for lab equipment and supplies is extremely important so that students can have meaningful science experiences using an inquiry and project-based approach. Teachers need support in developing their own tech skills so that they can design engaging lessons that support inquiry and project-based learning and teaching.

ICT Literacy:

There seems to be a lack of capacity to continue with projects once funding is gone. Rather than continuing a project or objective when new funding becomes available in order to build capacity and sustainability for that objective within the school or district, it appears that entirely new projects are developed with new goals and objectives. For example, even though netbooks and Sakai portfolios were in the goals and objectives of the Manchester ARRA grant, new funding through a SIG grant was for purchase of iPads, rather than a continuation of support for the netbook project and scaling up the portfolio development. There are now plans for using Google Apps for Education to create student portfolios. Teachers involved in the ARRA grant did not complete the evaluation surveys required of grant participants. This evaluation data collection could be instrumental in maintaining focus and sustaining projects that help kids learn. The disjunction between the ICT standards and teacher awareness of them, coupled with the limited school wide use of technology by teachers and students alike, threatens the ICT literacy of both the students and staff. The recommendation would be to develop goals and objectives which can align with your technology plan, and make budget and funding decisions to support the goals and objectives required by ED 306.42. All teachers in all content areas and grade levels should be using digital tools and resources with their students to develop ICT literacy. Concrete plans for assessing these portfolios against the NH ICT standards (ISTE NETS-S) to assess the ICT Literacy of the students should be a priority in the district.

There is an ICT Literacy Toolkit available on the New Hampshire Educators Online website (nheon.org) at <http://www.nheon.org/ictliteracy/>. This site can be helpful in guiding teachers in meeting and fulfilling the NH minimum standards for ICT Literacy at this school.

Technical Assistance Advisory #2 (2006) can also be helpful in providing information and guidance. It is available on the DOE website at http://www.education.nh.gov/standards/tech_advisories.htm.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: Highland Goffe's Falls School

DISTRICT: Manchester, NH

SAU: 37

DATE OF VISIT: April 19, 2012

REVIEWER: Ann F. Spurr

EMAIL: ann.spurr@gmail.com

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Yolande Cotnoir-Walsh, Art Educator (K-12)

Educator for 33 ½ years. 20 years at Highland Goffe's Fall School

DOCUMENTS AND MATERIALS REVIEWED

Curriculum Guide – overview of materials and skills for each grade level.

Ms. Cotnoir-Walsh's written responses to School Visitation guide.

Specials' Schedule -

STANDARD(S) REVIEWED

Ed 306.31 Art Education

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? **YES**

GENERAL OBSERVATIONS

There is one art teacher for grades K – 5. Each student has Visual Arts once a week for 45 minutes. Students are given quarterly grades. These grades include assessment of content as well as classroom expectations. Teachers do not stay in the art room with their classes. The 'specials' time provides planning/meeting time for the classroom teachers.

The teacher uses the guidelines outlined in the NH Framework for the Arts to develop the units to provide a sequential visual arts experience for her students K-5. They are introduced to 2 dimensional and 3 dimensional units as well as cultural and art history. Safety and use of materials is inherent in each unit. Ms. Cotnoir-Walsh doesn't have common planning time with the other classroom teachers, so there are few connections between the visual arts and other subjects.

Since the loss of the District-wide Fine Arts Director, Visual and Performing Arts teachers do not get to meet. There is little collaboration between the elementary art teachers. There are no meetings with the middle schools and the high school. It has been some time since the curriculum has been reviewed and updated. This doesn't promote continuity in the curriculum across the district. Ms. Cotnoir-Walsh is concerned about the district direction for new teachers (to the system.)

The classroom computer is for teacher use: attendance, grades, student info, test scores and related information. Teachers use the information from NECAP scores, IEP's and 504's to address and

meet the needs of students with different learning styles. The art teacher does use the internet for information and to print visuals.

The PTO is extremely active (raising money) and provides additional curricular supports throughout the educational content. Their children as well as the teachers are the beneficiaries of their magnanimous efforts. Ms. Cotnoir-Walsh has used PTO monies to purchase materials that she would not necessarily have as well as other enrichment resources (Arts and Activities.)

RECOMMENDED ACTIONS

Since the District Fine Arts Director position was terminated, there has not been an opportunity for district Visual and Performing Art educators to meet and coordinate their work. The teacher feels this contributes to a missing link in the district wide continuity of the arts programs. The district-wide curriculum needs to be reviewed and addressed. Since the Fine Arts Director position was eliminated, there has not been any district wide art shows.

It would be helpful for all elementary visual arts teachers to meet regularly to share ideas and to update the elementary curriculum so that it aligns with middle school. (*once a year or every other year)

Materials are limited by the district supply list and do not necessarily meet specific needs of the art curriculum.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: Highland-Goffes Falls School

DISTRICT: Manchester

SAU: 37

DATE OF VISIT: April 19, 2012

REVIEWER: Debbie Krajcik

EMAIL: deborah.krajcik@doe.nh.gov

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Ms. Debra Cox, Grade 5 veteran teacher

Mrs. Karen Smith, Grade 5 veteran teacher

DOCUMENTS AND MATERIALS REVIEWED

Schedules

Harcourt Science textbooks

STANDARD(S) REVIEWED

Ed 306.43 Mathematics Program

Ed 306.45 Science Education Program

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES

GENERAL OBSERVATIONS

Team Meeting

The school was built in 1973 as an open concept building. Walls were added three years ago. There is an active PTA: Kindergarten is offered half days. There is longevity with administration. Responsive classroom book studies occur by grade level. A uniform schedule is being worked on by the district. Enrichment activities are supported through various clubs.

Tour

The student-led tour was impressive. The building environment is clean, welcoming and focused on student learning.

Teacher Interviews

This is the fourth or fifth year of using Everyday Math in grades K-5. The first years were difficult. Currently, students' understanding of math is greater. Their work with fractions and decimals is great. Weekly exemplars and open-ended problems where students write and score on their own have helped them to "talk and write math." Math is scheduled for one hour each day though should be for 90 minutes according to the program expectations. Students are very excited about learning their facts with Rocket Math. A homework club was started to support Everyday Math work and continues two days per week.

The staff struggles to find time for science and social studies. The science textbooks were new last year. The texts are student-friendly and cover all curriculum areas in addition to others. Good microscopes would be beneficial. Hands-on science/experiments are done as much as possible focusing on the inquiry method.

Looping was done in the past and had been great for collaboration, enrichment support, remedial support, and making further progress in the curriculum. This ended when the budget was cut, and there was a lack of teachers.

The teachers get limited feedback from sixth grade teachers. Paraprofessional support is limited. There is more pull-out this year for students with disabilities. Previously there had been more in-class support. There appear to be high numbers of students with disabilities in grades 3-5. With team teaching, staff is able to diversify instruction more. There is one old computer in each classroom. The computer lab is not used much.

Professional development is offered through district-wide early release days with the focus this year on reading and writing. PLCs occur twice each month. One morning per week, there are grade level meetings. Grades 4 & 5 have an ongoing book study. There is support for summer Smart Schools workshops, and the staff has two professional days per year. There is also some support for college credit.

RECOMMENDED ACTIONS

The dedicated and creative staff would benefit from greater access and training with technology.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: Highland-Goffe's Falls School (grades K – 5; Enrollment = 450)

DISTRICT: Manchester SAU: 37 **DATE OF VISIT:** April 17, 2012

REVIEWER: Leslie Higgins **EMAIL:** leslie.higgins@doe.nh.gov

INDIVIDUALS INTERVIEWED

Jim Adams, Principal
Rhonda Vitagliano, Assistant Principal

DOCUMENTS AND MATERIALS REVIEWED

Exemplars webs

STANDARD (S) REVIEWED

Ed 306.07 School Facilities
Administration

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES

OBSERVATIONS & COMMENTS

Three years ago HGF received a complete makeover. Previous, HGF was designed as an open concept school. Now the classrooms have walls. The school is very bright and clean. The school provides a bright and positive learning environment.

Jim Adams is the fourth administrator the school has had since opening in 1972. He has been at HGF for two years. Mr. Adams brings with him years of experience as principal at Gossler Park Elementary School which is a Title I school. The Assistant Principal is Rhonda Vitagliano and she has been at HGF with the last two principals as well. Mr. Adams tries to help each teacher that comes to him with a request even if it involves money. One way he deals with money requests is by approaching the PTA.

All staff is certified in their content areas and are HQT. The Manchester English/Language Arts and Mathematics is aligned to the NH Curriculum Frameworks. After reviewing SAU 37 website on Curriculum one can see that the curriculum has also been broken down into Grade Level Expectations (GLEs). Some schools have started aligning the Standards and GLEs to the Common Core Standards which is a very detailed process.

Teachers are provided with the scores from standardized testing such as the NECAP and GATES. In addition, other testing data comes from trimester tests, running records, etc. Teachers are encouraged to use this student performance data to analyze the effectiveness of instruction,

curriculum, and student achievement gaps. Teachers are encouraged to work together and go over areas of concern. Some teachers are working together and some are not.

HGF recently adopted the Workshop Model for Reading and Writing. This is now a district wide initiative. Principal Adams came from a school that had been using the program. In addition, other staff members came to HGF from Title I schools using the program. This has been helpful in providing assistance to most of the teachers who are new to the program. The Reading specialist provides training to the teachers as well.

Communicating with the parents is ongoing. HGF has a website where things are posted. There are newsletters and announcements and information from the PTA. Students can also access online curriculum activities. Not only that but one can access the Manchester Public Library, and other links as well. I asked the student who took us on our tour what she liked best about HGF and she said: "There are so many different programs and opportunities to get involved in."

The PTA is very active at HGF. They have many fund raisers to raise money to support the students and the staff. Mr. Adams has gone to the PTA expressing a need for certain educational programs and the PTA has provided those programs to the school. A few things the PTA has provided: "Rocket Math" which is a scientifically proven math facts curriculum that can be used in school and at home.

- "Exemplars" which have open response questions and rubrics
- "Reading A - Z" site license
- \$1200.00 for books.

On the day of our visit, the PTA was putting on a Volunteer luncheon. The PTA provides many special events for teachers to show their appreciation.

RECOMMENDED ACTIONS

This was an absolutely wonderful school. the teachers have been at HGF for many years. Some teachers work together and others will not. Any change that is to take place needs to happen over time and in small incremental steps. Unfortunately they never get to work with teachers at Southside or with other teachers in the district. Although it is difficult, there should be an opportunity for teachers to work across schools to insure continuity of curriculum and instruction across grade levels.

Technology tools, pcs, laptops etc., are taken care of by a teacher who is tech savvy. The school's technology is limited and broadband is limited. In order to have technology run smoothly there needs to be more staff and support for integration as well. The Manchester schools need more staff to decrease class size which would improve student learning, improve school safety, and improve discipline in the classroom and within the school community.

Mr. Jonathan Lamy is the Media Specialist at HGF. I asked him if the school library has a budget for materials and he said "No". 80% of the materials come from the Book Fairs he holds. Sometimes families donate books that are in good condition. A retired teacher comes in to help Mr. Lamy when he runs a Book Fair.

Mr. Lamy teaches several 45 minute classes a day. "A portion of this time is devoted to selecting library books and for silent reading." When does Mr. Lamy have time to catalog all of the books and other library materials? Who logs in and/or logs out materials that are being taken out or returned? Who shelves the materials that have been returned or left lying around the library? Who creates the cards for the card catalog or inputs the information regarding new books into the library database. Who creates the card that may be put in the back of the book? Mr. Lamy does it all without assistance.

Work out a program with the High Schools in the district to explore other professions using the other schools. For instance if a student who is really tech could go work in an elementary school and provide assistance. Perhaps promoting a Big Buddy program where the high school students could be role models for younger students. Food for thought.

A STANDARD THAT APPEARS NOT TO BE MEET? YES Ed 306.08

Unfortunately, based upon the school libraries I have visited the schools and more than likely, the entire Manchester School District does not meet Ed 306.08 Instructional Resources. I must also say that this problem is not the fault of the individual schools but that of the Manchester School District. In addition, the Library Media Specialist should have assistance. This could be done through a Community Service Program or partnership with the high school by providing responsible high school students to work in other school libraries. Please read below.

Ed 306.08 Instructional Resources.

(a) The local school board shall require that each school:

(1) Provides a developmentally appropriate collection of instructional resources, including online and print materials, equipment, and instructional technologies, that shall be current, comprehensive, and necessary to support the curriculum as well as the instructional needs of the total school population;

(2) Provides that instructional resources are, as appropriate:

a. Catalogued and classified according to practices accepted by the American Library Association as specified in the Anglo-American Cataloguing Rules, Second Edition (AACR2), 2002 edition;

b. Organized to make them accessible to students and staff;

c. Managed through circulation policies and procedures that are designed to maximize the use of the resources; and

d. Utilize community resources;

(3) Provides instructional resources to all students and staff from designated space(s) in each school, including:

a. Ready access to instructional resources, including those available online or through interlibrary loan;

b. Instruction in:

1. Accessing information efficiently and effectively;

2. Evaluating information critically and competently;

3. Using information accurately and creatively;

4. Pursuing information related to personal interests;

5. Appreciating literature and other creative expressions of information;

6. Striving for excellence in information-seeking and knowledge generation;
7. Recognizing the importance of information to a democratic society;
8. Practicing ethical behavior in regard to information and information technology; and
9. Participating effectively in groups to pursue and generate information; and

c. Activities to promote the development of reading, viewing, and listening skills; and

(4) Implements a written plan for the ongoing development, organization, acquisition, maintenance, replacement, and updating of instructional resources necessary to support the needs of the user population and the curriculum.

(b) At a minimum, the plan implemented under (a)(4) above shall:

(1) Provide an analysis and assessment of the present instructional resources based on:

- a. The needs of the user population and the curriculum;
- b. Accessibility of instructional resources to all students and staff;
- c. Strengths and weaknesses of the present instructional resources; and
- d. Resources available within the district, the local community, and beyond;

(2) Reflect developing instructional technologies; and

(3) Establish priorities, criteria, timelines, and procedures for the selection, acquisition, maintenance, and replacement of instructional resources which shall include but not be limited to:

- a. Online materials,
- b. Print materials,
- c. Equipment, and
- d. Instructional technologies.

SCHOOL APPROVAL SITE VISIT REPORT (2011-12)

SCHOOL: Highland-Goffes' Falls School

DISTRICT: Manchester

SAU: 39

DATE OF VISIT: 4/17/2012

REVIEWER: Philip K. Martin

EMAIL: pmartin@litchfieldsd.org

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Suzanne Price—General Music-grades 1-5; Elementary Band and Strings; Drama

DOCUMENTS AND MATERIALS REVIEWED

Manchester School District Elementary Music Curriculum

STANDARD (S) REVIEWED

- Sing alone and with others, a varied repertoire of music.
- Perform on instruments alone and with others, a varied repertoire of music.
- Improvise melodies, variations and accompaniments.
- Compose and arrange music within specific guidelines.
- Read and notate music.
- Listen to, analyze and describe music.
- Evaluate music and music performances.
- Understand relationships among music, the other arts and disciplines outside the arts.
- Understand music in relation to history and culture.
- Identify the range of careers in the field of music.

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES

GENERAL OBSERVATIONS

I spoke with Suzanne Price an experienced music educator of 27 years, the last 19 having been in the Manchester public schools working as an elementary music specialist. Suzanne has a dedicated classroom space and works only at Highland-Goffes Falls. Her class sizes are reasonable, fluxuating only if the school population changes. She uses a defined curriculum based on the NH Frameworks for the Arts. She does have sets of music textbooks, though they are dated. She also has access to World Percussion instruments that have been purchased by the school PTO over the years. Suzanne is most proud of her concerts and school productions. Packaged elementary productions can be purchased, but Suzanne has taken on (and enjoyed) creating her own over the years.

Administrators at Highland-Goffs Falls are to be commended for making NECAP scores as well as other student data available to all the teachers for purposes of reporting out and creating lesson plans.

RECOMMENDED ACTIONS

Suzanne would like to see the current school schedule modified to allow her to be more available to address the musical growth of her students. She would like to offer percussion and mallet classes. I suggest the school also look at ways to introduce Chorus during the school day in order to accommodate students who do not or cannot play instruments.

The Manchester School District needs to find time for the music teachers in the district to meet and plan. Currently there is no common meeting time for elementary specialists to meet as a group.

There is very little technology available at the elementary school level. There is no way to record and archive student performances or for students to create, perform and respond to their own compositions. Teachers do have access to a classroom computer, but that is used primarily for basic communication and grades. Classroom keyboards are not available.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: Highland-Goffe's Falls School (grades K – 5; Enrollment = 450)

DISTRICT: Manchester SAU: 37 **DATE OF VISIT:** April 17, 2012

REVIEWER: Marie Morgan **EMAIL:** marie.morgan@doe.nh.gov

INDIVIDUALS INTERVIEWED

Sherry Tellier, Health Teacher
Ryan Ray, Physical Education teacher

DOCUMENTS AND MATERIALS REVIEWED

Michigan Model Health Binder – Grade 1
K – 5 Health Curriculum Outline (one page)

STANDARD (S) REVIEWED

Ed 306.40, Health Education
Ed 306.41, Physical Education

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES

GENERAL OBSERVATIONS

This School offers part-time kindergarten with morning and afternoon sessions. Enrollment is 54. Grade 1 enrollment is generally higher. This year it is 94 students. It appears that many parents need a full time program so they often enroll their children in various private kindergartens.

This facility was built in 1972 in the open concept model. Three years ago interior walls were added to divide classrooms. The interior looks clean and conducive to learning. The present principal is the School's 4th since it opened.

The Health teacher is certified as a Health teacher and has taught for 10 years. She teaches grades 1 – 5 using a program called the Michigan Model Health Curriculum supplemented by materials to meet the NH Frameworks.

The Physical Education (PE) teacher follows the state PE Frameworks. He tries to incorporate math and literacy concepts wherever possible. His largest class is 25 students.

The School's Unified Arts teachers meet for 30 minutes once a week. He has no contact with teachers at the middle school. Years ago the health teachers did meet occasionally.

RECOMMENDED ACTIONS

This School is one of several schools which send students to the Southside Middle School; yet there is no time allowed for the elementary school teachers at the various schools to meet and review their curriculums or to meet with the 6th grade middle school teachers. Suggest a facilitated meeting be organized at least once a year with at least one or two representatives from each school.

Kudos for the monthly "All Grades 'Read' the Same Book" initiative.

Kudos for keeping an older facility in good condition.

Kudos to an active parent organization and its fundraising efforts.

Kudos for having such dedicated teachers!

Special thanks to our outstanding student tour guides: Gjilane Morris and Madeleine Lapierre.

SCHOOL APPROVAL SITE VISIT REPORT (2011-12)

SCHOOL: **Highland Goffes Falls School**

DISTRICT: **Manchester** SAU: **37**

DATE OF VISIT: **4/19/2012**

REVIEWER: **Robert McLaughlin** EMAIL: Robert.mclaughlin@doe.nh.gov

INDIVIDUALS INTERVIEWED (NAME & POSITION)

3rd grade teachers, librarian, and school principal.

DOCUMENTS AND MATERIALS REVIEWED

Observed classrooms and library. Interviewed teachers:

STANDARD(S) REVIEWED

Ed 306.42

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES **NO**

The school does not possess enough fully operational, multimedia/web-capable computers for either students to gain opportunities for hands-on development of skills, or for teachers to plan and implement technology-facilitated lessons. In addition, the capacity of the school's wireless network currently is insufficient to support more than a small number of wireless capable computers being used at the same time in a given classroom. The library is the only learning space in which students and teachers can gain predictable hands-on access to computers and the Internet, although the number of computers is small. Compounding this, an undetermined but likely substantial percentage of students lack home access to high speed Internet connectivity and perhaps also even to a computer, making the assignment of homework requiring or benefiting from home computing (word processing, keyboard skill development, etc.), and Web access (for research, collaborating with fellow students on a school project outside of school hours, etc.) impossible.

By all accounts, district IT staffing is limited and stretched thin, requiring that the library's sole staffperson must not only fulfill all librarian duties, but also contribute as much as these responsibilities allow to meet building-level IT support needs. Because the district's budget for the library is currently non-existent and uncertain from year to year, the librarian conducts a substantial book fair to raise funds for acquisitions.

In addition, with typically just one computer per classroom and limited access to an LCD projector, opportunities for groups of students, let alone individual students, to develop proficiency using 21st

century tools in the core subjects, and to develop cognitive skills (problem solving, decision making, spatial and visual literacy, literacy and numeracy), are unacceptably few and sporadic.

There is no preparation for students to develop a digital portfolio that address *any* aspects of the standards identified in Ed 306.42.

The teachers that were observed and interviewed seek out every possible opportunity to integrate technology into their lessons, but with antiquated and often failure-prone technology and only sporadic access at best to computers, the Internet and an LCD projector, they have become understandably discouraged. To a person, they stress their understanding of the vital importance that their students develop, apply and master ICT skills but they do not possess even a fraction of the resources

There is limited evidence of technology-related professional development, but it

With almost no opportunity to develop ICT knowledge and skills at school and uncertain opportunities at home, it currently is not possible to say with *any* confidence whatsoever that the school's students, especially those who qualify for free/reduced lunch, have anything remotely resembling equitable access to ICT learning opportunities and resources that are increasingly essential for lifelong learning and economic and educational opportunity.

To be in such complete noncompliance with the standards in 306.42 is especially worrisome given that this is taking place in the state's most diverse district with such a high percentage and number of economically disadvantaged students.

RECOMMENDED ACTIONS

The district should take concerted action to: (1) ensure that regular access to Internet capable computers and high speed wireless connectivity, sufficient for all students in a class to use at the same time, is made available; (2) initiate conversation with Comcast to *make certain* that the families of all students who qualify for free/reduced lunch know they can obtain high speed cable connectivity (3 MPS download speed and 750k upload speed) at 49.99/month and can purchase an Internet capable netbook for \$149.99; (3) provide assistance in development, modeling and implementation of instructional units that integrate technology across the curriculum; (4) convene personnel in the school's feeder system to plan a seamless approach to engaging all students in developing a digital portfolio; and (5) develop and implement professional development in support of these objectives.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: **Highland - Goffe's Falls Elementary School**

DISTRICT: **Manchester**

SAU: **37**

DATE OF VISIT: **April 19, 2012**

REVIEWER: **Kenneth Relihan**

PHONE: **271-6151**

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Debra Cox, Grade 5 Teacher

Karen Smith, Grade 5 Teacher

DOCUMENTS AND MATERIALS REVIEWED

Grades 3-5 Daily Schedules

Daily lesson plan for Grade 5 (D.Cox)

STANDARD(S) REVIEWED

ED 306:37- English & Reading

ED 306: 46- Social Studies

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? **NO**

The local school board shall require that a social studies program in each elementary school provides:

(1) Opportunities for students to :

a. Acquire knowledge and understanding of civics, economics, geography, and history in a program consistent with RSA 193-C:3, III; and

b. Become familiar with the skills of decision making, data gathering, and critical thinking;

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and

(4) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world.

Is 25 minutes twice a week, minus set-up & take-down time, sufficient to provide the four opportunities listed above? I would argue not.

GENERAL OBSERVATIONS

Highland Goffe's Falls ES has a mainly mature faculty reflecting a low turn-over and commitment by the staff to the school. While this is positive in many ways, it discourages new ideas, and makes it hard for new staff to integrate. The Principal seems to be making an effort to deal with this dynamic.

Other than access to the Grade Six NECAP scores, teachers in Grade 5 report no contact with Grade 6 teachers or curriculum. Although there is tech hardware available (one computer per room, a few laptops, a computer lab, data projectors, one white board) teachers report constant glitches which impeded usage and little or no tech help to call upon.

Teachers use the Library, but don't seem to use its technology (eg. EBSCO). Teachers report adequate opportunity to attend professional development, but at their own expense if out of district. Teachers report very limited assistance from aides (Question- If the school has such an active PTA, why are there not more volunteers in classrooms?)

The treatment of English/ Reading, and Social Studies could not be more contrasting. Three separate blocs of the Grade 5 schedule (Reader's Workshop, Writer's Workshop, & Skills/Spelling) allot a total of two and a half hours per day to ELA/ Reading. Both Science & Social Studies receive 25 minutes every other day. So in Grade 5, ELA receives approximately 15x the time allotted to Social Studies in a week. (In Grade 3, it is a minimum of ten hours weekly vs. 70 minutes; in Grade 4, more than twelve hours weekly vs. 70 minutes). This could be mitigated somewhat if Social Studies materials are utilized for Reading, as will be encouraged by the Common Core, but I am commenting on the present situation. ELA is supported by an aligned district curriculum, "Running Records", a district reading committee, & "America's Choice". So I think we can conclude that the ELA framework is more than adequately addressed, but Social Studies (and Science?) is not. Although the teachers cited their explorer and colonization units, a performance at the Palace Theater, and integration of Social Studies into Readers' Workshop, there just isn't much time devoted to this subject.

RECOMMENDED ACTIONS

Teachers (not just Grade 5) need to meet with Middle School faculty to know for what they are preparing students. Teachers should also have more sense of what their grade level is doing in other schools in the district.

Teachers need more opportunities for PD in Social Studies & Science, whether embedded or not. More usable time needs to be devoted to Social Studies (& Science?). One thought is that one 50-70 minute block weekly would be far superior to two 25 (or 35) minute classes, with their inherent set-up and take-down.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: Jewett Elementary School (Grades K-5 Enrollment = 342)

DISTRICT: Manchester SAU: 37 **DATE OF VISIT:** April 17, 2012

REVIEWER: Leslie Higgins **EMAIL:** leslie.higgins@doe.nh.gov

INDIVIDUALS INTERVIEWED

Anne Houle, Grade 5

Shannon Oliveira is the new Grade 5 teacher (did not interview).

DOCUMENTS AND MATERIALS REVIEWED

Various teacher course binders

STANDARDS REVIEWED

Ed 306.37 Eng./Lang Arts and Reading

Ed 306.43 Math

Ed 306.45 Science

Ed 306.46 Social Studies

Ed 306.26, Instructional Schedule

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES

Science and Social Studies needs more attention.

OBSERVATIONS, COMMENTS, and RECOMMENDATIONS

Anne has been teaching in SAU 37 for 30 years. She spent 12 years in a self-contained classroom for Special Education (7 years at Green Acres and 5 years at Jewett). She has been teaching fifth grade at Jewett for the past 18 years. Anne is certified in Special Education, Learning Disabilities, and Elementary Education. She is HQT in grades K-8. Previously there were three fifth grade teachers, but two retired last year. Shannon Oliveira is the new fifth grade teacher but we did not meet with her.

- The school appears overcrowded. There are narrow hallways and extremely large classes in grades two through grade 5. Currently Jewett has 1 Kindergarten, 2 first grades, 2 second grades, 3 third grades, 2 fourth grades and 2 fifth grades.
- Within the last two years there have been many curriculum changes at Jewett. Social Studies and Science books were replaced. One day the books just showed up at the school and the teachers did not even know which publisher they were getting nor did they have any input as to the books that were chosen. In addition, there has been no training with either program and no instructional materials came with either set. Teachers I spoke with were very discouraged by this but they are plugging along.
- This is the first year the entire school has adopted America's Choice Literacy Program called "Readers and Writers Workshop" (R&WW). There are monthly R&WW professional development sessions with a specialist. Since some teachers have never used the program

they are following instructions to the letter. Fortunately, Shannon Oliveira previously taught at a Manchester school that was using R&WW so she has a few years under her belt and has been able to assist Anne Houle with implementation. Fifth grade is also using Fountas & Pinnel "The Continuum of Literacy Learning." This program is aligned with the Common Core Standards for Language and Literacy and the Continuum of Literacy Learning. These programs require quite a bit of testing to be facilitated by the classroom teacher.

- Jewett barely meets the minimum 945 hours of instructional time required for elementary schools. Given the extremely large classes, the amount of time spent on literacy, mathematics, and individual reading & writing assessments, little time is left for Social Studies and Science. In addition, teachers find running records in reading for each student to be overwhelming. Each classroom teacher needs to do "running records" in reading, with each student three times a year. If a teacher has 29 students, then a portion of each day for 87 days of the school year will be devoted to doing running records. This specific assessment is part of the reading/writing program, and takes a substantial amount of time out of the school day and instructional time away for all students.
- The School has 2 computer carts which are 6 or 7 years old. The computers are not maintained well nor is there technology support or a technology integrator to assist teachers on a regular basis. Although they are old, the carts are right outside the 5th grade classroom and Ms. Hole will let students go and get them to use for word processing. Students also use the Mac Lab for research, mini lessons, and creating power point presentations. They also use Everyday Math Games, Study Island. Ms. Hole also uses Schoolnotes.com.
- Not only do teachers have older technology, the Internet connectivity is minimal to nonexistent on a daily basis. Teachers do not rely on the technology because you never know when it is going to work or not. Unfortunately, teachers need to input into the Aspen database and truly have great difficulty doing so in a timely fashion.
- The student performance data available – NECAP scores, Reading Records, Formal and informal testing using Spelling Probes, Aims Web, Schlagal Spelling. All testing information is stored in Performance Tracker.
- Professional Learning Communities (PLC) by grade level is schedule for Wednesdays from 8:05-8:35 AM. The main focus is literacy. After school, teachers receive literacy training.
- Fifth grade teachers meet daily and on a weekly basis with the Leadership and Instructional Team. Ms. Houle always wants to know how students are doing in the sixth grade. Unfortunately there is not communication between schools and grade levels. These teachers would like to meet and review their curriculum across schools and at a variety of levels.

RECOMMENDED ACTIONS -Jewett

- Ms. Houle did speak about the possibility of departmental instruction for Science and Social Studies shared with Ms. Oliveira to ensure instruction on a regular basis.
- The School has 2 computer carts which are 6 or 7 years old. The computers are not maintained well nor is there technology support or a technology integrator to assist teachers on a regular basis. The schools need more staff in this area or as part of a grade level team.
- The Jewett School is one of several schools which send students to the Southside Middle School; yet there is no time allowed for the elementary school teachers at the various schools to meet and review their curriculums or to meet with the 6th grade middle school teachers. Suggest a facilitated meeting be organized at least once a year with at least one or two representatives from each school.
- With teacher input, continue to prepare an instructional time schedule for each grade showing approximately how much time is to be spent on each subject area during the week. This would be a weekly schedule with times indicated for each subject area, specials, recess, lunch, on a daily basis.
- Continue efforts to expand broadband to a more user friendly width , technology upgrades, and maintenance support for it into the school.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: Jewett Elementary School (Grades K-5 Enrollment = 342)

DISTRICT: Manchester SAU: 37 DATE OF VISIT: May 18, 2012

REVIEWER: Marie Morgan EMAIL: marie.morgan@doe.nh.gov

INDIVIDUALS INTERVIEWED
Mona Naccach, Health Teacher

DOCUMENTS AND MATERIALS REVIEWED
Samples of student made menus

STANDARDS REVIEWED
Ed 306.40, Health Education

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? Students are receiving health education, but it is not clear if the training aligns with Ed 306.40.

GENERAL OBSERVATIONS

Because the Jewett Elementary School Health teacher was not available on the day of the Department of Education's team visit in April, an appointment was scheduled for this date.

This teacher is a long time Manchester elementary teacher. This is her first year teaching Health. It does not appear she is a certified health teacher as required by Ed 306.15(a)(5).

On Mondays she teaches classes at Jewett and Hallsville Elementary schools. On Tuesdays and Wednesdays she is at Hallsville only and on Thursdays and Fridays she is at Jewett. She teaches all grades at both schools including the full time kindergarten classes at Hallsville. She does not teach Health for the ½ day Jewett kindergarten classes. On two of these days she teaches six classes per day. At Jewett on Mondays, she moves to classrooms throughout the building. At Jewett on Thursday and Fridays, her classes are in the rather long and congested Art room which seems too small for some of her classes.

Class size appears to be an issue with grades 4 and 5. According to Ed 306.17, Class Size(a)(1)(b): *"In each school, class size for instructional purposes shall be 30 students or less per teacher, provided that each school shall strive to achieve the class size of 25 students or less."*

Jewett Elementary has two 4th grade classes of 29 students and two 5th grade classes of 27 and 28 students according to the Jewett Street School Student Enrollment Report dated March 14, 2012. The 3rd grade class has 3 classes of 23 – 25 students. There does not appear to be sufficient space for an additional classroom .

This teacher's long time experience as an elementary teacher has provided her with indepth knowledge of the elementary curriculum requirements of other subject areas such as science, literacy and math which she incorporates into her teaching. She explained that students were

completing a lesson on the human skeleton and pointed to the paper skeletons on the blackboard. She also shared examples of restaurant menus students had developed. She did not share an outline of the health curriculum she follows nor was she familiar with the NH Health Education Curriculum Guidelines available on the Department's website. The NH Elementary School Health Curriculum Guidelines (pages 55-84) do not refer to the human skeleton or restaurant menus.

During an earlier interview with the Highland-Goffes' Falls Health teacher, I was told the elementary health teachers use a program called the Michigan Model Health Curriculum. It was not clear if this was the same curriculum being used at Jewett.

This teacher has not had an opportunity to meet other district health teachers although they sometimes email each other. During an earlier visit I was told that although the Jewett Unified Arts teachers meet at least once each week, it appears this Health teacher is at another school when the group meets.

Technology is rarely used in the Health classes. The menus I was shown were created by her older students and were primarily done with crayons on white paper.

This teacher buys her own supplies because none are provided by the School nor is she asked what supplies are needed. This was a story repeated by other teachers interviewed during the April visit.

RECOMMENDED ACTIONS

Highly recommend a facilitated meeting be organized at least once a year with the health teachers from all the Manchester schools to review curriculum and share best practices.

If a district coordinator for Health Education is not possible at the SAU, consider assigning the extra duty (with stipend) to a health teacher to mentor new health teachers and coordinate the district's health curriculum. Continue to communicate with the Department of Education's Health Education Consultant.

Continue efforts to bring technology and maintenance support for it into the school.

Kudos for having such dedicated teachers!

SCHOOL APPROVAL SITE VISIT REPORT (2011-12)

SCHOOL: **Jewett Elementary School**

DISTRICT: **Manchester** SAU: **37**

DATE OF VISIT: **4/17/2012**

REVIEWER: **Robert McLaughlin** EMAIL: Robert.mclaughlin@doe.nh.gov

INDIVIDUALS INTERVIEWED (NAME & POSITION)

3rd grade teachers, librarian, and school principal.

DOCUMENTS AND MATERIALS REVIEWED

Observed classrooms and library. Interviewed teachers:

STANDARD(S) REVIEWED

Ed 306.42

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? YES **NO**

The school does not possess enough fully operational, multimedia/web-capable computers for either students to gain opportunities for hands-on development of skills, or for teachers to plan and implement technology-facilitated lessons. In addition, the capacity of the school's wireless network currently is insufficient to support more than a small number of wireless capable computers being used at the same time in a given classroom. The library is the only learning space in which students and teachers can gain predictable hands-on access to computers and the Internet, although the number of computers is small. Compounding this, an undetermined but likely substantial percentage of students lack home access to high speed Internet connectivity and perhaps also even to a computer, making the assignment of homework requiring or benefiting from home computing (word processing, keyboard skill development, etc.), and Web access (for research, collaborating with fellow students on a school project outside of school hours, etc.) impossible.

By all accounts, district IT staffing is limited and stretched thin, requiring that the library's sole staffperson must not only fulfill all librarian duties, but also contribute as much as these responsibilities allow to meet building-level IT support needs. Because the district's budget for the library is currently non-existent and uncertain from year to year, the librarian conducts a substantial book fair to raise funds for acquisitions.

In addition, with typically just one computer per classroom and limited access to an LCD projector, opportunities for groups of students, let alone individual students, to develop proficiency using 21st

century tools in the core subjects, and to develop cognitive skills (problem solving, decision making, spatial and visual literacy, literacy and numeracy), are unacceptably few and sporadic.

There is no preparation for students to develop a digital portfolio that address *any* aspects of the standards identified in Ed 306.42.

The teachers that were observed and interviewed seek out every possible opportunity to integrate technology into their lessons, but with antiquated and often failure-prone technology and only sporadic access at best to computers, the Internet and an LCD projector, they have become understandably discouraged. To a person, they stress their understanding of the vital importance that their students develop, apply and master ICT skills but they do not possess even a fraction of the resources

There is limited evidence of technology-related professional development, but it

With almost no opportunity to develop ICT knowledge and skills at school and uncertain opportunities at home, it currently is not possible to say with *any* confidence whatsoever that the school's students, especially those who qualify for free/reduced lunch, have anything remotely resembling equitable access to ICT learning opportunities and resources that are increasingly essential for lifelong learning and economic and educational opportunity.

To be in such complete noncompliance with the standards in 306.42 is especially worrisome given that this is taking place in the state's most diverse district with such a high percentage and number of economically disadvantaged students.

RECOMMENDED ACTIONS

The district should take concerted action to: (1) ensure that regular access to Internet capable computers and high speed wireless connectivity, sufficient for all students in a class to use at the same time, is made available; (2) initiate conversation with Comcast to *make certain* that the families of all students who qualify for free/reduced lunch know they can obtain high speed cable connectivity (3 MPS download speed and 750k upload speed) at 49.99/month and can purchase an Internet capable netbook for \$149.99; (3) provide assistance in development, modeling and implementation of instructional units that integrate technology across the curriculum; (4) convene personnel in the school's feeder system to plan a seamless approach to engaging all students in developing a digital portfolio; and (5) develop and implement professional development in support of these objectives.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: Jewett Elementary School (Grades K-5 Enrollment = 342)

DISTRICT: Manchester SAU: 37 **DATE OF VISIT:** 17 April 2012

REVIEWER: Marie Morgan **EMAIL:** marie.morgan@doe.nh.gov

INDIVIDUALS INTERVIEWED

Peter Lubelczyk, Principal
Christine Brennan, Assistant Principal
Jade Potts, Third Grade teacher
Anje Skora, Third Grade teacher
Evan Papajohn, Physical Education teacher

DOCUMENTS AND MATERIALS REVIEWED

Various teacher course binders

STANDARDS REVIEWED

Ed 306.41, Physical Education
Ed 306.37 Eng./Lang Arts and Reading
Ed 306.43 Math
Ed 306.45 Science
Ed 306.46 Social Studies
Ed 306.26, Instructional Schedule

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS?

Science and Social Studies needs more attention.

Physical Education meets standard.

GENERAL OBSERVATIONS

This School offers part-time kindergarten with a morning and afternoon session. Enrollment is 32. Grade 1 enrollment is generally higher. This year it is 54 students. It appears that many parents need a full time program so they often enroll their children in various private kindergartens.

On Mondays, Tuesdays, and Wednesdays, classes begin at 8:30 with the morning announcements and end at 2:30. Before classes teachers meet in grade level teams. The principal is allowed "13 Principal Hours" per year to meet with faculty. The Boys and Girls Club operates an afterschool program. Tiger Pride is an inhouse behavioral program which has helped reduce discipline referrals. Students are given Tiger Bucks for positive behavior. The Tiger Bucks can be spent in the school store for various items.

The 2 third grade teachers we spoke with each have at least 10 years teaching experience. Both have interns assisting them this year. This year they are required to use a district adopted Language Arts program, America's Choice, which has been used for several years by Title I schools in the district. The Everyday Math program has been used for at least 4 years. They admitted that spending 1 hour on math and 2 ½ hours a day on developing reading, writing, and spelling skills

plus required assessments for classes of 24 students leaves them little time to use the new science and social studies textbooks. They did not appear aware of the NH Science Frameworks or how they might be incorporated into the literacy activities.

The School received 2 computer carts 6 – 7 years ago. The computers are not maintained well nor is there a technology integrator to assist teachers on a regular basis.

Professional Development offered by the District is primarily focused on improving students' literacy skills. Teachers are allowed one personal professional development day per year.

Teachers have access to students' test scores. A Literacy Folder follows each student to the next grade.

The Physical Education (PE) teacher has been teaching in Manchester for at least 10 years and also holds Special Education certification. He spends 4 days a week at Jewett and 1 day at the District's preschool program.

All Jewett students have 45 minutes PE each week. Mr. Papajohn follows the district's PE standards which are based on state and national standards. This year he added "plunger hockey", badminton, and ice fishing to the curriculum. Although he does not have a yearly budget for his program, transportation was provided to bring 5th graders to Lake Massabesic to conclude a session on ice fishing.

Although the School's Unified Arts teachers meet at least once each week, he does not meet with the health teacher who is at another school when the group meets.

RECOMMENDED ACTIONS

The Jewett School is one of several schools which send students to the Southside Middle School; yet there is no time allowed for the elementary school teachers at the various schools to meet and review their curriculums or to meet with the 6th grade middle school teachers. Suggest a facilitated meeting be organized at least once a year with at least one or two representatives from each school.

With teacher input continue to prepare an instructional time schedule for each grade showing approximately how much time is to be spent on each subject area per week as required by Ed 306.26.

Continue efforts to bring technology and maintenance support for it into the school.

Kudos for keeping an older facility in good condition.

Kudos for having such dedicated teachers!

Kudos for exceeding the state's NECAP Proficiency average for Writing for 2010-11.

Special thanks to our student tour guides: Nee Pham and Hamza Zishan.

SCHOOL APPROVAL SITE VISIT REPORT (2011-12)

SCHOOL: Jewett Elementary

DISTRICT: Manchester School District

SAU: 37

DATE OF VISIT: April 17, 2012

REVIEWER: Susan Frost

EMAIL: bfrost@myfairpoint.net

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Jade Potts – Grade 3 (13 years teaching in Manchester)

Anjeanette Skora – Grade 3 (11 years at Jewett)

DOCUMENTS AND MATERIALS REVIEWED

Readers/Writers Workshop Model with America's Choice manuals

One hour per day is devoted to Reading and one hour per day is devoted to Writing. There is also a daily half hour word study/skills block.

Half of the classroom library is purchased by the district and half by the classroom teacher.

Everyday Math and manipulatives –

One hour per day is devoted to Math.

These are usually supplied. Teacher purchases dry erase markers yearly.

Both align with NH Standards. When lessons are missing from the program the teachers supplement with other materials and lessons.

STANDARD(S) REVIEWED

Ed 306.37 Eng./Lang Arts and Reading

Ed 306.43 Math

Ed 306.45 Science

Ed 306.46 Social Studies

Ed 306.47 Technology

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS? NO

Science and Social Studies are not being taught on a regular basis. Technology, which could supplement all areas of the curriculum and give more flexibility to the classroom teacher, is practically nonexistent.

GENERAL OBSERVATIONS

The teachers have weekly planning time with the grade level team during specials in addition to meeting weekly on their own. They never get to meet with teachers from other schools.

Performance Tracker is used to inform instruction. It shows gaps, etc.

There is very little technology in the classrooms. One teacher has an overhead projector and a MacBook for her use.

Students go to the library weekly as a special. They are also able to go when they need materials for projects. There is one librarian for the school.

The teachers have difficulty working in time for Science and Social Studies because the schedule of the day is so prescribed for Reading, Language and Math. Most people have no hands-on lessons. This is the first year for the Reading/Language Arts curriculum and teachers are closely following the script. They do see places for enrichment next year. Talking with teachers from other schools could help enrich the curriculum for this school as well as other schools in the district.

Teachers feel the greatest need at the school is staff. They can make do with supplies.

DINI influenced the decision to go with America's Choice for Reading and Language. It is the first year for the program and therefore teachers are learning it as they go. This is a normal process for teachers with new programs.

There is ample testing. There are pre and post assessments, Running Record Benchmarks, Schagell Spelling, Gates McGinity, NECAP and Unit tests. The Running Record Benchmarks are necessary, but they take a great deal of time away from class time for all students.

Professional Development occurs one hour per month after school. Literacy is the focus this year and Math will be next year. Most of the time the content is the same from building to building. Teachers have no input.

Something seems to be missing between what curriculum coordinators are doing and what is showing up in class. Teachers on various curriculum teams meet, review new texts and make a recommendation. What they recommend seems to be disregarded and a totally different series shows up in their classes without any teacher training.

RECOMMENDED ACTIONS

Bringing literacy into Science and Social Studies could assure that they are taught and also strengthen Reading and Math

More meetings with grade levels from other schools as well as vertical meetings could be helpful for teachers to share how they are accomplishing the goals of the district.

Teacher input can go a long way in finding creative ways to reach district objectives.

SCHOOL APPROVAL SITE VISIT REPORT

SCHOOL: Jewett Elementary School (grades K-5)

DISTRICT: Manchester

SAU: 37

DATE OF VISIT: 17 April 2012

REVIEWER: Stan Freeda

PHONE: 603-271-5132

INDIVIDUALS INTERVIEWED (NAME & POSITION)

Anne Houle, 5th grade teacher

DOCUMENTS AND MATERIALS REVIEWED

none

STANDARDS REVIEWED

ICT Literacy ED 306.42

DOES THE SCHOOL APPEAR TO MEET THE ABOVE STATE STANDARDS AND REQUIREMENTS?

ICT:

No, the school is not actively engaged in working with the students to provide opportunities for them to create content-based digital artifacts for their digital portfolios. There is awareness of the requirement for digital portfolios, but there is no initiative to produce them, so that students can be assessed for ICT literacy by the end of the eighth grade. ICT literacy standards are not integrated across the curriculum.

GENERAL OBSERVATIONS

ICT Literacy:

There is no evidence that student portfolios are being created or assessed for ICT literacy at this school. There are some teachers who are aware of the portfolios, but they report that they were a project last year, or a few years ago, and it was dropped. There appears to be no awareness that ICT Literacy is a minimum requirement, and that there are ICT Literacy Standards for NH. Teachers report that there were/are some stored files or portfolios somewhere in the network "cloud", and that teachers were asked to each put a piece of work in the portfolio for students. Some have worked with the students on the portfolio. Assessment rubrics exist and there have been a few workshops on portfolios. However, this is no longer part of the curriculum at Jewett and students do not reflect on any digital work in terms of ICT literacy, nor do they purposefully develop their own portfolios.

Teachers report that class sizes are increasing and that they have no time, equipment, or resources to develop and deliver lessons that incorporate ICT literacy.

There is no technology teacher or coordinator at this school. However, there is a teacher who is tech literate and she is often asked to help when technology is used.

RECOMMENDED ACTIONS

ICT Literacy:

All teachers in all content areas and grade levels should be made aware of the ICT Literacy Standards for New Hampshire, which are based on the ISTE NETS-S. All teachers in all content areas should be providing opportunities for students to learn ICT literacy by producing digital artifacts as learning products, connected to content, and place these artifacts into a digital portfolio. District technology plans should develop goals for teachers and schools to use digital tools and resources with their students to develop ICT literacy. Concrete plans for assessing these portfolios against the NH ICT standards (ISTE NETS-S) to assess the ICT Literacy of the students should be a priority at this school and throughout the district.

Strive to reduce class size and allow teachers to work with students to create digital artifacts which students can reflect on and increase their ICT Literacy.

There is an ICT Literacy Toolkit available on the New Hampshire Educators Online website (nheon.org) at <http://www.nheon.org/ictliteracy/>. This site can be helpful in guiding teachers in meeting and fulfilling the NH minimum standards for ICT Literacy at this school.

Technical Assistance Advisory #2 (2006) can also be helpful in providing information and guidance. It is available of the DOE website at http://www.education.nh.gov/standards/tech_advisories.htm.