

PART I - ELIGIBILITY CERTIFICATION

12NH3

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12NH3

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 3 Elementary schools (includes K-8)
 (per district designation): 2 Middle/Junior high schools
1 High schools
0 K-12 schools
6 Total schools in district
2. District per-pupil expenditure: 11289

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 10
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	47	47	94		6	0	0	0
K	38	25	63		7	0	0	0
1	43	33	76		8	0	0	0
2	54	36	90		9	0	0	0
3	49	45	94		10	0	0	0
4	36	52	88		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								505

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
5 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
91 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 6%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	22
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	31
(4)	Total number of students in the school as of October 1, 2010	505
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 2

Number of non-English languages represented: 1

Specify non-English languages:

Hebrew

9. Percent of students eligible for free/reduced-priced meals: 7%
 Total number of students who qualify: 35

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%
 Total number of students served: 40

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>11</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>21</u>	<u>2</u>
Paraprofessionals	<u>28</u>	<u>9</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>1</u>
Total number	<u>87</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Memorial School serves 530 pre-school through fourth grade students. Our school is located in a town of approximately 22,000 that is adjacent to the state's largest city, Manchester. The community places a high degree of importance on education. Parents and community members have high expectations for student achievement and show strong support for the school system. Memorial has received the Blue Ribbon Volunteerism Award for the past 20 years. An active Parent Teacher Group gives our students rich opportunities. It's A G.A.S. (Great Artist Series) introduces students to great artists and different art techniques. Math Superstars challenges students to extend their mathematics problem solving skills. The ORK (Opportunity Reaching Kids) program brings enrichment presentations to our school such as "Eyes on Owls", which supports a science unit. The group promotes literacy by hosting two week-long Book Fairs while raising funds for the school. Most recently, parents and the community rallied around us to raise much needed funds to replace our playground equipment.

The administration and staff embrace the district mission: To develop a community of learners who are intellectually curious, resourceful, and respectful of self and others. Academic achievement, through constantly improving standards, is the highest priority. As the school community works collaboratively toward this mission, they create a social and intellectual learning environment where all members of the school community feel safe, significant, and intrinsically motivated to reach their potential as life-long learners. When we talk about change, innovation, or adding programs, people ask, "Does it meet our mission?"

One of our school's strengths is that our students believe that they are writers, scientists, readers, mathematicians, artists, musicians, athletes, and leaders. Students are excited about learning new things and persist in working through challenging tasks. Our school culture, a rigorous curriculum, excellent instruction, and strong parent involvement all contribute to student success.

Strong leadership, collaboration and teamwork are integral to the successes at Memorial School. Innovations as well as the implementation of best practices contribute to our worthiness as a Blue Ribbon School. The Facilitator Team (including administration and teachers) analyze data, review curriculum, examine best practice, and develop action plans. The plans are shared and revised before implementation begins. In addition, Professional Learning Communities establish high leverage goals. This year's work is centered on strengthening reading comprehension. Teachers are learning from and supporting each other as they work together to improve instruction and student performance. A Child Team supports teachers as they seek others' expertise more effectively to support students with academic, behavioral and social/emotional challenges. Suggested alternatives are implemented by the teacher and follow-up meetings are held to monitor the effectiveness of the intervention(s) and to determine the next steps. We recognize that a different recipe for success for each student may be necessary. The integrated arts in our school help students acquire essential skills. Through our FIT program, as well as our artist-in-residency program, students of all learning styles have many opportunities to learn and flourish.

Several things contribute to a safe and productive school environment. An Emergency Planning Team meets regularly to review and modify safety plans. These plans are then reviewed at staff meetings. Our school counselor begins and ends the week by talking about the character trait of the month. This is part of a comprehensive guidance program. All of our teachers are trained in Responsive Classroom and embrace that philosophy. Each day begins with a Morning Meeting where the teacher and students actively participate in building a positive and supportive classroom community in which each person is valued. Monthly All School Meetings led by students provide us with opportunities to welcome new members to our school community, showcase learning, and celebrate accomplishments.

Our Physical Education teacher received Elementary Teacher of the year from the New Hampshire Association of Health, Physical Education, Recreation and Dance and was also honored with the Heart of

Excellence Award from the American Heart Association. The art and music teacher collaborated to teach students how art could reflect music. Many Memorial students had their art work selected to be shown as the NH Philharmonic performed Stavinsky's "Firebird". The principals were asked to share the school's work with RTI at the NH Administrators Best Practices Conference, the State Special Education Association Workshop, and a neighboring school district.

The school has many celebrations and traditions that contribute to our strong sense of community. These activities include: Math and Literacy Night, Spring Fling, Parent and Grandparent Visitation Days, Reading Café, Fourth Grade Talent Show, Poetry Café and the Grade Four Ice Cream Social. These special events are valued by students, staff, and families.

As a school community we have piloted and implemented several practices that are now used across the district. Recess before lunch maximized instructional time. Students have an opportunity to expend energy and socialize. Positive results included time to resolve recess issues before returning to class, increased appetites, and fewer behavior referrals from the cafeteria. Memorial implemented a Peace Education program to teach students to care for themselves, one another, and the earth. The key concepts are reinforced through student and staff created iMovies that model peace making skills in real-life situations. Kelso's Choice, our conflict resolution approach, has spread to other schools as well. We are extremely proud of our work in developing and piloting a writing program. Writer's Workshop is being implemented in all grades throughout the district.

Memorial celebrates our students' passion for learning and continued high levels of performance. Furthermore, our disaggregated groups consistently perform above the state average based on the NECAP test scores. As we continue to learn, we are proud to share our learning with others.

1. Assessment Results:

The standardized assessment used at Memorial is the NECAP (New England Common Assessment Program), which was implemented in New Hampshire in October 2005. The performance categories are listed below. Level 3 and level 4 indicate that a standard has been met.

Level 1: Substantially Below Proficient: Students performing at this level demonstrate extensive and significant gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with grade level equivalents.

Level 2: Partially Proficient: Students performing at this level demonstrate gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the grade level equivalents.

Level 3: Proficient: Students performing at this level demonstrate minor gaps in the prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the grade level equivalents.

Level 4: Proficient with Distinction: Students performing at this level demonstrate the prerequisite knowledge and skills needed to participate and excel in instructional activities aligned with the grade level equivalents.

The state of New Hampshire's performance scores that meet the standards are calculated as target index scores. School and districts receive full credit (100 points) for students who score proficient or above and partial credit on a sliding scale for students' scores that are below proficient. These scores are then averaged to determine a school and district's index target. Schools are expected to meet the 95% participation requirement and the performance requirements on the target index scores.

Assessment data for Memorial School can be found at:
<http://www.education.nh.gov/longitudinalreports/a.htm#20990>

Memorial School is home to grades pre-school through four. The NECAP is given in October and tests proficiency in standards mastered at the prior grade level. As a result, Memorial's Adequate Yearly Progress (AYP) is based on scores in grades three, four, and five. Memorial is proud to have achieved Adequate Yearly Progress for the past five years. We are most proud of the high index scores of our subgroups.

Analysis of Trends in Math

In Grade 3, student scores have consistently been reported at or above the 90 percent mark. In grade 4, student scores have fluctuated, yet reached a remarkable 100% in 2010. In Grade 5, we have students moving from the high 80s to 92% in 2010. We analyze the data each year, look for trends that indicate a need for additional instruction and provide intervention for students who are not proficient, or who are on the low end of proficient, to ensure that they are able to reach and maintain a level of proficiency. Longitudinal AYP data shows a five year growth pattern in the number of students scoring at or above the proficient level in whole school performance. Index targets were set in the 2007-2008 testing year. The index target for 2007-2009 was 82.0% with Memorial scoring 96.3% for 2007-2008 and 96.2% for 2008-2009. Index targets were raised to 88% for 2009-2011 and Memorial scored 96.9 percent in 2009-2010

and 97.5% in 2010-2011. Memorial students have performed above the Index Targets each year. Our challenge is to continue to analyze data to maintain the high level of performance of our students.

Analysis of Trends in Reading

In grade 3, student percentile scores consistently fell within the 90s with the exception of the 2010-2011 testing year, which showed a proficient level of 88.0%. In grade 4, student proficiency rates have increased from 83.0% to 95.0% over a five years period. Grade 5 also has shown an increase, going from 92.0% to 98% with a dip in the 2007-2008 school year. By analyzing the scores and providing necessary interventions, student scores improved.

Longitudinal AYP data shows a five year growth pattern in the number of students scoring at the proficient or above level in whole school performance. Index targets were set in the 2007-2009 testing year. The index target for 2007-2009 was 88.0% with Memorial scoring 96.1% for 2008-2009 testing year and 96.6% for 2008-2009. Index targets were raised to 91% for 2009-2011 and Memorial scored 97.5% in 2009-2010 and 98.5% in 2010-2011. Memorial students have performed above the Index Targets each year. Given the high level of student performance, our challenge is to move students to higher levels of achievement.

GAP Analysis of 2010 Scores

Our 2010 scores showed a 10% gap in Educational Disabilities in Mathematics. In the past five years there have been gaps in both reading and mathematics in the area of identified special education students. We continually analyze data to assess student progress and implement the Response to Intervention model to address the needs of our special education population. Tier 2 or Tier 3 instruction are the interventions used to support individual student needs. Individual Education Plans (IEP's) specifically identify the supports that students need instructionally as well as the accommodations that are needed for assessments. The supports and accommodations are used in the student's everyday instruction and testing so that a summative assessment reflects ongoing practice. Our priority is to ensure that all students meet the proficiency level with no gap separating students.

Using the three tiers of the Response to Intervention model is our primary approach to addressing the needs of each student. Each low performing student is identified and their programming is reviewed to determine what additional instruction is needed.

2. Using Assessment Results:

Memorial uses the assessments provided by the relevant reading series, Open Court (grade 1-4) and Reading Street (K), to inform instructional decision making at the core level. DIBELS is used in Kindergarten and Grade 1 to monitor each student's progress in reading; this includes all students who have Individual Education Plans. Northwest Evaluation Association (NWEA) math and reading tests are given to all 2nd, 3rd, and 4th graders in the spring. The results of these assessments are used to help staff gauge the effectiveness of instruction as well as to form new goals. Results are also used as a part of the initial dataset that is given to teachers at the beginning of each school year to help establish preliminary instructional groups. Formative assessments are currently being developed at each grade level. Systematic analysis of all data drives the decisions that are made about instruction. It is our belief that the thoughtful and thorough analysis of data will continue to increase academic performance.

Our Facilitator Team reviews NECAP data each year to determine individual student needs as well as to identify trends that need to be addressed in the curriculum. The RTI model is used for both reading and math. One trend that became evident was lower performance on open response questions. Research and best practice have been examined in an effort to improve student performance. An increased focus on the connection between reading and writing was an important first step. A new strategy is being used this

year in an effort improve student skills and data will be analyzed to determine if it is an effective approach. The results of this analysis will help us to determine our next steps.

Tier 1 instruction focuses on the core curriculum. Through PLC work, teachers examine data to see if there are grade level or a classroom concerns. The openness of this conversation provides the opportunity for team members to help each other improve instruction. If students need additional support and/or instruction, Tier 2 interventions are used. Typically, the Reading Specialist, the Title I staff, and special educators support Tier 2 students. The goal is to move the student back to the core level. Therefore, groups are flexible in configuration and duration. The intervention depends totally on need, which can be grade, classroom, or student specific.

Team Instruction and Title I reading and math are our primary avenue for Tier 2 interventions. A special educator at each grade level provides support for both identified and non-identified students. Working closely with the classroom teacher, the special educator ensures that each student is receiving the necessary instruction to close the gap. The team instruction model allows many of the non-identified students to catch up with their peers and not have to enter the special education system. The identified students receive the necessary support to keep them on par with their peers. The Title I students receive additional reading and math instruction that addresses their areas of need. Data is analyzed and instructional goals are developed. Progress is regularly monitored and all groups are fluid. When students meet the goals they continue with the curriculum at the core level. Regular data analysis by classroom teachers, the reading specialist, special educators, and the administration ensures that each student has a successful experience.

Tier 3 addresses the significant gaps in student learning. In an effort to narrow and close the gap, individualized instruction is provided by special education staff. Typically, student intervention time is increased and features a replacement curriculum.

We are committed to maintaining a high level of performance and challenge for all students. A creativity scale is used with our high-achieving students to help increase the focus on creativity and critical thinking.

Together, the students, educators, and families of Memorial School compose a vibrant learning community. It is the shared belief of this community that teaching and learning strategies are most effective when informed by the results of ongoing formative and summative assessment. Therefore, it is a priority of the administration and professional staff to communicate these data, as well as the results of the subsequent analyses, to the community as thoughtfully and clearly as possible. To this end, families are offered the opportunity to conference with teachers, administrators, and specialists. Generally, parents meet with teachers at the end of the first and third marking periods. Additional conferences, to discuss assessment results (e.g., NWEA, NECAP, Gates-MacGinitie, etc.), the synthesis of these data with other sources of information, and potential implications regarding future instructional choices, are offered throughout the year. In addition, parents are provided with individualized NWEA reports, which detail how their child performed in relation to district peers, as well as how their most recent attempt compares to years past and to national norms. Finally, assessment results are communicated to students via individual, classroom, and/or grade-level goals.

The Assistant Superintendent shares the results of standardized achievement testing with the public. These broader efforts at communication include a televised presentation to the School Board, press releases to local newspapers, and a statement on the district website. The Superintendent extends the scope of this community dialogue by including assessment results in his State of the District presentation on local television. By addressing achievement results as a community, while also providing personalized support for students and parents, we are able both to disseminate useful information and celebrate our students' many successes.

3. Sharing Lessons Learned:

Memorial has been fortunate to collaborate with its sister schools in Bedford as well as present at workshops on the state level. The District Leadership Team (District and Building Administrators) and the Curriculum Team (District and Building Administrators and Instructional Specialists) both meet monthly. Academic and behavioral data are reviewed and best practices and interventions are shared and implemented. As a Curriculum Team, we have formed a Professional Learning Community (PLC) to ensure that we learn and model the PLC philosophy in our professional conversations and develop effective PLC teams in our respective schools. The principal and assistant principal have presented at school board meetings to share our successes with both the board and the community.

Memorial was asked by both the School Administrators Association and the Special Education Association to do a presentation on the Response to Intervention (RTI) process. On behalf of our school, principals presented the strategies for the development and implementation of the school's RTI model, at the Best Practices conference. As a result, several other schools asked for the information, which we were honored to share.

District wide grade level meetings are one means to look at district data and trends, providing a forum for grade level teachers to share best practices that have been successful. Schools have visited to get a first hand look at our math and writing instruction. Sharing what we are learning about improving our practice will, hopefully, help other schools on their journeys. As our learning continues, so will the sharing. What has been learned is that the examination and implementation of best practices promotes success.

4. Engaging Families and Communities:

Families come twice a year to parent conferences to discuss the progress of their child. Assessments are explained and questions answered. Parents and teachers are in regular contact through email and web-based Teacher Notes. When individual student's performance is out of sync, teachers talk with parents to explain the data, emphasizing that a single assessment is only one piece of the total picture. Teachers explain that using three points of data helps create a more accurate picture of student achievement.

Communication is fundamental to our successes and to creating an open and positive learning environment. The district went greener two years ago. These efforts include our teachers posting their Teacher Notes on the web a minimum of two times a month, principal biweekly emails to all families, and access to an informative district and school websites.

Administration and the Facilitator Team carefully analyze the data to provide an overview of our school and grade level performances. Trends are determined and shared with the whole staff. Though pre-school, kindergarten, grade one, and grade two are not assessed, it is imperative that they see that their instruction provides the foundation for student performance in grades three and four. An example was the identification of two areas in math that our students struggled with: equal equations and measurement. Sharing strategies to improve these skills and working across grade levels substantially increased student performance. Effective early intervention is critical. Data is shared with grade level teams and, through their PLCs, these teams analyze the data, discuss results, create grade level goals, and develop strategies to achieve these goals. Administrators meet monthly with each PLC to discuss progress to date, determine next steps and what supports or professional development is needed.

Our Facilitator Team ensures that the focus stays on curriculum, analysis of data, and best practices. Our Faculty Council addresses issues and oversees the dissemination of solutions to the school at large. Child Team ensures that each student receives the necessary interventions to access the core curriculum. RRT (Referral Review Team) establishes communication and forms a partnership with families involved in the special education process. The Emergency Planning Team makes sure that safety procedures are in place and are monitored. Administrators ensure that academic successes are monitored, goals are developed and

evaluated, and that we are continually examining our practices, seeking what is best for students' social, emotional and academic growth. The Sunshine Committee creates a sense of community and caring by sponsoring special events for staff, recognizing important personal milestones, and providing support when our staff faces challenges.

1. Curriculum:

The staff at Memorial School is dedicated to helping students grow academically and socially. The core curricula establish high expectations for the learning of all students in both of these areas. Memorial teachers implement the core instructional programs selected by the district for reading and math. Teams comprised of grade level teachers and specialists, with representation from each school, developed all other curricula. Each curriculum is aligned with the National and New Hampshire Frameworks and provides students with highly engaging learning opportunities that spiral and build from one year to the next.

The implementation of both the Scott Foresman Reading Street program in kindergarten and the Open Court Reading (SRA) program in grades one through four, provides our students with direct, systematic instruction that explicitly teaches phonemic awareness, phonics, fluency, vocabulary, and comprehension skills. Because research shows that strong early reading ability is key to students' success in school, many resources are focused on providing Tier 2 and Tier 3 interventions in kindergarten and first grade. This ensures that most students have a strong foundation in reading by the end of grade one.

Everyday Math is our core math program. The curriculum is comprised of six instructional strands: numbers and numeration, operations and computation, data and chance, measurement and reference frames, geometry, and patterns, functions and algebra. Instruction builds from the concrete to the abstract and the concepts spiral to ensure that previously learned skills and concepts are maintained. Tier 2 and, when needed, Tier 3 interventions are designed to target specific skill and concepts deficits. Students demonstrating strengths are provided with enrichment opportunities.

The Writers' Workshop model is used to deliver writing instruction. Instruction focuses on teaching the writing process and writing crafts. Units of study include: Small Moments (Personal Narratives), Non-Fiction, Fiction, Essays, and Revision Strategies. Expectations are clearly defined and specific indicators are provided for each unit of study. Writing is frequently integrated with technology.

Science is taught using an inquiry model. The K-4 science curriculum exposes students to earth science, physical and life sciences, and the scientific process. The curriculum is designed so that students develop and practice critical thinking skills (e.g. inferring, drawing conclusions, and analysis) and science process skills (observing, classifying, predicting, measuring, comparing, recording data, and controlling variables). Students participate in hands-on lessons and complete controlled experiments. Engaging texts, technology, field trips and special presentations enhance scientific inquiry.

Our social studies curriculum is designed to foster an initial understanding of geography, culture, economics, government, history, and citizenship. For example, as fourth graders study New Hampshire they learn about state geography, the function of state government, elements of maps and globes, local economies, and the ways in which early explorers, settlers and events changed New Hampshire. Citizenship is taught by implementing the Responsive Classroom philosophy. Memorial students become responsible members of the school community by creating rules that lead to a productive and cooperative school environment, accepting differences, working collaboratively, and resolving conflict.

Technologies are integrated into all curriculum areas. These are highly engaging tools used by students to access information and present their understanding. Students create digital portfolios that demonstrate their ability to use peripheral devices and productivity tools to create word processing, and creating multi-media presentations. The technology curriculum and materials are continually updated in response to a rapidly changing digital world.

Students receive weekly instruction in art, physical education and music. The six elements of art are taught as students create drawings, paintings, and three-dimensional art projects using different medium. Physical education classes focus on developing gross motor skills, physical fitness, sportsmanship, and teamwork. The music curriculum emphasizes the importance of creativity in the music classroom. Through singing, instrument playing, movement, improvisation, composition, and rhythmic speech, students make music as they learn.

The curricula described here address core standards for each discipline. Students are provided with cognitively engaging educational experiences that foster curiosity, motivation and a desire to learn.

2. Reading/English:

Before children become members of the Memorial School community, we ask their parents to become our partners in education by reading aloud to their children on a daily basis. As educators, we know the importance of being read to and beginning reading success.

Memorial's reading instruction is aligned with the National Reading Panel's findings that effective reading instruction should include instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. These key components of reading instruction are taught explicitly through direct, systematic instruction using two research-based reading series, the Scott-Foresman Reading Street Series in kindergarten and the Open Court Reading (SRA) program for students in grades one through four. These programs provide students with strong Tier 1 instruction that includes flexible, small group differentiated instruction, designed by the classroom teacher, to meet student needs. Small group instruction provides opportunities to practice grade level reading skills, additional work with targeted skills, and opportunities to extend reading skills and critical thinking through programs such as Jr.Great Books.

Our staff believes that early intervention is critical. As a result, student acquisition of early reading skills is continuously monitored using a wide variety of tools: program assessments, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Test of Phonological Awareness, and teacher observation. Students who need support participate in flexible, Tier 2 groups that provide instruction designed to eliminate specific reading skill deficits. Tier 2 services are provided by the grade level special educator, Title I reading teachers, the reading specialist, and paraprofessionals. Some of the intervention programs used include: Lindamood Bell, Project Read, RAVE-O, Wilson Reading, Scott Foresman Early Intervention Program, and Read Naturally. Tier 3 interventions are provided if a student needs more support. Tier 3 instruction is individualized and programs such as LiPS are used in an effort to close the gap. As part of our intervention plan students in Tiers 2 or 3 may participate in before or after school tutoring. As a result, students receive an additional thirty to ninety minutes of reading instruction each day.

High performing readers with strong reading comprehension skills, who need an additional challenge, may participate in the Skills Enriched through Educational Diversity (S.E.E.D.) Readers' Group. The purpose of these groups is to challenge avid readers.

Grade level Professional Learning Communities (PLCs) are working collaboratively to improve student reading comprehension skills. Instruction in third and fourth grade is focused on enhancing the reading-writing connection and the initial data is promising. Data is collected and reviewed, and based on the results, instruction is modified to best meet student needs.

3. Mathematics:

Within this curriculum area, Everyday Mathematics is Memorial School's core program of instruction. Teachers at Memorial School implement this program skillfully, and enhance its effectiveness via sound teaching strategies and laudable problem solving skills. Teachers supplement lessons with hands-on

materials such as Cuisenaire Rods in order to provide the students with concrete examples of math concepts. Teachers also utilize techniques gleaned from sources as diverse as Xtra Math and Singapore Math in order to provide the students with practice and strategies that take differences in learning styles into account. The most important aspect of our math instruction at Memorial is formative assessment. The results of these assessments, formal and informal, empower teachers and students better to identify and address areas warranting greater attention. Finally, students who quickly demonstrate firm understandings of concepts are provided opportunities to advance their development further.

The teaching and professional staff at Memorial School strive to share information regarding student progress and effective instructional strategies. Special educators, classroom teachers, and our enrichment teacher, informed by the results of on-going assessment, all work together to provide beneficial and engaging mathematics experiences to our students. We are also fortunate to have the Title 1 math program available to students who qualify. This program provides tier 2 learning support for these students both in the classroom and in small group settings. Additionally, tier 3 instruction is provided, as needed, by the grade level special educator in cooperation with the greater educational team. The effectiveness of this collaborative model, though ambitious in scope, is evidenced by the improvement of targeted math skills, strong student performance with regard to math facts, and excellent results in both grade level and standardized testing. Memorial staff and students are building a positive math culture that is inclusive of both boys and girls. Furthermore, the excitement of math problem solving is modeled and shared at the classroom, grade, and school levels.

Teachers at Memorial use dynamic grouping techniques to structure effective and targeted math instruction. Students who feel successful and challenged in mathematics are more receptive to building on their current level of skills. We have run “math clubs” for both students who need to be challenged in math and those who are working on building a solid foundation of essential skills. Our school also considers chess to be an excellent game to support math thinking.

Math is an integrated part of our teaching day at Memorial School. We are preparing students for exciting and important challenges by facilitating a learning environment that allows students to build a solid foundation of math understanding.

4. Additional Curriculum Area:

Science Program: Children at the Memorial School are actively engaged in a year-long comprehensive program of scientific inquiry and engagement beginning in kindergarten, where they make predictions about seed germination and keep simple journals of their discoveries. In this way students begin to understand the importance of scientific observation. The science curriculum exposes students to earth, physical and life sciences, as well as the scientific process. First graders draw conclusions about habitat preferences as they work with sow bugs. No child is left inside as they participate in environmental “DIG” activities throughout the year. Second graders investigate mass, volume, and temperature, learning about scientific instruments and measurement. Third graders kick off the year with a study of bats, including a district-wide bat count. Their data is graphed and shared with the Audubon Society, initiating their membership into the larger scientific community. Fourth graders conduct experiments related to landscape evolution, measure and predict weather changes, build series circuits, and participate in challenging engineering activities using LEGO materials to better understand simple machines. Each year, fourth graders spend one whole day as engineers. Each team of students makes several LEGO builds, problem solving as they go along. Each team builds a car as the culminating activity to race in the hallway. Most exciting is the conversations of these budding scientists as they try to create the fastest car. The curriculum is designed so that students develop and practice critical thinking skills (e.g. inferring, drawing conclusions, and analysis) and science process skills (e.g. observing, classifying, predicting, measuring, comparing, recording data, and controlling variables). Each year extends student understanding of scientific methodology in the life, physical, and earth/space science domains as well as their understanding of the role of research and age-appropriate technology. Young scientists flourish at the Memorial School!

5. Instructional Methods:

The goal of the Memorial staff is to ensure that each and every student meets or exceeds the rigorous end-of-year benchmarks established by the Bedford School district for each curriculum area. A team instruction model allows for differentiation based on ability levels and learning styles with all educators taking responsibility for providing additional support or enrichment opportunities for students.

Classroom teachers are highly skilled in delivering the core academic programs and designing differentiated small group instruction to support or extend student learning. A direct, systematic, multi-sensory approach to instruction is used across disciplines. Instruction spirals to ensure that students retain previously learned skills and concepts.

During our daily grade level “pull-out” block, students participate in specialized instruction in the classroom and in various other settings. Instruction focuses on providing academic support or enrichment opportunities in reading, writing, and math to individual students and small groups. The instructional groups are flexible and student progress is carefully monitored. Interventions are adjusted based on student response to instruction. Therapeutic and guidance services are also provided during this time so that all students have access to the general education core curriculum.

Once a week, students in grades one through four participate in our school’s FIT program (Flexible Instructional Time) by attending an additional art, music, library, or physical education class to experience an integration between these subject areas and the classroom curriculum. Classroom teachers and the SEED teacher also provide small group instruction during FIT. This allows students to access the curriculum through a variety of modalities. Through movement, music, visual arts, books, technology integration, and critical thinking exercises, students gain new perspectives of the essential understandings outlined in our core science and social studies curriculums.

Technology is integrated within rich learning experiences across disciplines. Teachers engage students in learning new content and practicing skills using web sites such as Brain Pop, XtraMath, and numerous iPad applications. Students create high quality technology projects that are aligned with ISTE Technology Standards and the New Hampshire Frameworks. Our students become adept at using technology to research, record, and organize information, and as a presentation tool to demonstrate the content they have learned. Third graders research an endangered animal in a biome and then create a presentation that illustrates human influence on that animal and biome. As a part of the fourth grade nonfiction writing unit of study, students write in Google Documents (Google Docs) which provides a new way for peers and the teacher to provide feedback as the piece is being created. Well designed instruction that incorporates technology engages students in meaningful learning while preparing them for life in the digital age.

6. Professional Development:

The Bedford School District provides rich professional development opportunities for all staff. A district professional development committee comprised of teachers from each of the schools and administration oversee all professional development. Staff are surveyed annually to determine professional growth needs and workshops addressing the identified needs are led by staff skilled in that area. Examples of recent needs include: Executive Function, Integrating iPads Apps, and Developing Effective Professional Learning Communities

In an effort to enhance student learning, this year’s workshop days are dedicated to professional learning community work. PLC work at Memorial has allowed teams to develop formative assessments, analyze student data, create flexible instructional groups, examine best practice and adjust their instruction based on what they learn. Formative data from each of our grade level teams show that student performance is improving in the areas being addressed.

Each teacher has three professional development days. These days are used to attend workshops outside the district. Two third grade teachers attended a workshop on improving student responses to open ended questions. They believed the strategies learned would better support their students, so they used their PLC Workshop Day to teach their team what they learned. The team collected baseline assessment data and is now implementing the practice across the grade level in hopes of seeing a significant improvement in student skill.

Each summer the district holds a week-long Summer Curriculum and Technology Institute. This affords staff an opportunity to develop and revise curriculum and create integrated technology projects. This summer staff will be working to align our curriculum with the Common Core Standards.

Mentoring is an integral part of professional development for new teachers and teachers who are new to Bedford. Through mentoring, the New Teacher Induction, and after school workshops, new staff develop strong understandings of the curriculum, expectations for student performance, policies and procedures, technology and communication with families. We believe these elements provide the critical support needed to attract, train, and retain excellent teachers.

Our building level professional development days are collaboratively designed by the administration and Facilitator Team based on information gathered from building PLC Teams. Staff gives feedback at the end of the day. That information is used to plan future work. The District Instructional Specialists are another resource for our teachers. They are actively involved in curriculum development and providing professional development that supports the curriculum.

7. School Leadership:

The principal and assistant principal have built a culture in the school where everyone (students, staff, parents, and community members) believes that he or she can make a positive contribution to the success of the school, and they do. People are at the heart of things. The school community celebrates successes, persists in meeting challenges, and seeks ways continuously to improve.

Through faculty and community councils, a building leadership team, principal's advisors, and committees, the administrative team has a broad constituency share in decision making. The principals lead by example and encourage others to participate in making Memorial School a school of excellence by creating a climate focused on learning, building strong relationships, taking action to support instructional excellence, being learners and visionary thinkers, serving as instructional leaders, and exhibiting unwavering personal integrity.

Professional reading, and discussions about current research, led the school to adjust reading instructional practices and reallocate resources to ensure that students become fluent readers who have a love for reading by the end of first grade. The focus of instruction was shifted to align with the best practices identified by the National Reading Panel report. The DIBELS assessment was added to monitor student acquisition of early reading skills. An early intervention program was established to support students who were not making adequate progress toward grade level benchmarks. Resources (personnel, professional development, time, and money) were re-allocated to support an emphasis on the development of early reading skills. Parents were educated about the importance of reading and were given ways to help their children become lifelong readers. As a result of these efforts, student reading performance showed significant improvement.

Teachers' desire to improve their writing instruction and student written skills has led Memorial on a highly successful educational journey that spread district-wide. As the principals went through the hiring process, they looked for a teacher with a strong writing background. A gifted writing teacher was hired and, like the ripples in pond, her gifts spread to other teachers. She led by example. Teachers at each grade level expressed an interest in attending the week-long Columbia Writing Workshop. They returned, shared their knowledge, and established a building writing committee. The principal championed a vision

of the gifted teacher serving as an elementary writing coach who would teach model lessons and facilitate curriculum development. The district leadership team and school board supported this vision. A comprehensive writing program is now in place with highly skilled teachers and inspired young writers whose work is of excellent quality. Change was fostered, one classroom at a time.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: New England Common Assessment Program
 Edition/Publication Year: 2005 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient and Above	94	99	95	94	91
Proficient with Distinction	48	60	51	60	40
Number of students tested	90	85	94	93	88
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above		100			
Proficient with Distinction		18			
Number of students tested	4	11	3	3	4
2. African American Students					
Proficient and Above					
Proficient with Distinction					
Number of students tested	1	1	1	3	
3. Hispanic or Latino Students					
Proficient and Above					
Proficient with Distinction					
Number of students tested	1	1	1	1	1
4. Special Education Students					
Proficient and Above					
Proficient with Distinction					
Number of students tested	8	7	7	7	9
5. English Language Learner Students					
Proficient and Above					
Proficient with Distinction					
Number of students tested	1			1	
6.					
Proficient and Above					
Proficient with Distinction					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: New England Common Assessment program
Edition/Publication Year: 2005 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient and Above	88	99	95	98	90
Proficient with Distinction	38	38	48	39	25
Number of students tested	90	85	84	83	88
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed				1	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above		100			
Proficient with Distinction		0			
Number of students tested	4	11	3	3	4
2. African American Students					
Proficient and Above					
Proficient with Distinction					
Number of students tested	1	1	1	3	
3. Hispanic or Latino Students					
Proficient and Above					
Proficient with Distinction					
Number of students tested	1	1	1	1	
4. Special Education Students					
Proficient and Above					
Proficient with Distinction					
Number of students tested	8	7	7	7	9
5. English Language Learner Students					
Proficient and Above					
Proficient with Distinction					
Number of students tested	1			1	
6.					
Proficient and Above					
Proficient with Distinction					
Number of students tested					
NOTES:					

12NH3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: New England Common Assessment program
Edition/Publication Year: 2005 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient and Above	100	85	94	86	94
Proficient with Distinction	65	45	48	41	38
Number of students tested	85	95	98	95	99
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above		70			
Proficient with Distinction		20			
Number of students tested	7	10	4	7	2
2. African American Students					
Proficient and Above					
Proficient with Distinction					
Number of students tested	1	1	2		3
3. Hispanic or Latino Students					
Proficient and Above					
Proficient with Distinction					
Number of students tested	1	2	1	1	
4. Special Education Students					
Proficient and Above		50		25	63
Proficient with Distinction		10		8	0
Number of students tested	6	10	8	12	11
5. English Language Learner Students					
Proficient and Above					
Proficient with Distinction					
Number of students tested			1	2	2
6.					
Proficient and Above					
Proficient with Distinction					
Number of students tested					
NOTES:					

12NH3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: New England Common Assessment program
Edition/Publication Year: 2005 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient and Above	95	93	91	85	83
Proficient with Distinction	60	49	33	43	21
Number of students tested	85	95	98	94	99
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above		80			
Proficient with Distinction		40			
Number of students tested	7	10	4	7	2
2. African American Students					
Proficient and Above					
Proficient with Distinction					
Number of students tested	1	1	2		3
3. Hispanic or Latino Students					
Proficient and Above					
Proficient with Distinction					
Number of students tested	1	2	1	1	
4. Special Education Students					
Proficient and Above		70		56	18
Proficient with Distinction		10		0	0
Number of students tested	6	10	8	11	11
5. English Language Learner Students					
Proficient and Above	0	0			
Proficient with Distinction	0	0			
Number of students tested			1	2	2
6.					
Proficient and Above					
Proficient with Distinction					
Number of students tested					
NOTES:					

12NH3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: New England Common Assessment program
Edition/Publication Year: 2005 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient and Above	92	93	88	91	89
Proficient with Distinction	50	53	43	39	36
Number of students tested	98	100	98	105	95
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	60	90			
Proficient with Distinction	30	30			
Number of students tested	10	10	7	4	3
2. African American Students					
Proficient and Above					
Proficient with Distinction					
Number of students tested	1	2	1	5	1
3. Hispanic or Latino Students					
Proficient and Above					
Proficient with Distinction					
Number of students tested	2		2		1
4. Special Education Students					
Proficient and Above	80		50	62	
Proficient with Distinction	30		0	0	
Number of students tested	10	8	12	13	9
5. English Language Learner Students					
Proficient and Above					
Proficient with Distinction					
Number of students tested			5		1
6.					
Proficient and Above					
Proficient with Distinction					
Number of students tested					
NOTES:					

12NH3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: New England Common Assessment program
Edition/Publication Year: 2005 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
proficient and Above	98	93	91	79	92
Proficient with Distinction	55	35	30	17	29
Number of students tested	98	100	97	105	95
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient and Above	90	70			
Proficient with Distinction	30	10			
Number of students tested	10	10	7	4	3
2. African American Students					
proficient and Above					
Proficient with Distinction					
Number of students tested	1	2	1	5	1
3. Hispanic or Latino Students					
proficient and Above					
Proficient with Distinction					
Number of students tested	2		2		1
4. Special Education Students					
proficient and Above	100		58	15	
Proficient with Distinction	20		0	0	
Number of students tested	10	8	12	13	3
5. English Language Learner Students					
proficient and Above					
Proficient with Distinction					
Number of students tested			5		1
6.					
proficient and Above					
Proficient with Distinction					
Number of students tested					
NOTES:					

12NH3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient and Above	95	92	92	90	91
Proficient with Distinction	54	52	47	46	37
Number of students tested	273	280	290	293	282
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	1	1	1	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	80	87	78	71	
Proficient with Distinction	33	22	14	14	
Number of students tested	21	31	14	14	9
2. African American Students					
Proficient and Above					
Proficient with Distinction					
Number of students tested	3	4	4	8	4
3. Hispanic or Latino Students					
Proficient and Above					
Proficient with Distinction					
Number of students tested	4	3	4	2	2
4. Special Education Students					
Proficient and Above	83	68	63	53	64
Proficient with Distinction	25	8	0	3	10
Number of students tested	24	25	27	32	29
5. English Language Learner Students					
Proficient and Above					
Proficient with Distinction					
Number of students tested	1	0	6	3	3
6.					
Proficient and Above	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12NH3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient and Above	93	94	92	86	88
Proficient with Distinction	50	40	36	32	24
Number of students tested	273	280	279	282	282
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	1	1	1	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	85	83	85	64	
Proficient with Distinction	33	16	7	7	
Number of students tested	21	31	14	14	9
2. African American Students					
Proficient and Above					
Proficient with Distinction					
Number of students tested	3	4	4	8	4
3. Hispanic or Latino Students					
Proficient and Above					
Proficient with Distinction					
Number of students tested	4	3	4	2	1
4. Special Education Students					
Proficient and Above	66	72	59	45	38
Proficient with Distinction	20	8	0	3	0
Number of students tested	24	25	27	31	23
5. English Language Learner Students					
Proficient and Above					
Proficient with Distinction					
Number of students tested	1	0	6	3	3
6.					
Proficient and Above	0	0	0	0	0
Proficient with Distinction	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12NH3