



INTER-LAKES SCHOOL DISTRICT

Growth & Proficiency Goals 2023-2024 School Year



EXECUTIVE SUMMARY

The Inter-Lakes School District strives to enhance the overall quality of education to better prepare our learners for future success. It is through analyzing our data, setting goals, and tracking our progress that we are able to adjust strategies to ensure all learners are meeting high expectations of achievement.

Our overall proficiency is at about the State average. Within the averages, there are a few bright spots. For example, our K-2 grade level proficiency is strong in reading (about 10% above target level) and even stronger in mathematics (about 30% above target) and our post-COVID proficiency growth rates are in the top 25% of all schools in New Hampshire for English Language Arts and in the middle for Mathematics, so we're heading in the right direction.

We have been and are committed to academic excellence, which includes:

- Continuing our deep analysis of the data.
- Leading practice training for our dedicated professional educators targeted at our growth opportunities.
- Increasing time in the classroom focused on foundational Science, English, Mathematics, and preparation for state assessment exams.
- Rigorous monitoring and tuning of our program metrics.

We're confident this continued commitment will deliver the aggressive growth targets we've set as well as achievement of the established accountability goals set by the New Hampshire Department of Education:

- NHED Accountability Goals as measured by NH SAS (Grades 3-8 & 11) and the SAT (Grade 11) and NWEA MAP Growth Spring (Grades K-2)
- 70% of learners will meet their growth target as measured by the NWEA: Spring to Spring (K-8) and pre- and post- (Grade 9)

- **Actions to Support Continuous Growth: pages 3-5**
- **Goals, Demographics, and Recent Performance: pages 6-10**
- **Definitions of Key Terminology: pages 11-12**

DISTRICT-WIDE ACTIONS



- A comprehensive realignment of supervision and evaluation rubrics and implementation of a pilot evaluation model
- The formation of the Elementary Advisory Council (ILES/SCS Educator Leadership) and the Principal's Advisory Council (ILM/HS Educator Leadership)
- Compensated summer professional development to engage in a 4-year historical **NH SAS** Deep Data Dive
- Facilitated **Collaborative Planning Blocks** and Faculty Meeting time to focus on historical data analysis and SMART goal-setting
- Regular district communication of engagement opportunities for staff to attend state-sponsored professional development in the areas of math, science, english language arts, **NH SAS** modulares, data analysis, etc.
- Routine integration of the **NH SAS** modulares in the 2023-2024 Assessment Menu
- All staff responsible for supporting the administration of the **NH SAS** completed the Test Administration Certification in the fall of 2023 in order to facilitate increased integration of **NH SAS** practice modulares
- Year two of offering opportunities to engage in **Math Empowered** professional development focused on developing engaging teaching practices
- Year one of piloting **Self-Regulated Strategy Development for Writing, SRSD** in all schools
- Year two of supporting the state-sponsored Language Essentials for Teachers of Reading and Spelling (**LETRS**) Professional Learning Courses
- Reallocation of human resources to support student growth and achievement in grade 7 during the 2024-25 school year

INTER-LAKES ELEMENTARY SCHOOL ACTIONS



- Reconfigured the 23-24 Academic Schedule to include 30-minute, daily **Response to Intervention** blocks in English Language Arts and Mathematics
- Each grade level established a yearlong **SMART goal** based on trend data from a 4-year historical analysis of our statewide assessment results
- Year two of implementing Master Track as a diagnostic tool to identify gaps in mathematics skills
- Year five of the core program, Wonders, to support a coherent English Language Arts scope and sequence in grades K-6
- Year four of calibrating on the implementation of effective instructional practices in the area of literacy
- Year one of implementing a systematic core phonics program, 95% Group, in grades K-2 as well as in our intervention programming
- Professional learning for all K-2 educators to support the implementation of a new systematic core phonics program
- Transition to in-house **data wall** management overseen by district Reading Specialists
- Increased literacy oversight and instructional support provided by district Reading Specialists
- Growing Roots provides increased access to mental health services
- Guidance lessons are integrated and designed to proactively and responsively support school-wide needs
- Targeted alignment of science units in K-6 to align with the blueprint of the **NH SAS**

SANDWICH CENTRAL SCHOOL ACTIONS



- Year four of calibrating on the implementation of effective instructional practices in the area of literacy
- Year one of implementing a systematic core phonics program, University of Florida, in grades K-2 as well as in our intervention programming
- Professional learning for all K-2 educators to support the implementation of a new systematic core phonics program
- Transition to in-house **data wall** management overseen by district Reading Specialists
- Increased literacy oversight and instructional support provided by district Reading Specialists
- Guidance lessons are integrated and designed to proactively and responsively support school-wide needs
- Targeted alignment of science units in K-6 to align with the blueprint of the **NH SAS**

INTER-LAKES MIDDLE/HIGH SCHOOL ACTIONS



- Transition to in-house **data wall** management overseen by district Reading Specialists
- Increased literacy oversight and instructional support provided by district Reading Specialists
- Changes in the duration offerings for all grade levels of English courses at ILM/HS during the 2024-25 school year from semester to year-long as an option for all learners
- Changes in the ILM/HS Program of Studies to increase graduation requirements from 2 credits to 2.5 in Science with the addition of Earth and Space Science based on trend data from a 4-year historical analysis of our statewide assessment results
- One day weekly time during Advisory to prepare grade 11 learners for the **NH SAS** Science assessment and the testing platform
- Growing Roots provides increased access to mental health services
- Guidance lessons are integrated and designed to proactively and responsively support school-wide needs

NHED FEDERAL ACCOUNTABILITY PROFICIENCY GOALS

ELA

MATH

70.61%

54.21%

STATE: 51%
INTER-LAKES: 45%

2022 GOALS
ELA: 62.54%
MATH: 50.14%

STATE: 40%
INTER-LAKES: 41%

STATE: 52%
INTER-LAKES: 53%

2023 GOALS
ELA: 64.40%
MATH: 51.05%

STATE: 42%
INTER-LAKES: 44%

STATE: TBD
INTER-LAKES: TBD

2024 GOALS
ELA: 66.11%
MATH: 51.90%

STATE: TBD
INTER-LAKES: TBD

STATE: TBD
INTER-LAKES: TBD

2025 GOALS
ELA: 67.69%
MATH: 52.70%

STATE: TBD
INTER-LAKES: TBD

STATE: TBD
INTER-LAKES: TBD

2026 GOALS
ELA: 69.19%
MATH: 53.47%

STATE: TBD
INTER-LAKES: TBD

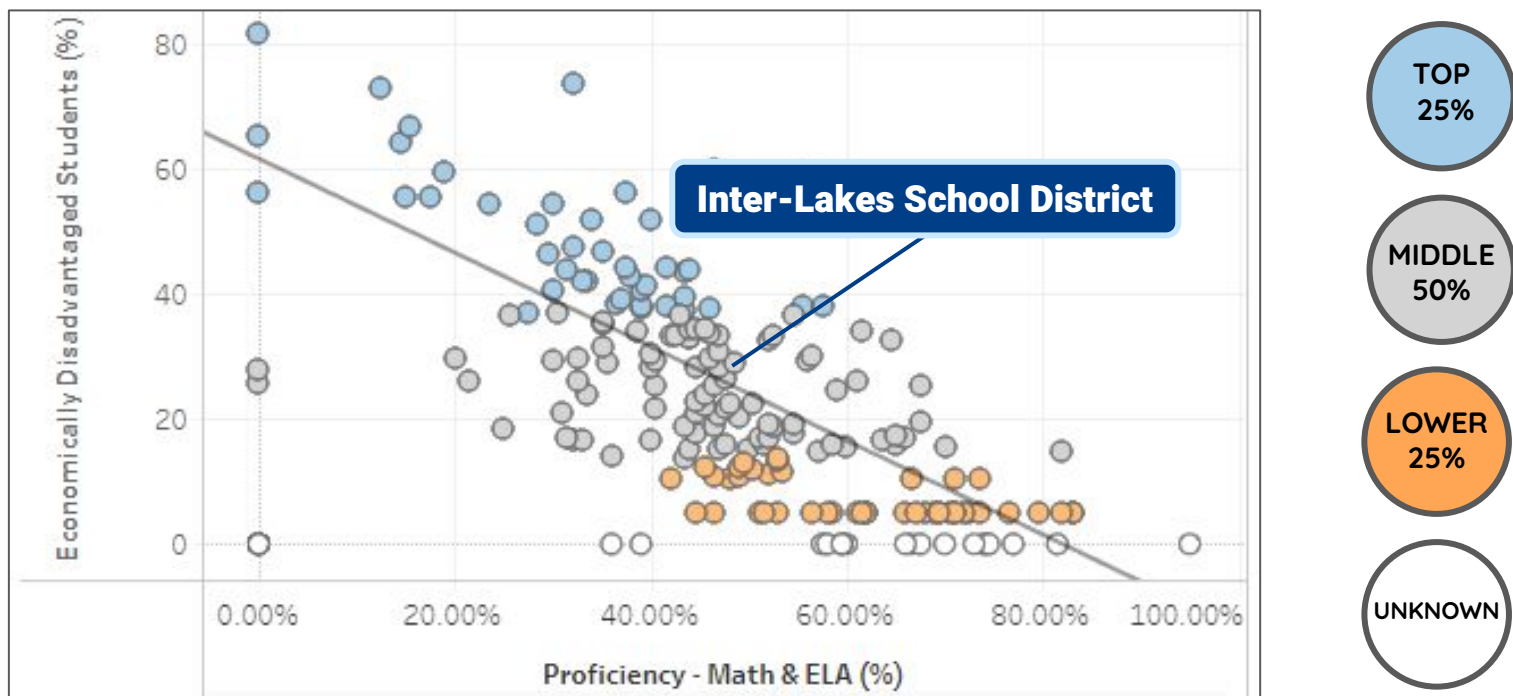
STATE: TBD
INTER-LAKES: TBD

2027 GOALS
ELA: 70.61%
MATH: 54.21%

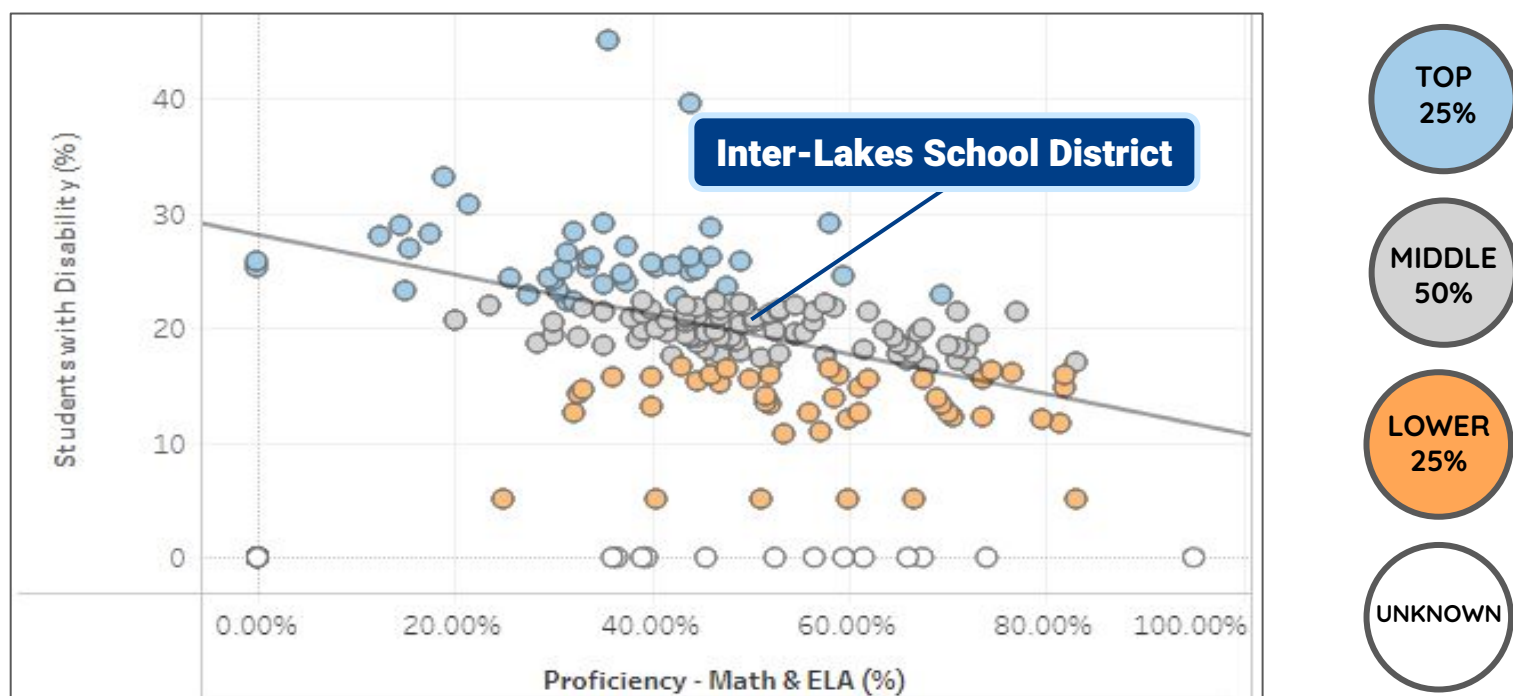
STATE: TBD
INTER-LAKES: TBD

DEMOGRAPHICS

During the 2023 school year, the Inter-Lakes School District fell within the Middle 50% of the State for the percentage of economically disadvantaged learners, at 28.84%. This fell at about the state average of 27%. Each dot in the graph below represents a school or district within the state of New Hampshire.



During the 2023 school year, the Inter-Lakes School District fell within the Middle 50% of the State for the percentage of learners with a disability, at 18.75%. This fell at about the State average of 18.91%. Each dot in the graph below represents a school or district within New Hampshire.

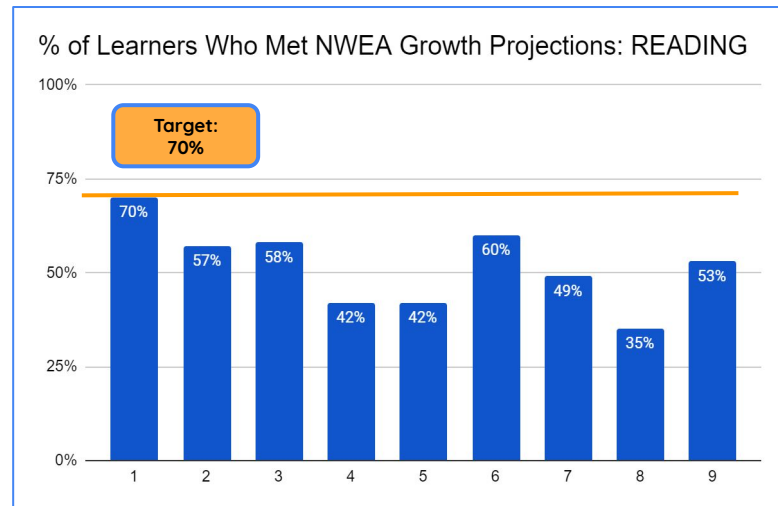
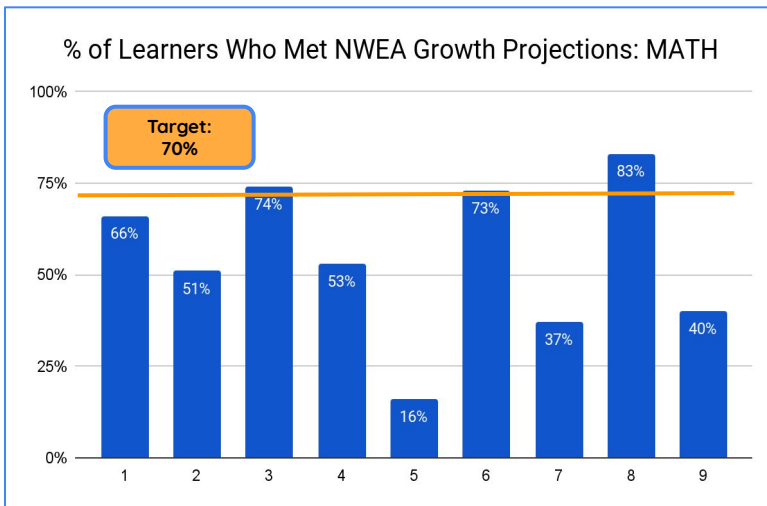


Measurements of GROWTH

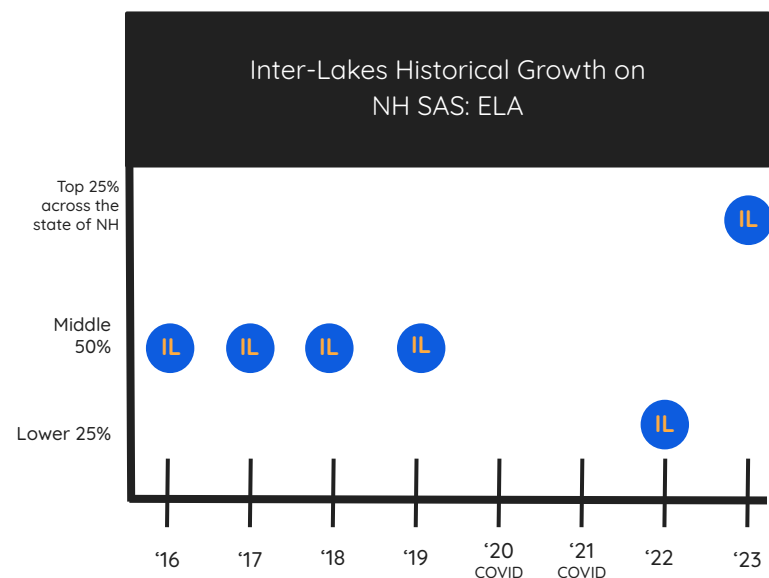
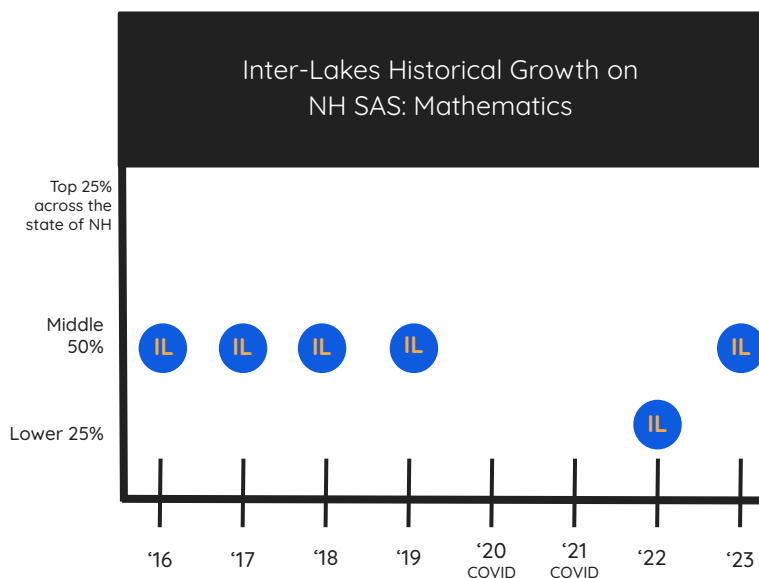
Our district has created growth goals, in addition to proficiency goals.

- **70% of learners in grades 1-9 will meet their growth target, established by their course pre- and post-test results in ELA, Mathematics, and Science during the 2023-24 school year.**

Looking back at our growth data from spring '22 to spring '23, grades 3, 6, and 8 in Mathematics and grade 1 in Reading all exceeded 70%.



Each year the NHED, analyzes the Mean Growth Percentile, a measurement of academic growth, which compares students' growth with that of their academic peers. The graphs below show how our district's growth compares to all other districts across the state of NH.



Measurements of PROFICIENCY

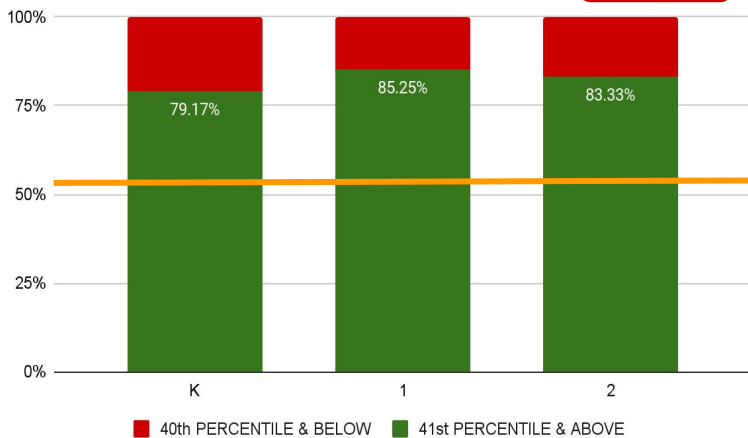
Our district proficiency goals are in alignment with the targets set forth by the NHED.

- **By spring 2024, 51.9% of learners in grades K-2 will demonstrate proficiency in Mathematics as measured by the NWEA.**
- **By spring 2024, 66.11% of learners in grades K-2 will demonstrate proficiency in Reading as measured by the NWEA.**

The graph below reflects the proficiency targets as well as our results from spring of 2023.

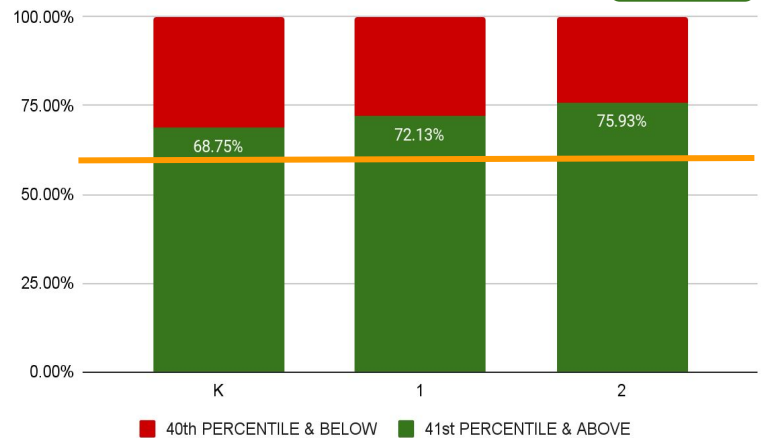
SPRING 2023 NWEA: MATH

Target: 51.05%



SPRING 2023 NWEA: READING

Target: 64.4%

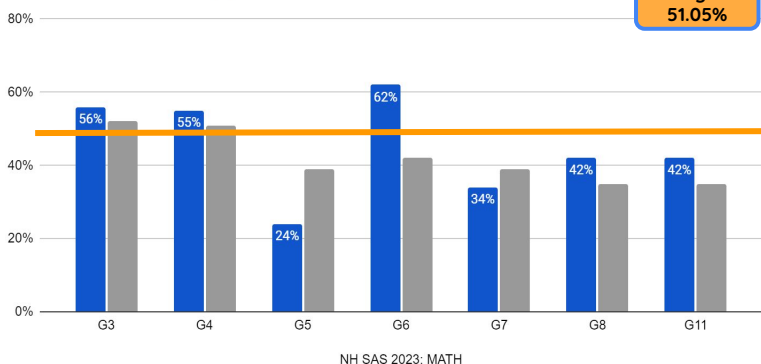


- **By spring 2024, 51.9% of learners in grades 3-8 & 11 will demonstrate proficiency in Mathematics as measured by the NH statewide assessment, NH SAS & SAT.**
- **By spring 2024, 66.11% of learners in grades 3-8 & 11 will demonstrate proficiency in English Language Arts as measured by the NH statewide assessment, NH SAS & SAT.**

Last spring, in Mathematics, grades 3, 4, and 6 exceeded the statewide proficiency goal. Grades 3, 4, 6, 8, and 11 exceeded the statewide average proficiency. In ELA, grade 7 exceeded the statewide proficiency goal. Grades 4, 6, 7, and 8 met or exceeded the statewide average proficiencies. Please note that the NHED provides the option for families to opt out of statewide assessment, although the federal government requires a participation rate of 95% per school. Last spring, 23 learners opted out at Inter-Lakes, representing 5% of our testing population.

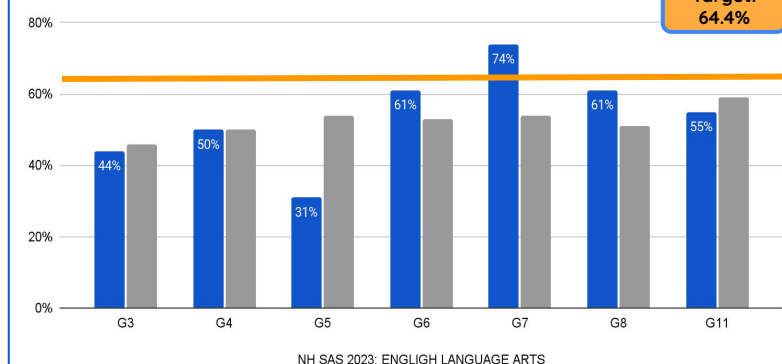
■ ILSD % PROF 2023 ■ STATE of NH % PROF 2023

Target: 51.05%



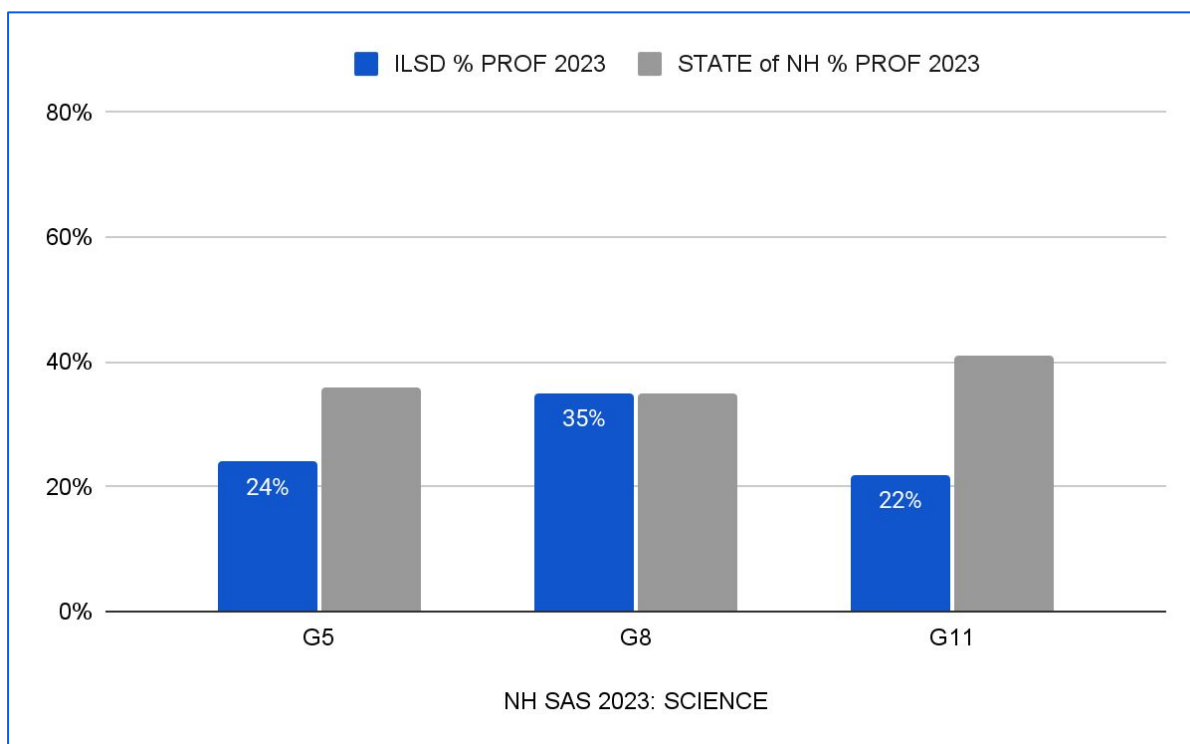
■ ILSD % PROF 2023 ■ STATE of NH % PROF 2023

Target: 64.4%

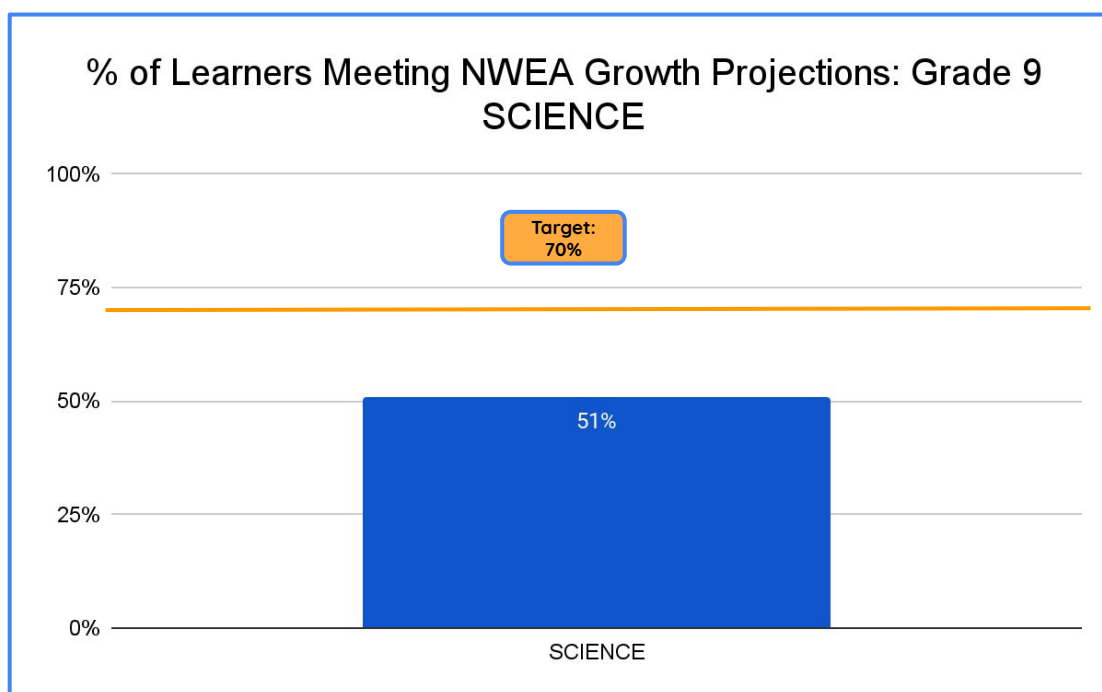


Science Snapshots of GROWTH & PROFICIENCY

While the State of New Hampshire assesses learners in Science in grades 3, 5, and 11, these results are not part of Federal Accountability reporting requirements. We routinely analyze our proficiency performance as measured by the NH SAS in order to inform decisions and promote continuous improvement. Looking back at our 2023 results, grades 5 and 11 fell short of the State average while grade 8 met the State average.



In addition to proficiency goals, we also monitor learner growth as measured by the NWEA. The pie chart below shows our results from 2023.



Definitions of Key Terminology

COLLABORATIVE PLANNING BLOCKS, CPBs: Planning time during the school day that is used for collaborative work on the implementation of practices that support high quality learning experiences as organized by the Building Principal.

DATA WALL: The data wall is a grade-level, organized collection of each of our learners historical assessment results from all required and recommended assessments that are administered. The wall is visually coded to reflect areas of celebration as well as of concern and is used to focus reflections and conversations with our educators. Our Reading Specialists manage our data walls in each of our schools.

GROWTH TARGET: The growth target is an individualized goal that is set for each learner based on their historical performance data. The target is a prediction of how much a learner will grow over a specified time period. The prediction is based on the average performance of learners and considers the baseline score, grade level, and the when in the academic year the two tests used to estimate growth are administered.

LANGUAGE ESSENTIALS for TEACHERS of READING and SPELLING, LETRS: LETRS training is comprehensive professional learning designed to provide early childhood and elementary educators with deep knowledge to the literacy and language experts. Teachers learn the skills needed to master the foundational and fundamentals of reading and writing instruction: phonological awareness, phonics, fluency, vocabulary, comprehension, and written language.

MATH EMPOWERED: Carolyn Wurster, Founder of Math Empowered has applied the research of Dr. Peter Liljedahl's Building Thinking Classrooms in Mathematics in a wraparound professional development experience for educators organized across the state; this includes active instructional modeling, coaching and feedback as well as resource development.

NHED: The New Hampshire Education Department oversees the state's public school system and is headquartered in Concord, NH. The NHED is led by the Commissioner of Education.

NH SAS: The New Hampshire Statewide Assessment System refers to the general assessment of English Language Arts, Mathematics, and Science used across the state of New Hampshire. The NH SAS is developed by Cambium Assessment and has been the statewide assessment since 2016. This assessment is administered in grades 3-8 in English Language Arts and Mathematics as well as in grades 5, 8, and 11 in Science. The **Scholastic Aptitude Test**, or **SAT**, became the statewide assessment in 2016 and this is administered during grade 11 as an assessment of English Language Arts and Mathematics. The statewide assessment system includes alternative assessments which are used to measure the growth and proficiency of learners who receive specialized educational services. These assessments include: the **World-class Instructional Design and Assessment**, **WIDA** to measure language proficiency of our multilingual learners and the **Dynamic Learning Maps, DLM** which measures what our learners with the most significant cognitive disabilities know and can do in the areas of English Language Arts, Mathematics, and Science.

Definitions of Key Terminology

NH SAS MODULAR: The New Hampshire Department of Education works to provide our educators resources to help prepare our learners for the statewide assessment, such as scoring rubrics, standard blueprints, sample student work, and key vocabulary lists. The modular is a practice environment on the computer that mirrors the statewide assessment experience. These practice questions help our learners to understand how to navigate the computer and all of the various tools available to support them, such as spellcheck, embedded calculator, and dictionary access. For our learners on a 504 or IEP, this is also a great way to practice any accommodations that are set up on the platform. Teachers receive the results of learner performance and can use that information to continue to drive instruction.

NWEA: The Northwest Evaluation Assessment is used as a local assessment tool that helps educators identify unique student learning needs, track skill mastery, and measure academic growth over time. The suite of assessments includes the **Measures of Academic Progress, MAP** Growth and the MAP Reading Fluency assessments. These assessments are used in grades K through 9 in Reading and Mathematics as well as in grade 9 Science.

RESPONSE TO INTERVENTION: Response to Intervention, **RTI**, refers to specialized time during the school day when instruction is delivered in one-on-one and/or small groupings in response to learners' instructional needs in a classroom. This kind of instruction is different from whole-class instruction when all learners are receiving the same core instruction. Educators monitor student progress closely and provide interventions to learners who are struggling and enrichment to those who are meeting grade-level expectations.

SMART GOAL: The SMART Goal is a structure used by many organizations to help construct clear goals that are specific, measurable and actionable. The acronym SMART provides guidance on the construct of the goal statement, identifying the 5 criteria: **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-Bound.

SELF-REGULATED STRATEGY DEVELOPMENT for WRITING, SRSD: The **Self-Regulated Strategy Development** is an approach geared to improve students' academic skills through a six-step process that teaches learners specific academic strategies and self-regulation skills. This process is designed to help students learn, use, and adopt the strategies used by skilled writers.