

**2010-2011 District Improvement Progress Report
and
2011-2012 Action Plan**

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

SAU#:46		
District Name: Merrimack Valley		
Year <u>2</u> of Improvement for Mathematics		
Year _____ (1,2,3...) of Improvement for Reading		
Superintendent of Schools: Michael J. Martin		
Address: 105 School Street		
City: Penacook, NH	Zip:03303	
Tel: 603-753-6561	Fax: 603-753-6023	E-mail: mmartin@sau46.k12.nh.us

District Improvement Coordinator:

Name: Christine Barry		
Title: Assistant Superintendent		
Address: 105 School Street		
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Tel: 603-753-6561	Fax: 603-753-6023	E-mail: cbarry@sau46.k12.nh.us

District Improvement Monitoring Team

Team Members	Title and Stakeholder(s) Team Member Represents
Mike Martin	Superintendent
Chris Barry	Assistant Superintendent
Laurie Cowan	Parent
Kathleen Boucher	Parent
Mary Paradise	Special Ed. Administrator
Maureen Gross	Special Ed. Administrator
Michael Jette	High School Principal
Pat Severance	Middle School Principal
Jeff Drouin	Boscawen Elementary Admin.
Tom Laliberte	Loudon Elementary Admin
Linda McAllister	Penacook Elementary Admin
Sandy Davis	Salisbury/Webster Elem. Admin.
Pam Burke	Title One Coordinator

**2011-2012 District Improvement Plan
Title I Memorandum of Understanding**

To meet compliance requirements of Title I, Part A of the No Child Left Behind Act of 2002 a district identified as "In Need of Improvement" must complete and submit this form.

The Superintendent of Merrimack Valley School District assures the Commissioner of Education that:

- The identified district will establish annual, measurable objectives for continuous and substantial progress by each group of students enrolled.
- The district will adopt policies and practices concerning the core academic subjects that have the greatest likelihood of ensuring that all groups of students in the school or district will meet the State's proficiency levels of achievement on the State's academic assessment.
- The district has identified a District Improvement Coordinator. The coordinator will attend monthly meetings with the Department of Education to track the progress of action plans and determine the success and effectiveness of the improvement plan.
- The District Monitoring Team includes a parent whose student is currently enrolled in a school Title I program and/or a parent representative from a population of students that did not meet the adequately yearly progress standards.
- Consultation for the development of the district improvement progress report includes input from representatives of parents, school staff and others (i.e. community members, outside experts).
- Not less than 10% of the Title I funds received by the district for each fiscal year that the district is identified for improvement will be spent for professional development.
- The district will use Title I Improvement funds to supplement and not supplant any activities previously funded by district funds.
- All parents receive a notification letter explaining the District's AYP status for the 2011-2012 school year. (Provide a copy with this document).

The New Hampshire Department of Education will provide:

- A planning and implementation model to guide and support districts as they reaffirm or redesign district structures to ensure that all children reach New Hampshire's academic standards;
- Technical assistance via monthly meetings to Districts In Need of Improvement;
- NHDOE liaisons;
- DINI priority status in actions/activities offered by NHDOE during the 2011-2012 school year; and
- Additional implementation funds as available.

DINI Year 3 (or more) Corrective Action

Yes No

To meet compliance requirements of Title I, Part A of the No Child Left Behind Act of 2002, a Memorandum of Understanding is developed between any district identified as "In Need of Improvement – Corrective Action" and the State Education Agency (SEA) to articulate the roles, responsibilities, and expected deliverables from each party within the time frame specified herein.

The Superintendent of Schools assures that:

- to the extent practicable, the necessary human and fiscal resources will be allocated to carry out the action steps described in the district's corrective action plan in a timely and expeditious manner.
- a District Monitoring Team has been established to oversee the implementation of the plan. The Team will meet quarterly (September, December, March and June) with the NHDOE to report on progress in completing the action steps approved for implementation.
- an Improvement Coordinator has been appointed to coordinate the day-to-day implementation of action steps described in the plan. The Improvement Coordinator shall report regularly to the District Monitoring Team and also attend monthly meetings with the NHDOE to participate with coordinators from other districts identified for improvement in discussions of best practices.
- the plan has been developed in consultation with representatives of parents, school staff and others (i.e. community members, outside experts).
- all parents will receive a notification letter explaining the District's AYP status for each year the district is in "in need of improvement" status. A copy of such letter will be forwarded annually to the NHDOE.
- all schools in the district will continue to meet the requirements of the Minimum Standards for Public School Approval, Part Ed 306 of the New Hampshire Code of Administrative Rules.

School District will implement at least one of the following corrective actions as part of their corrective action plan for the 2011-2012 school year: (check all that apply)

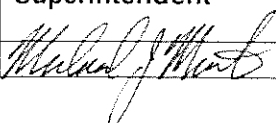
- defer programmatic funds or reduce administrative funds;
- instituted a new curriculum, including based on State and local achievement standards that includes research-based professional development for all staff;
- replace LEA personnel who are relevant to the inability of the LEA to make adequate progress;
- remove individual schools from the jurisdiction of the LEA and arrange for their public governance and supervision;
- appoint a receiver or trustee to administer the affairs of the LEA in place of the superintendent and school board; and/or abolish or restructure the LEA.

- the current District In Need of Improvement Plan will be examined and revised to include the following elements required in a Corrective Action Plan as well as our Corrective Action option indicated above:
 - Annual measurable performance objectives for students performing below proficiency in the subject areas for which the district is identified for corrective action. Objectives must be written for each student performing below proficiency, using valid and reliable assessments for each student group as the baseline from which annual progress will be measured;
 - A description of how student progress will be monitored at regular intervals during the school year, especially for students performing below proficiency, including a description of the local assessments to be used and with what frequency;
 - A description of the priority issues (no more than 3-5) identified or reaffirmed through a strategic mapping process conducted in partnership with an external provider; that the district will create strategies based on these priority issues to substantially increase the likelihood of improved student achievement for students performing below proficiency in the subject areas for which the district is identified. The description of each strategy must be accompanied by action steps, with a timetable; and
 - A description of how the use of federal funding received by the district from the following programs is directed or redirected, within the boundaries allowed by the laws governing each funding source, to align with the corrective action steps designed to address the priority issues identified:
 - Title I, Part A funds reserved for professional development;
 - Title I School and District Improvement funding;
 - Title II, Part A
 - Title III funding for ELL students (if applicable)
 - Special Education funding

The Commissioner of Education assures that the New Hampshire Department of Education will provide:

- assistance in developing applications for funding to ensure that funds are directed or redirected to address the district's priority issues and corrective action steps;
- content coaches and consultants, as available and appropriate, to assist the district in carrying out its action steps;
- priority status in activities and competitive grant funding;
- additional federal and state funds, as available, to supplement, not supplant, local improvement initiatives; and
- technical assistance during monthly meetings with the District Improvement Coordinator and quarterly (September, December, March and June) meetings with the District Monitoring Team.

Once approved, requests to amend the plan's corrective action steps and timetable must be submitted in writing. Only requests based on substantive circumstances will be considered.

Signature of Superintendent	Date	Signature of Commissioner of Education	Date
	9/23/11		

2010-2011 District Improvement Progress Report
Evidence of Progress: Plan Implementation

AYP Area(s) of Focus

Reading/Math



Improvement Goal

1) Ensure staff expertise in supporting and/or teaching core content to all students.



Implementation of Approved Strategies

1a) Provide a reading and math consultant to k-8 classrooms

1b) Provide professional development in differentiating instruction

1c) Provide professional development in math and reading content for special education teachers and other identified teachers.

- Completed as planned, with no changes to the strategies and activities described in the approved school improvement plan
- Completed as planned, with changes/refinements to certain strategies and activities
- Progressing as planned, with no changes to strategies and activities
- Progressing, with changes/refinements to certain strategies and activities
- Beginning stages of implementation
- No strategies or activities implemented

2010-2011 District Improvement Progress Report
Evidence of Progress: Plan Implementation

Narrative Response

This year the Merrimack Valley Professional Development Committee again focused attention on providing core content training for all teachers, including those special education teachers responsible for reading and math instruction.

For the second year a literacy coach provided teachers at each elementary school with 30 hours of hands-on professional development and support. The focus of the training was on understanding and integrating research, theory, and practice related to comprehensive literacy instruction. The coach supported teachers as they applied research based instructional routines and best practices for teaching reading and writing that reflected the NH GLEs and district curricular standards. The teachers also had the opportunities to participate in collaborative coaching. As a result of this support, student scores in reading continue to improve each year and elementary schools in the district made AYP.

During the 2010-11 school year a math coach provided 30 hours of job embedded professional development for all middle school teachers. Demonstrations of lessons followed debriefing sessions that modeled specific strategies. An emphasis was placed on differentiation, standards based assessment, and inquiry based teaching. This year, teachers implemented strategies in the classroom and discussed improving their techniques during PLC time.

A summer math institute, focused on elementary math content, was offered for elementary teachers during the summer break. Feedback from these trainings has been very positive. Administrators report increased observation of best practices in the classrooms and teachers have requested that the trainings continue. This second year of training was not as well attended as the first, but those teachers who did attend were very positive. Some teachers opted to attend the math institute offered through PSU instead. This training is ongoing.

While good progress has been made with student's reading scores, improvement in the math content area is still needed.

AYP Area(s) of Focus

Reading/Math



Improvement Goal

2) Ensure sufficient exposure to the district curriculum and assessed grade level and span expectations for all students, as well as access to supplemental instruction for those students identified as in need.



Implementation of Approved Strategies

- 2a) Align math and reading/language arts remediation programs to the GLE/GSEs.
- 2b) Redesign and implement school schedules to allow for all students to access Tier 1 instruction in reading and math in their classroom with an HQ Teacher.
- 2c) Design and implement RTI models at all levels.
- 2d) Provide before and after school math and reading programs.
- 2e) Provide professional development to special educators in writing measurable IEP goals aligned with the GLE/GSEs.
- 2f) Restructure math courses to provide extended instructional time and classes.
- 2g) Create individual education plans and personal learning plans that are specific and measurable, that drive student achievement, and that are aligned with GLE/GSEs

- Completed as planned, with no changes to the strategies and activities described in the approved school improvement plan
- Completed as planned, with changes/refinements to certain strategies and activities
- Progressing as planned, with no changes to strategies and activities
- Progressing, with changes/refinements to certain strategies and activities
- Beginning stages of implementation
- No strategies or activities implemented

Narrative Response

2a) All k-12 math and language arts curriculum documents and course work documents were aligned to the GLE/GSEs using the Understanding by Design framework. The completed documents are posted on the school district website for access to all teachers and support staff.

2b,c,d) School schedules at all the elementary schools were reconfigured to allow for a 90 minute literacy block for all students and processes put in place for Tier 1 and Tier 2 instruction. All elementary schools have implemented before or after school remedial instruction for math and reading. In addition, summer school programs is provided for those primary students struggling in reading.

At the middle school, an RTI model for reading was established and implemented and a new *Just Words* program added as an intervention program for students whose reading difficulties lie in decoding difficulties. An RTI model for math was developed and is in the beginning stages of implementation and requires some continued fine tuning. Summer school was provided for those students struggling in reading and math.

At the high school, RTI is in the beginning stages. By using the NWEA student scores the process for students to access the Reading 180 was streamlined to fit the RTI model. For those 9th grade students who are not passing summative math competencies, an after school instruction session was implemented. Work on RTI at the high school is continuing.

2e) All special education staff was trained to write measurable goals. The training focused on matching goals to GLE/GSEs and writing specific and measurable goals related to established competencies in the general curriculum.

2f) Math instruction at the high school was restructured to offer students extended times for some math classes. The NWEA data was used to determine class assignments to either a semester long versus a year long Algebra 1 or Geometry course. This accommodation allowed those students who need more time to understand the content the ability to stay on track with the general curriculum without restricting other options.

2g) All students in the Merrimack Valley School District have a Personal Learning Plan. Work continues on aligning the Personal Learning Plans with the GLE/GSEs, with the IEPs, and with district curriculum expectations. Including the students in the process of setting goals and reflecting on those goals is only in the beginning stages.

AYP Area(s) of Focus
Reading/Math



Improvement Goal

Ensure professional staff skill development in questioning strategies to improve learning and thinking.



Implementation of Approved Strategies

3a) Provide professional staff with professional development on inquiry based teaching with a beginning focus on reading and math instruction.

3b) Provide professional staff with 3 hours per month collaborative time with colleagues to design inquiry based unit planners.

3c) Provide support staff with training in the IB framework, philosophy and implementation timeline.

3d) Provide professional staff with ongoing support and training. (embedded or mentor type).

- Completed as planned, with no changes to the strategies and activities described in the approved school improvement plan
- Completed as planned, with changes/refinements to certain strategies and activities
- Progressing as planned, with no changes to strategies and activities
- Progressing, with changes/refinements to certain strategies and activities
- Beginning stages of implementation
- No strategies or activities implemented

Narrative Response

3a) All professional staff received 14 hours of Level I training in the inquiry-based teaching framework of the International Baccalaureate Program. The focus of the training was on the core content areas but included other areas as well. Targeted staff also received Level II training in their respective areas. Additionally, a master's level course in inquiry based teaching of reading was offered to teachers. Graduate Level Courses, Critical Skills Level I and II were offered during the summer and school year for teachers at the elementary, middle and school year. These courses continue to be very popular and provide teachers with concrete ways to implement inquiry based teaching practices in their classrooms. Teachers report that the experience as very positive with immediate impacts in the classroom. The courses center around how to get students to think more deeply for themselves and apply their knowledge to authentic tasks. They also stress the importance of teaching 21st century skills such as collaboration, researching using multiple sources, giving engaging presentations etc.

3b) All schools restructured schedules in order to provide weekly collaborative PLC time for professional staff. In addition, 3 hours of release time per month is used specifically for teachers to meet in collaborative groups to follow up on the inquiry based teaching.

3 c) A training session for support staff was provided at each of the 7 schools. Feedback did not indicate a need for additional sessions at the current time.

3d) An additional mentor position (for a total of 2) was added to provide more instructional support and embedded training for district teachers.

AYP Area(s) of Focus

Reading/Math



Improvement Goal

Ensure relevant and timely assessment feedback, including formative assessment data to teachers for use in programming and with instructional decisions.



Implementation of Approved Strategies

4a) Provide timely and relevant data to all staff.

4b) Use NWEA/NECAP/DIBELS and report card data to establish benchmarks for RTI programming.

4c) Continue to develop common assessments in math and language arts.

- Completed as planned, with no changes to the strategies and activities described in the approved school improvement plan
- Completed as planned, with changes/refinements to certain strategies and activities
- Progressing as planned, with no changes to strategies and activities
- Progressing, with changes/refinements to certain strategies and activities
- Beginning stages of implementation
- No strategies or activities implemented

Narrative Response

4a) Accomplishments in providing assessment reports to staff is sporadic. Although all administrators are becoming more adept at using data, and are providing summary reports for staff, and are leading staff members to use the data, few are doing it on a quarterly basis. This may be an unreasonable goal, given the nature of using data. Some PLC teams use data continuously, others use it at specific times of year, and still others use data only occasionally. The focus shifted to "data informed" teams rather than "data driven" teams – from using data only as a summative evaluation to more emphasis on using data in a formative way to inform instructional decisions.

4b) All schools are using NWEA and NECAP data to establish RTI programming. In addition to those assessments, the elementary schools use DIBELS data.

4c) Work on establishing common assessments in language arts and math is at various levels of completion and continues to be a focus. Summer stipends were provided for all teachers willing to do this work.

2010-2011 District Improvement Progress Report Evidence of Progress

- ◆ In what ways has the district continued the practice of a data team, such as the DINI Root Cause Analysis Data Team, to collectively organize and analyze student data?

Each school in the district has a structure set up to review data on a regular basis. This information is shared with the DINI team, which meets quarterly.

- ◆ What district-wide efforts are in place or planned to provide teachers with access to and a better understanding of their students' test data and achievement gaps?

Teachers at all levels are accessing data through Performance Pathways and NWEA Dynamic Reports. The teacher mentors work with first and second year teachers to introduce them to district practices using assessment.

- ◆ What district-wide strategies are in place to identify and respond to students scoring below proficient levels? Are the responses consistent among the schools in the district?

At each level – elementary, middle and high, process charts and Pyramids of Intervention (Dufour model) are in place and being used.

- ◆ What accomplishments can be documented during 2010-11 that resulted in improved outcomes for students scoring below proficient levels in Reading and Mathematics?

Good progress has been made with the socio-economic group in reading.

- ◆ Where there is greatest evidence of improvement in district-wide practices, which factors were most influential in generating change?

Use of PLC time has become much more efficient and effective across the district. Evidence of inquiry based teaching practices are more observable in elementary and middle school classrooms.

- ◆ Where improvement is less evident, what factors have impeded change?

The use of common assessments and interventions as a supplement rather than a supplant is sporadic across the grade levels. Lack of quality training is one challenge. Another is individual beliefs.

- ◆ Based on these outcomes, summarize the proposed refinements, if any, to the DINI plan for 2011-2012

The district has seen success with the strategies in the plan so will continue training teachers to use inquiry based teaching methods. Because the district is off the list for reading, the content area focus will shift from the content of reading, where there has been student improvement, to math. Teachers are requesting more content specific training in math. Also, more focus on assessment is needed.

REVISED 12/14/11

	Improve student achievement in math					
Goal	Improve student achievement in math					
Strategy # 1	Ensure staff expertise in supporting and/or teaching core content to all students.					
Objectives (to be written as responses to the italicized questions)	<p><i>What changes in the district practices are expected as a result of this strategy?</i> Classroom teachers will provide differentiated instruction to meet the needs of all students in Tier 1.</p> <p><i>What changes in student learning are expected as a result of this strategy? How will it help to improve achievement for students who are not yet proficient?</i> More students will be exposed to the expected curriculum.</p>					
Proposed Activities for 2011-12 <i>Describe the activities to be implemented to achieve stated objectives. Provide sufficient detail regarding the purpose of each activity.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>	
Provide a math consultant to k-12 classroom teachers and special education teachers.	Title IIA/DINI funds	July 2011 - August 2012	Asst. Supt.	Feedback from consultants, teachers, admin.	NECAPS, NWEA	
Provide professional development in math content to classroom and special education teachers	Title IIA/DINI funds	July 2011 - August 2012	Asst. Supt.	List of those being training Observation of teachers	NECAPS, NWEA	
Teacher PLC work to design, implement, assess and reflect on math unit plans	Title IIA/DINI funds	January 2012- August 2012	Asst. Supt. Teacher Mentors	Workshop feedback forms	Written planners will be reviewed by administrators as part of the evaluation process	

<p>Goal</p>	<p>Improve student achievement in math</p>					
<p>Strategy # 3</p>	<p>Ensure professional staff skill development in questioning strategies to improve learning and thinking.</p>					
<p>Objectives</p>	<p>Teachers will have a greater understanding of how to teach with an inquiry based approach. Teachers will be skillful with effective questioning techniques.</p>					
<p>Proposed Activities for 2011-12 <i>Describe the activities to be implemented to achieve stated objectives. Provide sufficient detail regarding the purpose of each activity.</i></p>	<p>Resources <i>What existing and/or new resources will be used to accomplish the activity?</i></p>	<p>Timeline <i>When will this activity begin and end?</i></p>	<p>Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i></p>	<p>Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i></p>	<p>Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i></p>	
<p>Provide staff with professional development on inquiry based teaching with a focus on math instruction</p>	<p>Title IIA and DINI funds</p>	<p>July 2011- August 2012</p>	<p>Asst. Supt. Teacher Mentors</p>	<p>Workshop feedback forms</p>	<p>Written planners will be reviewed by administrators as part of the evaluation process</p>	
<p>Provide professional staff with ongoing support and training in the IB inquiry based framework</p>	<p>Title IIA and DINI funds</p>	<p>July 2011- August 2012</p>	<p>Asst. Supt. Teacher Mentors</p>	<p>Implementation of Learning lab classrooms</p>	<p>Observation of teaching in the Learning Lab and other classrooms</p>	
<p>Teacher PLC work to design, implement, assess and reflect on math unit plans that include inquiry and questioning strategies</p>	<p>Title IIA/DINI funds</p>	<p>January 2012- August 2012</p>	<p>Asst. Supt. Teacher Mentors</p>	<p>Workshop feedback forms</p>	<p>Written planners will be reviewed by administrators as part of the evaluation process</p>	

Proposed Strategies and Activities for 2011-2012

Goal	Improve student achievement in math.					
Strategy # 3	Ensure professional staff skill development in questioning strategies to improve learning and thinking.					
Objectives	<p>Teachers will have a greater understanding of how to teach with an inquiry based approach. Teachers will be skillful with effective questioning techniques. More students will have a greater exposure and practice with critical thinking and response questions.</p>					
Proposed Activities for 2011-12	Resources	Timeline	Oversight	Monitoring (Implementation)	Monitoring (Effectiveness)	
Provide staff with professional development on inquiry based teaching with a focus on math instruction.	Title IIA and DINI funds	July 2011- Aug 2012	Asst. Supt. Teacher Mentors	Workshop feedback forms	Written planners will be reviewed by administrators as part of the evaluation process.	
Provide professional staff with ongoing support and training in the IB inquiry based framework	Title IIA and DINI funds	July 2011- Aug 2012	Asst. Supt. Teacher Mentors	Implementation of Learning Lab classrooms	Observation of teaching in the Learning Lab and other classrooms	

**Parent Notification Letter
School Year 2011-2012**

TITLE I PARENT NOTIFICATION REQUIREMENTS

Instructions: Provide the following information in narrative form:

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

Written notice was sent in June 2011 to parent/guardians of each child enrolled in the Merrimack Valley School District at that time. Parents enrolling students after that time are handed the notice at the time they register their child.

- (b) Attach a copy of the parent notification letter to this page. Be sure the letter includes:

See attached.

MICHAEL J. MARTIN
Superintendent of Schools

CHRISTINE M. BARRY
Assistant Superintendent

School Administrative Unit No. 46

Andover-Merrimack Valley
105 Community Drive
Penacook, New Hampshire 03303

ROBIN HEINS
Business Administrator

KATHLEEN BOUCHER
Human Resources Manager

May 2011

Dear Merrimack Valley School District Parent:

The purpose of this letter is to inform you that the Merrimack Valley School District has been identified as a District in Need of Improvement Year Two, in the area of math. State and federal school and district accountability laws (section 6316 © of the federal No Child Left Behind Act of 2001 (PL 107-110) and New Hampshire RSA 193-H) require the New Hampshire Department of Education to identify for improvement districts not making Adequate Yearly Progress (AYP) for two consecutive years in the same content area in each level existing within the district (elementary/middle and/or high school).

AYP is a measure that all states use to determine if schools and districts are meeting the high expectations for student performance set forth in state and federal accountability law. Areas in which AYP is calculated include the rate of student participation in the annual state assessment, the extent to which students in general and students in specific groups are meeting the state performance targets for reading and mathematics, and the district's attendance and graduation rates.

Based on the review of the district's performance rate in these areas for the 2009- 2010 and 2010-2011 school years, our district was identified for improvement. The district's AYP reports are available on the New Hampshire Department of Education website at www.ed.state.nh.us

Merrimack Valley School District AYP Determination

	<u>Elementary/Middle</u>	<u>High School</u>	<u>District</u>
Met Participation Goal	Yes	Yes	
Met Mathematics Goal	No	No	
Met Reading Goal	No	No	
Met Attendance Rate	Yes	Yes	
Met Graduation Rate	Yes	Yes	
Made AYP in Reading			Yes
Made AYP in Math			No

The district's AYP report measures student performance for all students in the grades tested as a group, as well as subgroups of students (i.e. racial and ethnic groups, English language learners, students with educational disabilities, and economically disadvantaged students). If even one of these groups does not meet their goal, or performance target, then the district will not have made AYP. (Note: Only groups equal to or larger than 11 are counted.)


As a District identified for improvement, our District has developed an Improvement Plan in consultation with school staff and parents.

As a parent, you are a critical partner in school and district improvement. Please keep informed about all school and district improvement initiatives. Currently, the District is involved in the exploration of the International Baccalaureate Program as a vehicle to help us improve the education we offer our students. Information is available on our District website at mvsd.k12.nh.us and through our Superintendent's office at 753-6561.

To offer your support and get involved please speak to your building principal to find out what opportunities are available, send an e-mail to 753-6561 or call 753-6561.

I look forward to working with you to provide opportunities for success for each of our students. We anticipate that our detailed plan for improvement will be available at the SAU office by September 2011. Please contact us if you would like to have a copy mailed to you.

As we design and implement our improvement strategies, we will collaborate with the New Hampshire Department of Education. We are proud of our ongoing partnerships within our community to improve student achievement. Together, we will work to provide opportunities for success for each student in our district.



Michael J. Martin
Superintendent of Schools