

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

**Northwood School District
SAU44**

**Focused Monitoring Report
2013-2014**

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Report Date June 14, 2014

Table of Contents

Focused Monitoring Mission	p. 3
Essential Question	p. 3
Statutory Authority	p. 3
Technical Assistants/Team Members	p. 3-4
Focused Monitoring Activities	p. 4
Action Plan	p. 5-11
Next Steps	p. 12
Addenda	

**New Hampshire Department of Education
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Focused Monitoring Districts 2013-2014**

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 causes of the gap (in NECAP scores) between students with and without disabilities and how might that gap be narrowed?”

Date of Report: June 14, 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

- **Kathryn L. Skoglund**
- **Robert K. Greenleaf**

Achievement Team Members

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| • Robert Paine | Special Education Coordinator |
| • Rich Hartford | Principal |

4. Action Plan:

NORTHWOOD SCHOOL DISTRICT 2014-2015-2016 ACTION RESEARCH 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.

MEASURABLE STUDENT LEARNING GOAL:

1). 100% of students with disabilities will increase ELA performance scores on the NWEA by achieving expected annual growth targets between May 2014 and May 2015.

2). 100% of students with disabilities will exceed expected annual growth targets on the NWEA ELA components by 10% between May 2015 and May 2016.

Objective #1: PLC: Regular, frequent PLC meetings will take place every 3 weeks for each grade level team with interventionists attending as feasible.

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence	MONITORING OF IMPACT ON STUDENT ACHIEVEMENT Evidence
a). Schedule meetings every 3 weeks for grade level teams for the 2014-15 school year. b). Identify a facilitator for each grade level PLC team c). Establish a protocol	The following is a list of items that apply to the overall PLC work: *Acquire Training Video *Meeting note template in the S drive (each grade level will have a PLC folder) *Brochure that includes guidelines, expectations, roles, and 6 essential characteristics of a PLC *PLC resource book TBD *SMART board	a) Administration schedules. Grade level teachers conduct each meeting b) Administration	a) By June 2014. Beginning in September and ending in June, PLC's are held every 3 weeks for 50-60 minutes for each grade b) By June 2014 c) By June 2014	a-d) Classroom teachers are responsible for administering & grading the writing probe and provide the data collection sheet at each PLC meeting. a-d) Teachers provide	a) Student work will be tracked for the target area for each successive 3-week PLC meeting. a) The document on the S drive should be used as a documentation tool and presented to administration through

<p>to be followed at each PLC meeting.</p> <p>d). Select a focus area target to begin with for baseline data and ongoing attention through the protocol items.</p>	<ul style="list-style-type: none"> *Subs for specialists or interventionists *GL writing power standards *GL writing prompts to be directed from reading specialist and implemented by classroom teachers. *Writing probe rubric (k-2) (3-5), (6-8). *Writing probe data collection sheet *Admin Writing PLC resource binder K-8 *Classroom Teacher Writing PLC binder containing student evidence and data *(SAU or building level administrator, TBD based on restructuring to make budgetary and HR decisions) 	<p>c) FM PLC sub-committee</p> <p>d) FM achievement team for FY15. TBD for FY16.</p>	<p>d) By June 2014</p>	<p>data from the previous PLC targeted writing weakness (probe).</p> <p>a-d) At the end of each meeting, a copy of the PLC minutes will go into the Admin PLC Writing binder, as evidence of grade level accountability.</p>	<p>email and saved in the grade level PLC folder on the S drive, at the conclusion of each PLC meeting, as evidence of student growth.</p>
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Objective #2: CURRICULUM: The ELA curriculum will be completed and vertically aligned by the end of the 2014-15 school year.

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence	MONITORING OF IMPACT ON STUDENT ACHIEVEMENT Evidence
<p>a) Schedule meeting dates for grade level discussion, revisions; & meetings across grade levels for alignment</p> <p>b) Develop common writing prompts for ELA curriculum & PLC use</p> <p>c) Adopt common assessments for writing at each grade level by 2015</p> <p>d) Continue revisions and alignment of the working draft ELA curriculum to provide to all staff culminating in a board-approved document</p> <p>e) Identify power standards for each grade level in the ELA curriculum</p> <p>f) PD for 6 Traits Writing</p> <p>g) Develop common reading assessments</p>	<p>Overall list for developing and implementing curriculum:</p> <p>* time, money, staff</p> <p>* PD for writing, K-8</p>	<p>a) Administration</p> <p>b-c) Literacy Specialist</p> <p>d) Teachers; Literacy specialist; administration</p> <p>e) Administration, Literacy specialist, grade level teachers</p> <p>f) Arranged by Administration</p> <p>g) Literacy specialist; Admin; classroom teachers</p>	<p>a) by June 2014</p> <p>b-c) by August 2014</p> <p>d) draft by May 2015. Board approval May 2015</p> <p>e) initial draft by June 2014</p> <p>f) dates set by August 2014</p> <p>g) Sept-June FY15 h) by June 2014</p>	<p>a) List of meeting dates held</p> <p>b) PLC meetings held with focus on student work using common writing prompts</p> <p>c) document with common writing prompts and any other assessment items for each grade level produced</p> <p>d) working draft of the ELA curriculum document</p> <p>e) document of identified/listed initial power standards for each grade level (approx.. 4/grade)</p> <p>f) dates and agenda for 6 traits writing PD</p> <p>g) Document with common reading assessment items for</p>	<p>Overall evidence:</p> <p>*PLC tracking of student growth on learning targets stemming from writing prompts</p> <p>* S-drive tracking</p> <p>* Monthly data team meetings by grade level—minutes—student growth evidence</p>

h) Develop a school year calendar of assessments	h) time	h) S.I.T. sub-committee (Administration, Math consultant, Reading consultant, interventionists, special educator, school board member, classroom teachers)		each grade level. h) Including: - NWEA schedule with special education sub-group at mid-year - ALL students taking the aimsweb 3-4 times a year - Smarter balanced schedule - weekly progress monitoring for students receiving interventions	h) Regular data meetings every 3-4 weeks to review student progress in all interventions (using aimsweb) - classroom data (using formative and summative assessments) - writing prompts from grade level PLC meetings - spring 2015 NWEA data (review of student growth targets)
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Objective #3: RTI: Implement an RTI model in ELA at Northwood School by the end of the 2014-15 school year.

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence	MONITORING OF IMPACT ON STUDENT ACHIEVEMENT Evidence
1. Aligned and agreed-upon curriculum (Obj #2) 2. Universal Screening tool selected 3. Progress Monitoring tool	1. ELA Curriculum 2. Budget: screening tool 3. Budget; technology;	1, 2, 3. Curriculum coordinator, Literacy Specialist, Principal; classroom teachers; special educators	1. June 2014: initial draft; June 2015: final curriculum 2. October 2014 3. June 2014	1. Curriculum aligned, established 2. Universal screening tool in use 3. AIMSweb in regular use	1. ---- 2. --- 3. ---

<p>selected (AIMSweb)</p> <p>4. Data-based decision making (PLC; Obj #1)</p> <p>5. School-wide RTI schedule</p> <p>6. Multi-tiered Systems of Support</p> <p>a. Tier I: 90 minutes of instructional time;</p> <p>Clear academic core curriculum/standards; Research-based instructional strategies (DI)</p> <p>b. Tier II:</p> <p>In addition to Tier I;</p> <p>Aligned with Tier I curric;</p> <p>Skill-specific for students not making gains in Tier I;</p> <p>Differentiated, scaffolded, targeted;</p> <p>Highly trained educators</p> <p>c. Tier III:</p>	<p>PD (Title II)</p> <p>4. PLC (see Obj #1)</p> <p>5. SIT; research</p> <p>6. PD: RTI Title II, IDEA?); presenters; consultants</p> <p>a. ELA curriculum</p> <p>b. Time; classroom teachers</p>	<p>4. Principal, classroom teachers, special educators</p> <p>5. Principal; curriculum coordinators</p> <p>6. All of the above</p>	<p>4. September 2014</p> <p>5. September 2014</p> <p>6. September 2014- May 2015</p>	<p>4. PLC's in practice (see obj #1)</p> <p>5. Schedule in operation</p> <p>6. RTI structure in place and observable, all grades</p>	<p>4. Student progress data tracked</p> <p>6. Evidence of improved student progress in E/LA; gradual reduction of students in Tier ii and III</p>
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<p>Provide ADDITIONAL time/resources;</p> <p>Clear guidelines for identifying T3 students;</p> <p>List of agreed-upon intervention for T3 (special education??)</p> <p>7. Communicate the RTI model to parents, community, school board (Ongoing engagement of family)</p> <p>8. Identify key team members for data meetings: RTI Coach(?),</p> <p>Additional Related Activities:</p> <ul style="list-style-type: none"> • Develop protocol for incoming students • Develop flow chart for “referral 	<p>7. Time, info on the website; Parent Info Night; brochure for parents</p> <p>8. Time, dedicated personnel; RTI Coach(?)</p>	<p>7. Principal, curriculum coordinator, PTA(?)</p> <p>8. Principal, curric coordinator</p>	<p>7. June 2014-October 2014</p> <p>8. September 2014</p>	<p>7. Information accessible on school website; parent brochure available and distributed; families asking for RTI data during parent conferences, Report Cards</p> <p>8. Key team members identified, in place</p>	<p>7. ---</p> <p>8. ---</p>
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5. Next Steps

- Provide trainings in PLC process (June 2014, summer)
- Initiate PLC meetings per Action Plan (September 2014)
- Establish PLC protocol
- Select academic focus area for PLC meetings
- Develop common writing assessments
- Continue revisions and alignment of ELA curriculum
- Training in “6 Traits Writing”
- Develop common reading assessments
- Training in use of “AIMSweb”
- Determine universal screening tool (literacy) for RTI model
- Implement schedule supportive of RTI model
- Integrate PLC/RTI models for progress monitoring of students; identify key team members
- Determine Tier II and Tier III interventions
- Communicate RTI model to parents, community, school board
- Develop protocol for (new) incoming students
- Develop and disseminate flow chart for “referral process”
- SPECIAL NOTE: quarterly reporting to NSD school board, inclusive of student performance data

6. Addenda

Meeting minutes, meeting agendas, worksheets, research documents, working drafts of FM documents, presentations, and PCIs.