

SAU #89

**MASON SCHOOL DISTRICT
SUMMARY REPORT**

**James McCormick, Superintendent of Schools
Kathryn Wyman, Director of Student Services/Principal**

**Bob Andrews, Ed. Consultants SERESC
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Report Date: June 20, 2012

**New Hampshire Department of Education
Bureau of Special Education
Special Education Program Approval and Improvement Process
Focused Monitoring Districts 2011-2012**

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2. 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 can this gap be narrowed?”

Date of Report: June 20, 2012

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 2009-2010 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

Robert Andrews, Ed. Consultant SERESC

Jen Dolloff, Ed. Consultant SERESC

Leadership Team Members

James McCormick, Superintendent of Schools

Kathryn Wyman, Principal/Director of Student Services

Susan Rysnik, Special Education Teacher

Karen McDonough, Grade One Teacher

The leadership team worked to set the agenda for the achievement team meeting, monitored progress, and developed the action plan for system improvement.

Achievement Team Members

- James McCormick, Superintendent of Schools
- Kathryn Wyman, Principal/Director of Student Services
- Susan Rysnik, Special Education Teacher
- Karen McDonough, Grade One Teacher
- Colleen Lewis, Grade Three Teacher
- Emily Daniels, School Guidance
- Danielle Carrier, School Nurse, Parent
- Stephanie Syre-Hager, School Board Member

The Achievement team met regularly to review performance data, review current research, and to gather information on the findings to assist in the development of the action plan.

The teams held meetings on the following dates

Leadership Team	Achievement Team
Thursday, September 15, 2011	Thursday, October 20, 2011
Thursday, November 10, 2011	Thursday, November 17, 2011
Thursday, December 08, 2011	Tuesday, December 20, 2011
Thursday, January 12, 2012	Thursday, January 19, 2012
Thursday, February 09, 2012	Thursday, February 16, 2012
Thursday, March 15, 2012	Thursday, March 22, 2012
Thursday, April 12, 2012	Thursday, April 19, 2012
Thursday, May 10, 2012	Thursday, May 17, 2012
Thursday, June 07, 2012	Thursday, June 14, 2012

The Mason Elementary School is located in the town of Mason, New Hampshire and is part of School Administrative Unit 89. Mason became its own district in 2009 separating from the Mascenic School District. The elementary school has grades Pre-Kindergarten through grade five. The town pays tuition for their students to attend the Milford middle and high schools in Milford, NH. The Mason Elementary School has approximately 105 students with roughly 90 students at the middle school and high school.

The town of Mason is located in Hillsborough County and borders Massachusetts. The town has a total area of 24.0 square miles and has approximately 1300 residents. The per capita income for the town was \$28,503. Mason is best known for Samuel Wilson, a meat supplier who was believed to have been the inspiration for “Uncle Sam”.

In 2009, the school underwent major renovations providing much needed space for classrooms, a technology lab, a unified arts room, a multi-purpose room and a redesigned cafeteria for students. The renovation also included additional spaces for administration and a beautiful courtyard.

At Mason Elementary School there is one teacher per grade, a full time Title I teacher for reading and mathematics and a special education teacher. The school currently has four paraprofessionals working in the various classrooms as well as various specialists.

The Mason School District has a primary mission to meet the educational needs of its students. As such, the district commits itself to positive thinking, social awareness, independence, research, and responsibility. We seek to develop in our students the confidence and ability to adapt in positive and creative ways to challenging situations that arise in our complex and rapidly changing society.

We believe in an education that incorporates reading, writing, mathematics, science, social studies, social skills, unified arts, world language, physical education and technology as well as inquiry into the broad reservoir of human thought and experience. We foster an integrated curriculum connected to real world and hands-on experiences. We believe that this will develop within our children inspiration, imagination, the ability to create, intellectual growth, and well-balanced perspectives.

We actively promote an atmosphere which emphasizes respect for self-worth and the individual, and which creates opportunities for students to participate in decision-making processes. We believe in a challenging curriculum which recognizes the merits of both new and conventional methodology in the teaching of basic skills. We recognize the role of creativity and exploration as primary qualities in the learning process.

3. 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.

The Mason School District was selected for the Focused Monitoring Special Education Program Monitoring process based upon the size of the achievement gap between the mean scaled scores of the special education population and all other students on the NECAP. Our focus was on the students not making their target growth on NECAP assessments in both reading and mathematics. Mason Elementary School has made Adequate Yearly Progress in the school years 2009-2012 since its inception as a new district.

Staff including administrators, teachers, and paraprofessionals completed the Focused Monitoring District Self-Evaluation Tool. The results showed that the district is in intermediate levels of development in all areas of the survey which included: Improved Student Outcomes, Continuous Improvement, Common Mission-Literacy and Numeracy, Collaboration-General and Special Educators, District Decision-making Process, Communication Across the District, Professional Development, Use of Data, Public Reporting of District Progress, Parent/Community Participation, Alignment of Curriculum, Instruction, Assessment. Of those categories our lowest rated area was in the area of Improved Student Outcomes, which identifies to staff that our district has not yet developed an effective way to narrow the achievement gap of identified students to that of the non-identified students. Many of the comments reflected an understanding that this is a concern and that going through the Focused Monitoring process will guide the district in effective change. Though the survey identified areas of beginning development the district is working on an overall plan for systematic change. A goal of the superintendent is to develop a Master Professional Development Plan as the current plan is that of Mascenic. The plan will include a teacher evaluation and yearly goal setting for each educator with professional development activities to align with their goals.

NHDOE Focused Monitoring District System Readiness Tool

Improved Student Outcomes	Staff Rating= 2.2	Achievement Team=2.0
Continuous Improvement	Staff Rating= 2.3	Achievement Team=2.9
Common Mission-Literacy & Numeracy	Staff Rating= 2.22	Achievement Team=2.14
Collaboration-General & Special Education	Staff Rating= 2.8	Achievement Team=2.71
District Decision-Making Process	Staff Rating= 2.7	Achievement Team=2.71
Communication Across District	Staff Rating=2.7	Achievement Team=2.86
Professional Development	Staff Rating=2.8	Achievement Team=3.29
Use of Data	Staff Rating= 2.3	Achievement Team=2.57
Public Reporting of District Progress	Staff Rating=2.25	Achievement Team=2.43
Parent/Community Participation	Staff Rating=2.6	Achievement Team=2.57
Alignment of Curriculum, Instruction, Assess.	Staff Rating=2.89	Achievement Team=2.71

*Points in the 2-3 range represent intermediate levels of development.

The district did an inventory on the types of interventions that we offer all of our students. In 2009, the district looked at their reading and mathematics curriculum. The elementary school purchased for grades K-5 the Envisions Math program and Treasures for reading.

5 Step Inquiry Process

1. Getting ready for Inquiry (Readiness Survey results) (July-September)
2. Organizing and Analyzing (Data Inventory) (October-November)
3. Investigating Factors (December-January)
4. Writing a Plan (February-May)
5. Implementing and Monitoring (2012-2013)

Step 1: Get Ready for Inquiry: As a first step in the Focused Monitoring process we the team assessed its readiness to undertake a systematic change and examined the District's decision-making process. As a team we reviewed the Readiness Survey results and found that as a new district we are making good growth but are still in the early stages of development but that the Focused Monitoring process will guide the district in ongoing improvement. The team looked at historical NECAP results from 2009-2010 and 2010-2011.

Step 2: Organize and Analyze Data: The team focused on the determining the nature of the achievement gap between students who are proficient and those who are non-proficient. By using Performance Pathways we were able to analyze the data for all Mason Elementary School students. The team disaggregated the following data by looking at historical data from the testing years 2009-2010 and 2010-2011 the percent proficient in grade four in Reading was 85% and dropped in the testing year 2010-2011 to 67%. In mathematics the results went from 70% to 67% proficient in 2011. The fifth grade results from the same testing years above were 68-76% proficient in reading and 74-71% in mathematics. Although Mason Elementary School students made Adequate Yearly Progress our students were not reaching their target growth. In 2011 the annual measurable objective for reading (AMO) for the state of New Hampshire was 78%, the students in Mason for all the grades tested on NECAPS scored at 64.9% of their AMO. In mathematics the AMO was 77% and Mason students were at 73.7% growth.

Percent Proficient

	2009-2011	2010-2011	2009-2010	2010-2011
	Reading	Reading	Mathematics	Mathematics
Grade Four	85.00%	67.00%	70.00%	67.00%
Grade Five	68.00%	76.00%	74.00%	71.00%

Step 3: Investigate Factors Impacting Student Achievement: Next the team determined the root causes of the under-performance. The team read the article "Schools Moving Up" by Heather Mattson Almanzan. The main idea that the team took from this article is that the educators within the school need to insist on high expectations, that they need to constantly review and analyze data including the NECAP testing, NWEA testing, and assessments within the classrooms to make their instructional decisions. They also felt that they need to continue to progress monitor students who are not making adequate progress throughout the year. This discussion led to the need for an alignment of curriculum and understanding of grade level expectations. The consultants provided more professional reading on curriculum and the development of power standards. We read an excerpt from Larry Ainsworth's book Power Standards: Identifying the Standards that Matter the Most on the "Safety Net Curriculum by Douglas Reeves. It help guide the achievement team to know that they do not have to teach all the standards but the district must determine which elements from the curriculum are the most important for each grade level to teach. The team also read the book Annual Growth Catch Up Growth by

Lynn Fielding, in our discussion around students who are not progressing and are behind in skills. We looked at time spent on direct instruction in classrooms for both reading and mathematics and how to design a master schedule that included time for intervention. One of the team's favorite activities was the Chalk Talk. The question presented to the team was "Why are students not making expected annual growth on NECAP assessments. The responses from the group seemed to look closely at the validity of the NECAP testing and the ability of all students to take the test. The other concern from the team was the lack of a coordinated school-wide curriculum. (See appendix for responses and dialogue). The team collectively developed questions to have a Focused Group at the Milford Middle School to speak with the current Mason sixth grade students for their feedback on their readiness for entering MMS. The teams is hopeful that this can occur next year.

Step 4: Determine Effective Practices and Write a Plan: The team is now ready to convert district challenges/needs into priority goals for its action plan that will address the root causes of the achievement gap. The team will establish and examine a set of alternate system changes to determine their basis in research and their effectiveness. At this point in the inquiry process the team will prepare a final report on the year's study which includes the action plan and an application for an implementation grant to assist the team in carrying out its action plan.

Step 5: Implement, Monitor and Evaluate: The Focused Monitoring Action Plan is intended to describe the specific Goals, Objectives and Strategies that will be implemented as a result of the year long 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.

4. IEP Review Summary Report

The Mason Elementary School Focused Monitoring IEP Review Team included the following members

IEP Review Team Members

Kathryn Wyman, Director of Student Services
James McCormick, Superintendent of Schools
Susan Rysnik, Special Education Teacher
Deborah Enright, Speech/Language Pathologist
Brantley Powers, Occupational Therapist
Betty Mulrey, Preschool Teacher
Karen McDonough, Grade One Teacher
Colleen Lewis, Grade Three Teacher
Christine Greenwood, Grade Five Teacher
Janet Davis, Assistant Principal-Amherst
Jen Dolloff, Ed. Consultants SERESC
Robert Andrews, Ed. Consultants SERESC

**IEP Review Summary Special Education Compliance Component of
NHDOE Focused Monitoring Process
Mason School District
Dates of NHDOE Focused Monitoring Compliance and IEP Review:
December 6, 2011 and February 8, 2012
Out of District File Review: March 22, 2012**

Introduction:

The compliance component of the NHDOE Focused Monitoring Process includes both an internal and external review of Special Education data directly linked to compliance with state and federal Special Education rules and regulations. Data gathered through the various compliance activities is reported back to the school's Achievement Team, as well as the NHDOE, Bureau of Special Education. This is for the purpose of informing both the district and the NHDOE of the status of the district's Special Education compliance with required special education processes, as well as the review of data related to programming, progress monitoring of students with disabilities and alignment of Special Education programming with the curriculum, instruction and assessment systems within the school district.

Mason School District contains only one school, Mason Elementary School. This school is located at 13 Darling Hill Road in Mason, NH, in the south central part of the state, and serves approximately 114 students in preschool through grade five. The school met all Annual Yearly Progress (AYP) requirements during the 2010 - 2011 and the 2011- 2012 school years.

Data Collection Activities:

As part of the NHDOE Focused Monitoring Process, a Special Education compliance review was conducted in the Mason School District on December 6, 2011, February 8 and March 22, 2012. Listed below is the data that was reviewed as part of the compliance review, all of which are summarized in this report.

- Review of randomly selected IEPs
- Review of LEA Focused Monitoring Compliance Application including:
 - Special Education Policy and Procedures
 - Special Education staff qualifications
 - Program descriptions
- Review of all district Special Education programming
- Review of Out of District Files
- When appropriate, review of student records for students with disabilities who are attending Charter Schools
- Review of parent feedback collected through the focused monitoring data collection activities
- Review of requests for approval of new programs, and/or changes to existing programs

SUMMARY OF FINDINGS:

IEP Review Process: Conducted on December 6, 2011, February 8 and March 22, 2012

As part of the compliance component of Focused Monitoring, the NHDOE worked in collaboration with the Mason School District to conduct reviews of student IEPs. The IEP Review Process has been designed by the NHDOE to assist teams in examining the IEP for educational benefit, as well as determine compliance with state and federal Special Education rules and regulations. The review is based on the fact that the IEP is the foundation of the Special Education process.

As required by the IEP review process, general and special educators in the Mason School District were provided with a collaborative opportunity to review four IEPs that were randomly selected to determine if the documents included the following information:

- Student's present level of performance
- Measurable annual goals related to specific student needs
- Instructional strategies, interventions, and supports identified and implemented to support progress toward measurable goals
- Assessment (formative and summative) information gathered to develop annual goals and to measure progress toward annual goals
- Accommodations and/or modifications determined to support student access to the general curriculum instruction and assessment
- Evidence of progress toward key IEP goals and the documented evidence of student gains over a 3 year period
- Transition plans that have measurable post secondary goals (for youth aged 16 and above as required by Indicator 13)
- Evidence of required documentation for preschool programming (for children ages 3-5)

The intended outcome of the IEP Review Process is not only to ensure compliance, but to also develop a plan for improved communication and collaboration between general and special educators, parents and students in the development, implementation and monitoring of IEPs.

BELOW IS THE SUMMARY OF DISTRICT LEVEL FINDINGS THAT RESULTED FROM THE IEP REVIEW PROCESS CONDUCTED IN THE MASON SCHOOL DISTRICT:

Building/District Summary of IEP Review Process

Conclusions/Patterns Trends Identified Through IEP Review Process:

- Was it possible to assess the degree to which IEPs were designed to provide educational benefit (access to, participation and progress in the general curriculum)?
 - All of the IEPs reviewed during this visit were clearly designed to provide educational benefit to the students identified with educational disabilities. Students with disabilities, in kindergarten through grade five, in Mason Elementary School enjoy full access to, and participation in, the district's general education curriculum. The preschool program is currently provided in a separate classroom, without nondisabled students. All four of the students whose files were selected review are currently making appropriate academic progress.

- How has this process informed future plans for improving the writing of student IEPs and ensuring the student’s participation in the general education curriculum?
 - Students in kindergarten through grade five in Mason Elementary School, enjoy exceptionally high levels of access to, and participation in, the general education curriculum. Services and programming for students in the preschool are provided in a separate, self-contained classroom. In an effort to increase overall student outcomes, the school district has recently started to incorporate a Response to Instruction (RTI) model of delivery. This approach will assist staff develop stronger skills in progress monitoring and use of data.
 - As a result of this review, staff members in the Mason School District plan to include additional forms of data in student IEPs. Present levels of performance and IEP goals will include curriculum based assessment data, district assessment results and state level test results.
- Describe how individual student performance information is conveyed from grade to grade/school to school:
 - Grade level teachers hold transition meetings annually to share student performance information and details about the individual needs of each student. The Mason Elementary School contains only six classrooms; this does not include specialist rooms and the art room. As a result, classroom teachers have developed strong relationships with each other and with the students in the building. Additionally, all students participate in a visit to their future classroom during “Step Up” day. Teachers report that this assists in providing a comfortable transition for all students.
 - Last year was the second year that students from Mason Elementary School transitioned into Milford Middle School. Staff members and parents have expressed concern about the transition. As a result, the Focused Monitoring Achievement team is developing a more comprehensive transition plan to ensure students effectively transition from Mason to Milford. The Achievement Team is collecting and analyzing data relative to this transition.
- How will the district further explore the factors that have impacted poor scores for individual students on state assessments and in the general education curriculum?
 - The district is currently developing a Response to Intervention (RTI) model of instructional delivery. With frequent progress monitoring and data analysis the district will examine factors that have impacted state assessment results.
 - The most recent state test results indicate that 93% of the student population in Mason is proficient in reading and 67% percent is proficient in Math. Both scores fall above the New Hampshire state average.
- Strengths and suggestions identified related to IEP development/progress monitoring and services:

Strengths:

 1. Test results from the New England Common Assessment Program demonstrate an increase in student outcomes in both math and reading.
 2. Instruction in the Mason School District is clearly student centered in very inclusive settings.
 3. Parents of students in Mason Elementary School enjoy high levels of participation in their child’s educational experience.
 4. Staff members in Mason Elementary School demonstrate strong levels of collaboration and communication.
 5. The use of the “Responsive Classroom” practices has assisted staff and students in maintaining a very positive culture and climate in within the building.

6. IEP accommodations are reflective of individual student needs.
7. The Mason School District provides students with comprehensive levels of Occupational Therapy and Speech Therapy when appropriate.

Suggestions:

1. It is suggested that more data be included in student IEPs. Both state and district level assessment results will be incorporated more consistently in student IEPs.
2. The school staff is encouraged to look collectively at longitudinal student data to help inform instruction.

District Wide Commendations:

- Teaching staff and support staffs are highly skilled and very dedicated to the students they serve.
- The administrative team provides a clear focus on student learning and improved student outcomes.
- The climate and culture in the Mason Elementary School is notable for being child centered.
- The school community is working together to adopt proven practices and methods to increase student achievement and narrow gaps between students with IEPs and students without IEPs.
- The staff to student ratio within the school is appropriate to meet the varied needs of all students.
- The special services staff demonstrates a strong commitment to student learning and maintains comprehensive and well-organized student information. The special education teacher demonstrates a strong understanding of each student's individual needs.

LEA Focused Monitoring Compliance Application

As part of the Focused Monitoring data collection activities, the LEA Plan, which includes Special Education procedures, was reviewed. In addition, personnel rosters were submitted to verify that staff providing services outlined in IEPs are qualified for the positions they hold. Program descriptions were reviewed and verified, along with follow up and review of any newly developed programs or changes to existing approved Special Education programs. The Mason School District Application included all appropriate materials and staff is appropriately certified.

Out of District File Review:

Only one Mason student attends an out of district school placement. The file of this student is well organized and the Special Education Director works collaboratively with the out of district placement and the student's parents to ensure the student is receiving appropriate programming and services. As a result of the file review there were not findings of non-compliance.

Students with Disabilities Attending Charter Schools:

There are no Mason students currently attending charter schools.

Requests for Approval of New Programs and/or Changes to Existing Programs:

As part to the Focused Monitoring Compliance Component, the NHDOE reviews all requests for new programs in the district, and/or requests for changes to existing programs. As such, the NHDOE worked with the Mason School District in the review of the following changes to existing approved programs:

No requests for approval of New Programs or Changes to existing programs were made.

Building/District Summary of IEP Review and Out-of-District File Review Processes

Preschool	1
Elementary School	3
Middle School	0
High School, Age below 16	0
High School, Age 16 or above	0
Total Number of IEPs Reviewed	4

Findings of Noncompliance Identified as a Result of the NHDOE Compliance and IEP Review Visit:

Students in the Mason School District attend middle school and high school in Milford, NH. As a result, no Indicator 13 data was collected. Other data will be collected at these schools, as part of the Monitoring Process.

As a result of the 4 IEPs that were selected for the IEP Reviews on December 6, 2011, February 8 and March 22, 2012, the following Systemic Findings of Noncompliance were identified:

Child Specific Findings of Noncompliance

Please Note: *The NH Department of Education, Bureau of Special Education requires that Child Specific Findings of Noncompliance be addressed and resolved within 45 days of notification.*

The Mason School District does not have a high school so there are no data relative to the Indicator 13 data collection required by NHDOE.

ED 1109 IEP, 34 CRF 300.320 IEP Goals, Objectives/Benchmarks

Finding: 4 IEPs goals were not written in measurable terms.

Ed 1113.08(a); 34 CFR 300.320(a)(4) Curricula.

Finding: The current preschool student does not have full access to a preschool curriculum.

Systemic Findings of Noncompliance

Systemic Findings of Noncompliance are defined as systemic deficiencies that impact the effective delivery of services to all students, including those with educational disabilities. Examples of such may include system wide issues related to curriculum, instruction and assessment.

Please Note: The NH Department of Education, Bureau of Special Education has determined that all Child Specific Findings are now also considered Systemic Findings and requires that Systemic Findings of Noncompliance be addressed in a corrective action plan and met within one year of the date of the report; a template and instructions for such planning will be provided.

As a result of the 4 IEPs reviewed in the Mason School District the following findings of non-compliance were identified:

Ed 1109.01; §300.320 (2)(i): Elements of an Individualized Education Program

Finding: There is a lack of consistently written annual Measurable IEP goals.

Ed 1113.08(a); 34 CFR 300.320(a)(4) Curricula.

Finding: Preschool children with disabilities do not have full access to a preschool curriculum.

Conclusions:

Throughout the IEP review process it was visible that staff and administration in the Mason School District are committed to improving student outcomes for all students and narrowing the achievement gap between students with disabilities and their non-disabled peers. The administration in the Mason School District is currently working closely with teachers to incorporate a more comprehensive data-driven model of delivery in order to better meet the individual needs of all learners in the building. The district has been actively trying to make connections with the Milford School District to ensure students transition smoothly into Milford Middle School during their 6th grade year and are well prepared to participate in the Milford School District Curriculum.

The atmosphere among staff and students in the Mason Elementary School is professional and very collegial. All members of the school community appear to benefit from the uniquely small student population. Despite being a relatively new district, there is a strong emphasis placed on continuous program improvement and individual student needs. Staff members were fully supported by the administration in the planning and implementation of the Focused Monitoring IEP Reviews, and team members enthusiastically received the visitors and engaged in the process.

**NHDOE SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS
CORRECTIVE ACTION PLAN FOR FOCUSED MONITORING**

SAU#: 89	NAME OF SAU: Mason			SUPERINTENDENT: James McCormick				
SPECIAL EDUCATION DIRECTOR: Kathryn Wyman				DATE OF PLAN: 4/19/2012				
SYSTEMIC FINDINGS OF NON-COMPLIANCE: Systemic Findings of Non-compliance are defined as systemic deficiencies that have been identified through the IEP Review Process, which are in violation of state and federal special education rules and regulations.								
The NHDOE, Bureau of Special Education, requires that all <u>Systemic</u> Findings of Non-compliance be corrected as soon as possible, but no later than one year from the final report date – April 18, 2013 .						For Use By		
PLEASE NOTE: If applicable, <u>Child Specific</u> Findings of Non-compliance identified through the IEP Review Process and noted separately on the Assurance Form, are required to be resolved within 45 days.						Technical Assistant		
						At Follow Up Visit		
SYSTEMIC FINDINGS OF NON-COMPLIANCE	CORRECTIVE ACTION	PERSON(S) RESPONSIBLE	EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE	TIMELINE <small>(Check appropriate columns below to indicate expected completion time for each activity.)</small>				Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):
				7/12	10/12	1/13	4/13	Note as Met, In Process or Not Met
Ed 1109.01; §300.320 (2)(i): Elements of an Individualized Education Program	Staff will receive professional development in writing measurable goals	Special Education Director	A random sample of IEPs will reflect measurable goals	x				

Finding: There is a lack of consistently written annual Measurable IEP goals.								
Ed 1113.08(a); 34 CFR 300.320(a)(4) Curricula. Finding: Preschool children with disabilities do not have full access to a preschool curriculum.	Preschool staff will review our AEPS Preschool Curriculum Ages Birth-6 years	Principal	The preschool staff will adopt and align with the Mason Elementary School grade level curriculum the AEPS curriculum guides and develop an evaluative assessment for all preschool students that will measure student's progress within the curriculum.			x		

**NHDOE SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS
CORRECTIVE ACTION PLAN FOR FOCUSED MONITORING**

SAU#: 89	NAME OF SAU: Mason	SUPERINTENDENT: James McCormick
SPECIAL EDUCATION DIRECTOR: Kathryn Wyman		DATE OF PLAN: 4/19/2012
SUGGESTIONS FOR IMPROVEMENT: Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development. While the school or district is not held accountable for follow up on suggestions for improvement, the NHDOE strongly encourages the school or district to seriously consider the suggestions, determine which are most appropriate, and address those in the corrective action plan.		For Use By Technical Assistant At Follow Up Visit

SUGGESTIONS	IMPROVEMENT ACTIVITY	PERSON(S) RESPONSIBLE	EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE	TIMELINE	Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):
					Note as Met, In Process or Not Met
It is suggested that more data be included in student IEPs. Both state and district level assessment results will be incorporated more consistently in student IEPs.	Staff will receive professional development on determining present level of performance and include data in IEP's	Special Education Director	A random sampling of IEP's will reflect performance indicators and measurement of performance, functional and developmental needs of students	January 2013	
The school staff is encouraged to look collectively at longitudinal student data to help inform instruction.	Professional development on NECAP and NWEA assessment data	Principal and Special Education Director	Grade level teams will review longitudinal data as well as progress monitoring data.	January 2012	

MASON SCHOOL DISTRICT 2012 ACTION PLAN

MEASURABLE STUDENT LEARNING GOAL:

Students in the Mason School District, with educational disabilities, achieved an overall NECAP assessment index score of 75 in math and 70.8 in reading. It is anticipated that students with disabilities will achieve a math index score of 88 and a reading index score of 91 on 2013 NECAP assessment.

OBJECTIVE #1

Mason School District will develop a school-wide collaborative process for review and implementation of curriculum ensuring it is taught consistently and comprehensively in preparation for common core adoption.

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 the calendar for monthly curriculum meetings w/agenda, roles & responsibilities (identify content areas to be covered on certain dates)	Time - One hour per month	Building Principal, Classroom Teachers as rotating leaders, Paraprofessionals, all related service personnel	September thru June	Agenda, meeting minutes, attendance records	Quarterly	List of essential curriculum standards	Quarterly
				Focused Monitoring Technical Assistant			
Identify & prioritize most essential standards in common core math, reading & writing	Time – One hour Per month	Building Principal, Classroom teachers as rotating leaders, Paraprofessionals, all related service personnel	September thru June	Agenda, meeting minutes, attendance records	Quarterly	List of essential curriculum standards	Quarterly
				Focused Monitoring Technical Assistant			

MEASURABLE STUDENT LEARNING GOAL:

Students in the Mason School District, with educational disabilities, achieved an overall NECAP assessment index score of 75 in math and 70.8 in reading. It is anticipated that students with disabilities will achieve a math index score of 88 and a reading index score of 91 on 2013 NECAP assessment.

OBJECTIVE # 2

Mason School District will establish a formal assessment schedule

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
Staff will be trained in DIBELS			Start of school year	Sign in sheets from training	Start of school year	Teachers will demonstrate fluency in DIBELS administration	Throughout year
Meeting will be scheduled to determine initial list of assessments – formative, summative, and curriculum based	Form for teachers	Principal, Classroom teachers, Title One, Special Needs	July 1 st , 2012	List of agreed upon assessments & schedule of administrations FMTA(s)	Quarterly	Data collection to inform instruction	Quarterly

MEASURABLE STUDENT LEARNING GOAL:

Students in the Mason School District, with educational disabilities, achieved an overall NECAP assessment index score of 75 in math and 70.8 in reading. It is anticipated that students with disabilities will achieve a math index score of 88 and a reading score of 91 on 2013 NECAP assessment.

OBJECTIVE #3

Data will be utilized to inform all instructional practices at Mason Elementary School.

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
Monthly grade level data meetings will be held with an established agenda, roles and responsibilities	Data collection form, time – one hour per month, per teacher	Principal, classroom teachers, special educator, Title I	September thru June	What & by whom	When	What & by whom	When
				Data meeting checklist FMTA (s)	Quarterly	Improved student outcomes through data	Quarterly
Create/obtain universal data collection form	Time/Human resources	Superintendent	Beginning of school year	Form completed FMTA (s)	Quarterly	Form completed FMTA (s)	Quarterly
A subcommittee will have considered and selected possible interventions for administrators to review	Time/Human Resources	Principal, 1 st grade teacher, 3 rd grade teacher, Special Educator	End of October	List of interventions FMTA (s)	Quarterly	Staff members will have materials necessary to re-mediate areas of weakness FMTA (s)	Quarterly

A list of interventions will be established along with list of qualified personnel to implement interventions.	Approximately \$4000 Time allocated for staff training	Director of Student Services	January 2013	Completed list of interventions & personnel FMTA (s)	Quarterly	Completed list & professional development completion FMTA (s)	Quarterly
Established an RTI structural framework.	Staff time allocated to interventions; time developing master schedule	Principal, Special Educator, 1 st grade teacher, 3 rd grade teacher	By the end of the 2013 school year	Established criteria for entrance into RTI levels; progress monitoring info.; master schedule	Quarterly	Students receiving interventions in a timely manner	Quarterly

6. Next Steps: The Mason School District is committed to improving student performance for all its identified students. Through careful data analysis and reflection on current practices the Focused Monitoring Team has agreed to implement the above action plan. This action plan is the 'roadmap' for advancing the learning for all students. The team will continue to meet throughout the 2012-2013 school year to monitor and update the action plan.

7. Addenda

Surveys, minutes, meeting agendas