

**New Hampshire Department of Education
Bureau of Special Education
Special Education Program Approval and Improvement Process**

Focused Monitoring Report 2013-2014

SAU 10 DERRY COOPERATIVE SCHOOL DISTRICT



**Dr. Laura Nelson, Superintendent
Christopher Kellan, Director of Student Services**

**Technical Assistants:
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Date of Report: June 25, 2014

“What RTI does is put everybody on the same playing field. It doesn’t matter what your language structure is, whether or not you’re disabled, or whether or not you’re poor. What matters is what you need to progress at a satisfactory pace in the general curriculum.”

Wayne Sailor – University of Kansas

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1. Introduction

The mission of the Special Education Program Approval Process is to support the advancement of educational results for all learners. This aim is integral to the Focused Monitoring Process in select New Hampshire School Districts, where a strategic and collaborative process is developed to address the Achievement Gap between students with disabilities and their non-disabled peers. To meaningfully address this disparity, a systems perspective is essential to best create strategies that represent gains for all students, including those with unique learning abilities and challenges. Accordingly, the Focused Monitoring Process is designed to incorporate current school and school district improvement goals and strategies in this yearlong effort. The New Hampshire Department of Education has elected to address the achievement gap as the 'key performance indicator' for meeting the statutory requirements in the NCLB legislation.

Essential Question

What are the contributing factors to the achievement gap between students with disabilities and their non-disabled peers, and how will this gap be narrowed?

Derry Cooperative School District Mission Statement:

The Derry Cooperative School District's mission for school age children is to create a safe and successful learning environment for all students; one that fosters challenging situations, promotes self worth, encourages learning as a lifelong activity, and produces healthy young adults who will contribute to society.

Derry Cooperative School District Strategic Plan 2013 – Goals to be reviewed annually

Strategic Plan Goal #1 - To have all students, K-12 learning at a high level by:

1. (a) Providing a rigorous curriculum aligned with the Common Core for all students
2. (b) Having a high quality teacher in every classroom
3. (c) Integrating technology through the curriculum
4. (d) Working closely with Pinkerton Academy, NEXT and all high school facilities that educate Derry students to support the learning and success of our 9-12 students.

Strategic Plan Goal #2 -To provide a safe, positive school environment that promotes learning and well-being by:

- 2(a) ensuring all district owned facilities are well maintained and safe for students, staff, and visitors
- 2(b) developing and maintaining a long-range plan to ensure that our facilities are appropriate to support instruction and meet the needs of our student population
- 2(c) working to ensure that building infrastructure supports the implementation of technology into the curriculum

- 2(d) fostering awareness of sustainability and environmental stewardship through the implementation of policies, programs, and capital investments
- 2(e) encouraging positive relationships and interactions throughout the school community by fostering a positive and collaborative school/work environment.

Strategic Plan Goal #3 – Increase Community Involvement by:

- Ensuring timely communication between schools/parents/staff and students;
- Seeking and supporting opportunities to engage the wider Derry community, including clubs, organizations, businesses, and citizens, to the betterment of student achievement and learning and to promote active citizenship; and
- Continuing to encourage and support parent involvement in our schools.

Derry Cooperative School District FM Process Goals for the Year 2013-2014

- Align the FM Process with the work of the Derry School District to leverage the greatest benefit.
- Determine the root causes of the achievement gaps between students with disabilities and their non-disabled peers.
- Develop a Plan of Action to improve results for all students, but particularly for students with disabilities.

Derry Cooperative School District FM Vision Statement - June 2014

Through the cooperative and collaborative efforts of the entire learning community, the Derry Cooperative School District will meet the needs of all students. This will be the result of high quality, systematic instruction that is aligned with the Common Core State Standards. Our common assessments will identify continuous and measurable student growth and the data gathered will drive the planning process as well as our core instruction and interventions. The result of our vision will be graduating students who are well prepared for college and careers.

June 25, 2014

Statutory Authority for New Hampshire Department of Education Monitoring

The Individuals with Disabilities Education Act (IDEA) provides federal funds to assist states in educating children with disabilities and requires each participating state to ensure that school districts and other publicly funded educational agencies in the state comply with the requirements of the IDEA and its implementing regulations. New Hampshire state law requires local school districts to provide appropriate special education and related services and requires the State Board of Education (SBE) to establish, monitor and enforce regulations governing the Focused Monitoring process.

The summary report for the Focused Monitoring districts is intended to serve as a record of the work of the Achievement Team during the 2013-2014 school year, and more importantly will contain a limited number of well defined goals that will help focus the district's work by setting a target for student achievement or addressing the factors that impact student achievement. The document is intended to be a synthesis of what the Achievement Team has accomplished, which supports an improvement plan with clear goals,

research-based interventions and action steps to achieve the goal of narrowing the achievement gap between students with and without disabilities. Monitoring visits and corrective actions focus on the specific processes related to the Key Performance Indicator that put districts on the “visit” list and are aimed at helping districts improve their performance on that indicator. A statewide group of stakeholders identified the key focus area for New Hampshire school districts.

New Hampshire Department of Education Technical Assistants

Maryclare Heffernan, M.Ed.

Diane Lurvey, M.Ed.

Leadership Team Members

Mary Anne Connors-Krikorian, Assistant Superintendent SAU

Stephen Miller, Principal Derry Village School

Chris MaCallum, Principal Derry Village School (2014)

Daniel LaFleur, Principal, Ernest P. Barka Elementary School

Kim Carpentino, Principal, East Derry Memorial Elementary School

Mary Hill, Principal, Grinnell School

Matthew Olsen, Principal, South Range School

Austin Garofalo, Principal, Gilber H. Hood Middle School

Leslie Saucier, Principal, West Running Brook Middle School

Jennifer Stumpf, Special Education Teacher, South Range School

Margaret Wanders, General Education Teacher, Derry Village School

Carol Scionti, Special Education Teacher, West Running Brook Middle School

Blake Leister, General Education Teacher, West Running Brook Middle School

Jayne Boyle, Assistant Director of Student Services, SAU

Cheryl Jacobs, Assistant Director of Student Services, SAU

Nancy Rothe, Assistant Director of Student Services (2014), SAU

Christopher Kellan, Director of Student Services, SAU

Achievement Team Members

Mary Anne Connors-Krikorian, Assistant Superintendent SAU

Stephen Miller, Principal Derry Village School

Chris MaCallum, Principal Derry Village School (2014)

Daniel LaFleur, Principal, Ernest P. Barka Elementary School

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Meg Morse-Barry, Special Education Facilitator, South Range School
 Kim Shafer, Special Education Facilitator, East Derry Memorial Elementary School
 Laura Powers, Special Education Facilitator, Gilbert H. Hood Middle School
 Kerry Soucy, Special Education Facilitator, West Running Brook Middle School
 Kim Rivers, Preschool Teacher, DEEP
 Cindy Najem, Kindergarten Teacher, Ernest P. Barka Elementary School
 Karen LaPlante, Special Education Teacher, South Range School
 Allison Gorman, Grade 1 General Education Teacher, Ernest P. Barka Elementary School
 Sue Devine, Grade 3, General Education Teacher, East Derry Memorial Elementary School
 Jane Fox, Grade 5 General Education Teacher, Ernest P. Barka Elementary School
 Katie Sheridan, Special Education Teacher, South Range School
 Sue Wreska, Grade 6 ELA Teacher, West Running Brook Middle School
 Amy Newton, Special Education Math Teacher, Gilbert H. Hood Middle School
 Kelly Richenback, Grade 8 ELA Teacher, West Running Brook Middle School
 Sheryl O'Connor, Special Education Teacher, Grade 8, West Running Brook Middle School
 Rhonda List, Reading Specialist, Derry Village School

Student Services Special Education Focus Monitoring Meeting Schedule

Type of Focus Monitoring Meeting	Date	Time	Location
FM Leadership	9/17	9:30 – 11:00	SAU Conference Room
FM Achievement	10/17	8:30 – 2:30	WRBMS Library
FM Leadership	11/5	9:30 – 11:00	SAU Conference Room
FM Achievement	11/19	8:30 – 2:30	WRBMS Library
FM Leadership	1/3	9:30 – 11:00	SAU Conference Room
FM Achievement	1/14	8:30 – 2:30	WRBMS Library
FM Leadership	2/4	9:30 – 11:00	SAU Conference Room
FM Achievement	2/18	8:30 – 2:30	WRBMS Library
FM Leadership	3/4	9:30 – 11:00	SAU Conference Room

FM Achievement	3/18	8:30 – 2:30	WRBMS Library
FM Leadership	4/15	9:30 – 11:00	SAU Conference Room
FM Achievement	4/22	8:30 – 2:30	WRBMS Library
FM Leadership	5/6	9:30 – 11:00	SAU Conference Room
FM Achievement	5/20	8:30 – 2:30	WRBMS Library

2. Focused Monitoring Activities

The Focused Monitoring Process is designed to meet the individual needs of each selected school district. As a result, each district progresses through process at a different pace and often in a unique sequence. Please utilize this section of the report to capture the process and activities utilized in your district. The following list of focus areas and methodologies should serve as a **guide** as this portion of the report is developed. Not all of the items listed will be addressed by one district; please select and expand upon the activities and processes utilized in your district. Refer to the Focused Monitoring Timeline Document, past agendas and minutes to assist with this portion of the report. (Include all meeting dates, i.e.: focus groups and training sessions)

In August 2013 the Derry Cooperative School District embarked on a yearlong process to analyze and understand the root causes of the achievement gap between students with and without educational disabilities with a presentation and overview on the FM Process at the district leadership retreat. The district Special Education leadership team then established a FM Leadership Team and a representative FM Achievement Team. Schedules for meeting dates were established with a decision made to meet seven times during the school year for an hour and a half with the Leadership Team for planning purposes and for a full day each month with the Achievement Team to carry out the FM activities.

The FM Achievement Team followed the **5 Step Inquiry Process** designed by WestEd (2006) that included the following components:

1. Get ready for Inquiry (Perceptual survey)
2. Organize and Analyze (Data and Initiative Inventory)
3. Investigating Factors Impacting Student Achievement (Data analysis, Research Review, Action Research)
4. Determine Effective Practices and Write a Plan
5. Implement, Monitor and Evaluate (Year 2)

An overview of the FM Achievement Team's activities include:

The Derry Cooperative School District has a significant achievement gap between students with and without IEPs in both Reading and math. The NECAP outcomes for the 2013-2014 school year show that 23.8% of students with IEPs proficient and 82.8% of non-IEP students in grades 3 - 8 proficient in Reading, and 21% of students with an IEP and 79.5% of non-IEP students in grades 3-8 proficient in Math. Additionally the FM Team analyzed the district's initiatives and interventions available and found a general lack of consistency in implementation of

initiatives and access to interventions in reading and in math. A lack of consistent dedicated instructional time for ELA and math was also found from school to school as well as structured and organized planning and data practices (E.g. schedule for the year for assessments and data meetings, use of protocols and processes for general and special educators to plan and review student work and make decisions). Para-educators are also not included in a regular planning and feedback loop. Some students with disabilities receive some of their ELA and/or math instruction outside of Core instruction that causes them to miss key elements of Core instruction and genuine access, engagement and progress in the general education curriculum. Finally, there was a lack of consistent district-wide understanding of the definition of an effective RTI framework and the multi-tiered system of support for all learners. The FM Team through a review of the research and visits to other schools as well as a staff survey was able to identify key findings and determine initial root causes of the achievement gap. They have developed an Action Plan that addresses the central issues of access, participation and progress and provides a system of response to those students who need acceleration in their learning to catch up and be fully college and career ready at the end of the public school education.

Derry School District Achievement and Leadership Team Summary of FM Activities and Recommendations

What did we do and learn over the year?

September:

- Established Team Norms and Roles
- Develop common understanding of the NHDOE's Focused Monitoring Process
- Chose Annual Growth for all students - Catch-up Growth for those who are behind (Fielding & Kerr, 2007) for the team's "book read" and discussion
- Generated and categorized perceptual "Reasons for the Gap"
- Reviewed our district initiatives and considered alignment with FM work
- Continued alignment of FM process with district initiatives/Mapping Initiatives Activity
- Analyzed NECAP longitudinal gap report using the Data-Driven Dialogue (DDD) protocol
- Determined Talking Points out of the meeting and a plan for communication

October:

- Continued with Team member led book discussion on Annual Growth for all students - Catch-up Growth for those who are behind
- Identified three main topics for investigation- 1. Instruction and Assessment; 2. Response to Instruction (RTI) and 3. General and Special Education Collaboration
- Read research based articles and generated list of best practices for instruction and assessment; RTI; and General Ed/Special Education Collaboration
- Determined Talking Points out of the meeting and a plan for communication

November:

- Continued with Team member led book discussion on Annual Growth for all students - Catch-up Growth for those who are behind

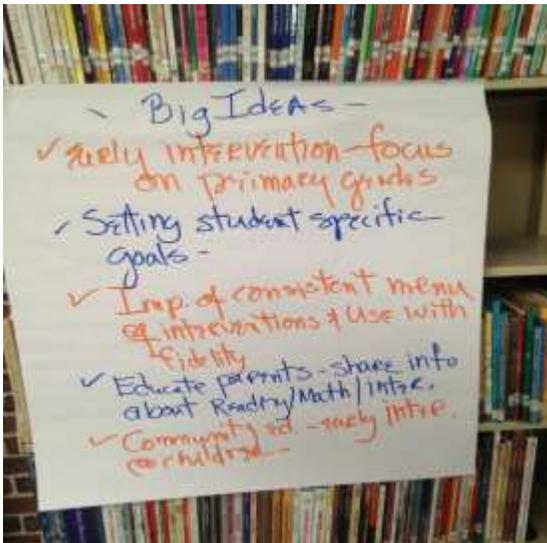
- Shared evidence-based knowledge through guided book discussion
- Continued to describe Derry District's current reality through analysis of Initiatives/ Program mapping
- Learned about Grinnell School's RTI data process
- Determined focus areas through consensus process
- Divided into three subcommittees / workgroups completed work session templates identifying an Essential Question for each subcommittee and generating information and data that was needed in response to each essential question
- Determined Talking Points out of the meeting and a plan for communication

January:

- Continued with Team member led book discussion on Annual Growth for all students - Catch-up Growth for those who are behind
- Learned about Hattie's findings regarding research-based effective instructional practices
 - Most practices have some impact on student learning, but not all practices are created equal. Homework, ability grouping, and individualized instruction have a much lower impact on student learning than feedback, student-teacher relationships, and mastery learning.
 - Feedback has a significant impact on student learning. Feedback from student to teacher is most powerful. Teachers that provide good feedback need to seek and be open to feedback about: what students know, what they understand, where they make errors, when they have misconceptions, and when they are not engaged and how effective the instruction was for them.
- Time- looking at use of class time and non-instructional time
- Learning about the RTI framework for learning (this is in response to conclusion from previous meeting that noted that the district has intervention initiatives, but folks were unsure if it was being implemented with fidelity within the framework).
- RTI:
 - Key components: include tiered systems of instruction, assessment system (screening, progress monitoring), use of data and data teams to inform decisions. Agreed to visit other schools, Essential Components of RTI Integrity Rubric (National Center on Response to Intervention at American Institutes for Research, 2011) was reviewed/discussed.
- Collaboration Subcommittee: Agreed to develop district-wide survey to gather data on regular/special education collaboration. A need for improved, increased and more organized collaboration was an initial finding.
- Curriculum and Instruction- What are best practices in CI, what are the criteria for selection of programs, do we implement our programs/interventions with fidelity and consistency across the district?
- Themes: Consistency among schools, Time—not clear on programs and how used to measure growth, Need for interventions, Use of data to drive decisions
- Determined Talking Points out of the meeting and a plan for communication

March

- Continued with Team member led book discussion on Annual Growth for all students - Catch-up Growth for those who are behind
- Decision made to have each school review the RTI Rubric and use the RTI Integrity worksheet to evaluate the current status of effective and well-implemented RTI practices.
- Conducted Visioning activity began drafting vision for work of the FM Achievement Team to guide the Action Planning development.
- Curriculum and Instruction, RTI, and Regular Ed/Special Education Collaboration subcommittees each reported out a series of findings and recommendations
 - Collaboration subcommittee shared results of district survey on collaboration—198 responses, 54%. Student data responses were inconsistent and “all over the place”. No data on use of agendas. Utilization of planning time—not talking about students/ progress and performance. Recommend: schedule more collaborative planning time, PD opportunities, more PRODUCTIVE time /use agendas/ stay focused on student learning/progress/instructional strategies
- RTI—Need consistent screening tool implemented across the district and consistent use of data to inform instructional decisions as well as clearly defined multi-tiered systems of instruction and interventions.
- Determined Talking Points out of the meeting and a plan for communication



April:

- Continued with Team member led book discussion on Annual Growth for all students - Catch-up Growth for those who are behind
- RTI Essential Components reviewed to get everyone on the same page:
 - RTI is largely about structure and belief, not a silver bullet of change. Key among these structures and beliefs:

- High quality core instruction is the building block. Without it nothing else matters. All students have access to core instruction.
- All students who need interventions receive interventions.
- The rest of what we discuss is about the "big idea" structures of an RTI system that you must have in place to be effective. Components:
 - Screening assessments
 - Interventions (multi-level)(including core instruction)
 - Progress monitoring
 - Process for making decisions
- Other Recommendations:
 1. Strengthen core instruction with high quality research based instruction that is universally designed for all learners
 2. Align focus monitoring outcomes with school and district goals
 3. Choose screening tool and begin analysis of data through our data team
 4. Assess the structure of support services to maximize student achievement
 5. Restructure schedule for uninterrupted core curriculum (i.e. dedicated ELA and math blocks of increased learning time).
 6. Data team/RTI-develop process for reviewing data regularly
 7. Implement effect multi-tiered model of instruction
 8. Use the staff who are highly trained in intervention programs to implement tier 2 and 3 intervention
 9. Opt for an easy first steps, and build off of success
 10. Professional development in use of most effective instructional practice
 11. Clearly identify programs/interventions to be utilized consistently across the district
 12. Embedded/dedicated collaboration time
- Determined Talking Points out of the meeting and a plan for communication

May - Finalized FM Process findings and identified Action Plan Objectives and Activities needed to complete an Action Plan.

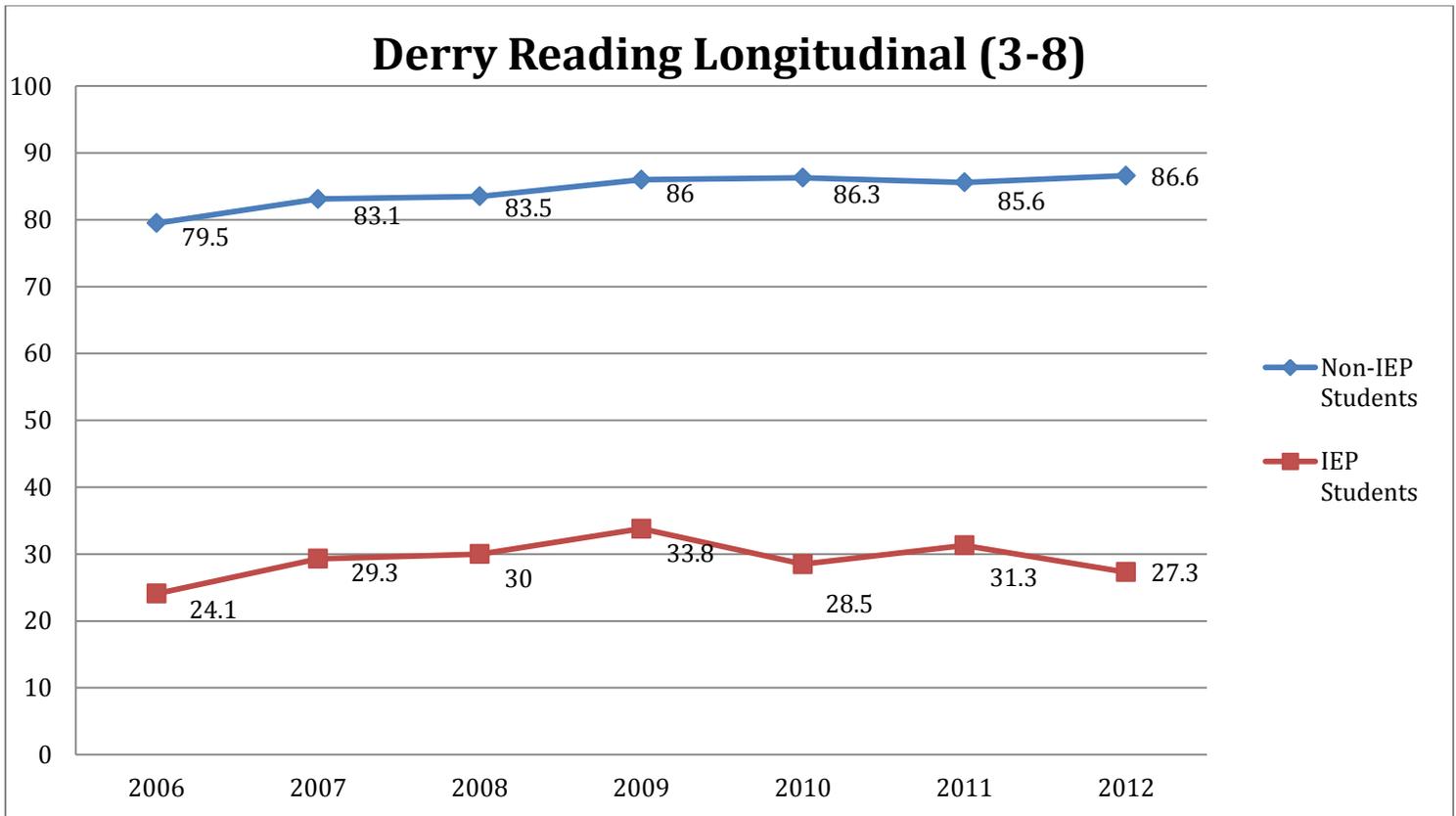
- Determined Talking Points out of the meeting and a plan for communication

Plymouth State University Graduate Course –

Six of the FM Achievement Team members participated in the PSU Graduate course AD 5560 FM Process I and II. The students maintained a complete record of the FM Process activities and findings, designed

and conducted an action research project and presented their findings to the FM Achievement Team at the May 20, 2014 meeting. Their findings were utilized in the development of the Derry Cooperative School District's FM Action Plan. The action research topics included:

- Design of Data Wall. Use of data to inform instructional decisions using a data wall design based on Grade 2 Reading outcomes. The data was gathered, organized and displayed to represent students learning needs. The model was presented to the school administration and faculty and will be adopted as an efficient manner in which to represent and use student outcome data.
- Most highly qualified instructor working with the struggling students. Baseline data was gathered on 5th grade students in math. The students found to be struggling were provided with extended instruction in math by the 5th grade math teacher while the intern and para-educator worked with the students who were proficient. The struggling students demonstrated significant gains in math as a result of the focused and individualized math instruction by the most highly qualified teacher as shown in the outcome data and student reporting.
- Systematic use of data to measure effectiveness of Reading interventions.
- Investigate research based practices and the testing data of classrooms using the Readers Workshop framework and those that are not (i.e. using variations of the Four Blocks Framework).



Data Inquiry and Analysis

The Focused Monitoring Achievement Team reviewed the following data:

- NECAP longitudinal data in Math and Reading
- A survey was designed to gather information general and special education collaboration. Findings included a lack of consistent planning time, as well as lack of common use of agendas, protocols, reporting and use of student data to inform decisions. The results of the survey are attached in the Addenda.
- The FM Team conducted a district analysis of interventions and initiatives (see detailed “Mapping Initiatives Chart “below).
Results and General findings were: a lack of consistency in implementation of initiatives and in access to interventions in Reading and Math. Also, there was a lack of dedicated instructional time and lack of structure and organized planning and data practices.
- FM Team members visited other schools, reviewed research on effective RTI Frameworks and Multi tiered Systems of support for all learners. As a result of their research and observations, the FM Team has developed an action plan that

addresses access, participation and progress framed by a multi tiered system of supports for all learners.

- Action Research conducted by several FM Team members include; design of a Data Wall/ use of data to inform instructional decisions –using a data wall based on grade 2 Reading outcomes. In another action research project baseline data was gathered on struggling students in math, instruction was targeted to meet needs and provided by the most highly qualified instructor. Post assessment results indicated students demonstrated significant gains in math as a result of the focused, individual math instruction.

MAPPING INITIATIVES

New Hampshire Department of Education
Special Education Program Approval and Improvement Process

Taking Stock, an Inventory of Programs and Initiatives

Programs/ Initiatives Derry School District	Major Goal of the Program	Who's Involved		Duration of Program	Impact on Student Achievement				Data Sources
		Which Students, How Many?	Which Staff?		High	Med	Low	Not Sure	
Readers Workshop (Gr. K-2 District wide/ Gr. K-5 Pilot in 2 schools)	Elementary level - 60 minutes of guided lesson/independent reading; text is matched to reader; aligned to CCSS Increase reading skills and enjoyment of reading. Increase reading achievement.	K – 2 all schools K-5 Barka & DVS	Classroom teachers, Special Educators and Reading Specialist K-5 DVS K-5 Barka	1 hour per day for 1 year Pilot Program				Too soon to tell	Fountas and Pinnell Benchmarks

	Leveled reading groups.								
<p>Leveled Literacy Intervention (LLI)</p> <p>(Gr. K-2 District wide/ Gr. K-5 Pilot in 2 schools)</p>	<p>Tier II intervention; fluency; supports Readers Workshop; 30 minutes, 4 days a week of instruction for 2-3 students; continuous progress monitoring; students in program for 4 to 8 weeks</p> <p>Early intervention</p> <p>Remediation</p> <p>Increase reading achievement</p>	<p>Students identified through benchmark assessments</p> <p>K-2 ALL</p> <p>K-5 Barka & DVS</p>	<p>Special Educators, Literacy Specialists</p>	<p>18-24 weeks</p>				<p>Too soon to tell</p>	<p>Progress Monitoring</p> <p>Benchmarks</p> <p>DIBELS</p>
<p>Visualizing and Verbalizing (V/V)</p> <p>(Gr. K-8)</p>	<p>Improve comprehension and written expression; available at all schools, but not implemented with consistency district wide.</p>	<p>All</p>	<p>Speech/Lang Pathologists</p> <p>Special Education Teachers</p> <p>Reading Specialists</p> <p>Paraprofessionals</p>	<p>Year long</p>	<input checked="" type="checkbox"/>				<p>No formal data collection process</p> <p>Writing Sample, Informal Assessment</p>

<p>Writing Map (Gr. K-8)</p>	<p>Core Writing Map (CCSS)</p> <p>Consistent implementation district wide; Progression of skills; eliminates repetition of material grade to grade</p> <p>Equal opportunities for all kids</p> <p>Common language among teachers</p>	<p>All</p>	<p>All</p>	<p>Year long</p>					<p>Developing Common Assessments</p> <p>NECAP</p>
<p>First year Core Mapping Math (Gr. K-5)</p>	<p>Core Math Map (CCSS)</p> <p>Equal opportunities for all kids</p> <p>Common language among teachers</p> <p>Consistency & Continuity across grade levels</p>	<p>All</p>	<p>All</p>	<p>Year long</p>					<p>Developing Common Assessments</p>

English Language Arts (ELA) Middle Schools (Gr. 6-8)	Core ELA Map (CCSS) Equal opportunities for all kids Common language among teachers Aligned with CCSS	All	All	Full year					Developing Common Assessments DRA
Glencoe Math Pilot (Gr. 6-8)	Math program Increase student achievement in math; aligned to CCSS Investigation work	Pilot for 240 students (missing materials/online access in some schools) All	WRBMS 2-7 th & 8-6 th grades + PACE Math Middle	Full year					NECAP NWEA
NHDOE Focus School – Grinnell	7 Turnaround Principles	All	All	Year Long					Root cause analysis

	Have done data analysis/ working on closing gap Root cause								
NHDOE FM Process District wide. 2013-2015	Bridge the achievement gap with systemic approach								
Derry District Strategic Plan 2013	Principals report to Supt. on progress of the Benchmark dates Maintaining a focus aligned with school board plan								Data collected aligned to Goals Principals report benchmarks
Math Map at Middle School	Aligned to Common Core Common language among teachers Guides teachers from state standards to new CCSS								
Response to Instruction (RTI)	Varies from school to school using a variety of interventions in both math and reading								
Four Blocks Reading Program	Reading curriculum at elementary level								CTOPP,

									Bryant, Lac
Co-Teaching Model	Math & Lit classes taught by Gen ed & Spec ed								
Orton-Gillingham (O-G)	Individual reading instruction by Tutors certified in Orton-Gillingham Reading Instruction								
Lively Letters	Phonological/phonics focus ed								
Lindamood Phoneme Sequencing (LIPS)									CTOPP, Bryant, Lac
Edmark Reading Program									
Pre-school Early Intervention									

Adapted from the New England Comprehensive Assistance Center at Education Development Center



3. Action Plan:

The Focused Monitoring Action Plan is intended to describe the specific Goals, Objectives and Strategies that will be implemented as a result of the yearlong FM Planning Process. This strategic process serves as ‘roadmap’ for advancing the learning for all students while projecting the specific strategies that will be address the achievement gap between students with unique learning challenges and abilities and their peers. The plan is designed as a document that can be reviewed and revised as necessary throughout the implementation year.

PRESENT LEVEL OF PERFORMANCE: There are 23.8% of students with IEPs proficient in Reading and 82.8% of non-IEP students in grades 3 - 8 proficient in Reading based on 2013-2014 NECAP results.

MEASURABLE STUDENT LEARNING GOAL: by June 2016, in order to accelerate learning and narrow the achievement gap in the Derry Cooperative School District between students with and without IEPs, students with an IEP will demonstrate more than one year’s increased growth in Reading at the middle school level grades 6, 7 and 8 and grades K to 5 during the 2015-2016 school-year based on District benchmark assessments.

OBJECTIVE #1 To establish a consistent district wide RTI Framework at the elementary level grades K through 8.

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	When	What & by whom	When
Define, develop and implement a consistent RTI Framework district-wide grades K through	Professional Development in RTI; Planning time for leadership teams to	Building principals, Assistant Superintendent	Beginning of 2014 school year and ongoing	What & by whom	When	What & by whom	When
				Evidence through observation by District and building leadership that a	June 30, 2016	Universal screening tools in place, assessment and	June 30, 2015

8 that includes all essential components of RTI.	establish schedules, protocols, and processes for RTI.			consistent RTI Framework is in place District wide.		meeting schedules, protocols established, data teams operational, processes are fully in place and monitored by building level administrators	
Support and strengthen effective research-based core instruction in grades K - 5 through the implementation of Reader's Workshop framework with fidelity.	Professional development in implementation of the Readers Workshop framework for teachers in grades K - 5. Plan for monitoring the effectiveness of instructional practices in Readers Workshop.	Assistant Superintendent and district Leadership Team	Beginning Sept. 2014 and ongoing	Observation of consistently implemented Readers Workshop framework and instructional practice in every K - 5 classroom by building level administrators.	June 30, 2015	Improved results in Reading as measured by district formative and summative assessments.	June 30, 2015

<p>Determine and implement a literacy framework for instruction in Grades 6 – 8.</p>	<p>Investigate and adopt a literacy framework for teachers in grades 6-8. Identify a team and provide time for decision-making regarding a literacy framework.</p>	<p>Assistant Superintendent, FM Achievement Team and District Leadership Team</p>	<p>Beginning September 2014.</p>	<p>Observation of consistently implemented literacy framework and instructional practice at each middle school by FM Curriculum Sub-Committee.</p> <p>Continue the continuity of Readers Workshop in 6-8 grade.</p>	<p>June 30, 2015</p>	<p>Will have adopted a literacy framework and establish a plan for professional development.</p>	<p>June 30, 2015</p>
<p>Establish a District Data Team to review and coordinate data team structures and protocols for the District by Elementary and Middle School levels.</p>	<p>Time for building level leadership/data teams to organize data team structures. District Data Team will develop protocols and processes.</p>	<p>Building level administrators and District Data Team</p>	<p>September 2014</p>	<p>Organization of data team members listed and schedules organized for the year.</p> <p>This has been discussed and will be developed for district level – look at patterns for resource needs/professional learning. Will continue work on this aspect to inform district practices.</p>	<p>June 30, 2015</p>	<p>Observation of effective data team practices by the District Data Team.</p>	<p>June 30, 2015</p>

<p>Develop an assessment schedule for Assessment for K-5 and i-Ready 6-8.</p>	<p>Purchase of “i-Ready” for the 6-8 grades</p>	<p>Assistant Superintendent, Director of Student Services, Principals</p>	<p>By September 2014</p>	<p>Develop and implement assessment schedule</p> <p>Work is completed now with district and state level data. Are already established with exception of Science Inquiry dates...those not yet established.</p>	<p>By 9-30-14</p>	<p>Data team members will review and discuss Individual student data.</p>	<p>October 2014-June 2015</p>
<p>Develop a schedule for school and grade level data meetings to follow the above assessments schedule</p>	<p>Time for building level team do design schedules</p>	<p>Building administrators and staff</p>	<p>September 2014</p>	<p>Evidence of completed whole school and grade level data team meeting schedule for the year</p> <p>Schedule is done.</p> <p>In process following district schedule of benchmark and summative assessments. Exception for Science Inquiry assessments – not yet established.</p>	<p>October 2014</p>	<p>Minutes of grade level data team meetings as well as records of individual student data from I Ready being tracked</p>	<p>October 2014-June 2-15</p>

Monitor the use of iReady at the middle school and consider pilot at elementary schools for consideration of district wide implementation.	Professional development in the use of i-ready assessment and progress monitoring tools.	Building administrators and staff	February 2015	Evidence of regular use of i-Ready data at data team meetings and to inform interventions needed. Waiting for district to make final decision on district wide common screening assessment tool.	June, 2015	Observation of effective data team practices by the building administrators	June, 2015
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OBJECTIVE #2: To have students arrive ready for Kindergarten the Derry Cooperative School District will establish a system of community outreach from birth to Kindergarten and create a parent and community partnership for the purpose of preparing Derry Cooperative School District children for Kindergarten.

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	When	What & by whom	When
Develop a committee to create a process for designing the "Ready for	Identify the "Ready for K" committee members with representative	Representative Derry teachers and administrators: Chris Kellan	9/1/14-10/31/14	"Ready for K" committee in place with protocols, agendas and other meeting evidence.	10/31/14	Fully operational team that has implemented a design structure and community	6/30/15

Kindergarten” system for community outreach.	stakeholders from school and community	Jayne Boyle Susan Devine Dan LaFleur Rhonda List Kim Rivers Allison Gorman				outreach activities.	
Establish and adopt a consistent “Kindergarten Readiness” screening tool and process.	Kindergarten Sub-Committee to review tools and define process. Provide professional development regarding tools and processes.	Kindergarten Sub-Committee, Student Services Department	9/1/14	Kindergarten Committee, Student Services Department	9/14-2/15	Kindergarten Committee, Student Services Department & Elementary Schools	TBA
Establish a demographic and data baseline indicating how many students presently arrive ready for Kindergarten.	Gather and analyze results of district Kindergarten screening; Preschool Outcome Measures; study of early intervention services; Early Learning Guidelines and other relevant indicators of	Preschool Administrator, Jayne Boyle; Ready for K team	11/15/14	Demographic baseline data profile of “Ready for K” student completed and posted on District website.	11/15/14	Use of Ready for K demographic data to inform decisions regarding increasing supports for students and parents.	6/30/15

	readiness.						
Build Community partnerships to support “Ready for K” plan	Meetings with organizations PPT of mission goals	Members of “Ready for K” committee	11/15/14	A plan in place that includes a broad system of regular communication and shared information and education for parents “Ready for K” established.	6/30/15	Evidence of effective partnerships via meeting schedules, minutes, outcomes to be determined by the committee.	6/30/15

4. Next Steps

- Members of the AT and FM teams plan to communicate to each school building administration, general education and special education staff the essential elements of the Focus Monitoring Action Plan.
- The “non-negotiable “ decisions in moving forward will be: There will be dedicated 60 minutes for core literacy instruction, plus 30 additional minutes in place and effectively utilized. Establishment of data teams in each school, these teams will use student data to inform their decisions, there will be targeted/focused interventions for students based on specific learning needs
- The key to implementing a consistent district wide RTI structure will be to begin by getting a “Universal Screening” tool in place and implemented pre-school to grade 8.
- Once Universal Screening is in place the next step will be to identify protocols and processes including decision rules and “cut scores” / percentile that will become the criteria for determining the multi tiered level system of instructional interventions.

There must be the same/consistent criteria across the entire district. Then, a consistent strategy for progress monitoring must be agreed to.

- Teams will look at/review and respond to benchmark scores three times a year
- Middle School will develop common (RTI) language across the schools. The universal screening tool for middle school will be piloting i-Ready. Training for i-Ready will take place 6-23-14 /teacher's workshop day.
- A Schedule for assessments and interventions will be developed.
- The NH Definition of RTI will be adopted.

The Derry Cooperative School District's FM Process Leadership and Achievement team year long focus on narrowing the gap between students with and without educational disabilities resulted in a strategic and targeted Action Plan. The district is committed to supporting the implementation, monitoring and sustainability of the FM Action Plan through the use of existing resources.