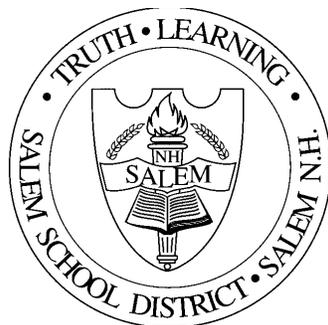


New Hampshire Department of Education
Bureau of Special Education
Special Education Program Approval & Improvement Process

Salem School District Focused Monitoring Summary Report

2010-2011



**The mission of the Salem School District, is
“Dedicated to Quality Lifelong Education”**

Table of Contents

Introduction.....	3
Focused Monitoring Team Members	4
Focused Monitoring Activities	7
IEP review Summary	7
Corrective Action Plan	17
Action Plan	26
Next Steps	29
Addenda	30

**New Hampshire Department of Education
Bureau of Special Education
Special Education Program Approval and Improvement Process
Focused Monitoring Districts 2010-2011**

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 may this gap be narrowed?

Date of Report: May 31, 2011

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 2010-2011 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: Colleen Bovi and Maryclare Heffernan

Leadership Team Members

Team Member	Position/School
Michael Delahanty	Superintendent
Edith Soley	Asst. Superintendent
Patricia Stone	Student Services Director
Rachel Borge	Student Services Assistant Director
Kathy Courtois	Elementary Spec. Ed. Coordinator
Deborah Richard	Middle School Spec. Ed. Coordinator
Kathleen Demers	High School Spec. Ed. Coordinator
Christine Honey-Nadeau	Principal/Haigh Elementary
Angela Markley	Asst. Principal/Woodbury Middle
Anna Parrill	Principal/Soule Elementary
Deb Payne	High School Director/Math & Science
Kathy Pappalardo	Elementary Teacher

Achievement Team Members

Team Member	Position/School
Kellie Annicelli	Grade 3 Soule Elementary
Keli Barry	Grade 6 Math/ Woodbury Middle
Michael Bisailon	Grade 6 Spec. Ed./Woodbury Middle
Rachel Borge	Student Services Assistant Director
Laurie Collins	Grades 1-2/ Lancaster Elementary
Christine Honey-Nadeau	Principal/ Haigh Elementary
Angela Markley	Assistant Principal/ Woodbury Middle
Susanne Mathers	Grade 7 Spec. Ed./ Woodbury Middle
Kristen McLaughlin	Grade 5/ N. Salem Elementary
Tasneem Mohammed	High School Math Teacher
Christine Nippert	Parent
Kathleen Pappalardo	Grade 4/ Soule Elementary
Gregory Paris	High School Math Teacher
Anna Parrill	Principal/ Soule Elementary
Deborah Payne	High School Director/Math & Science
Allison Plante	Elementary Inclusion Facilitator
Colleen Santo	High School Spec. Educ. Teacher
Edith Soley	Assistant Superintendent
Patricia Stone	Student Services Director
Justin Webber	Middle School Teacher
Ashley Wilson	Grade 4 Barron Elementary

Individual Education Plan Review Team Members

Team Member	Position/School
Barbara Wiley	Elementary Spec. Ed. Teacher
Dale Capuano	Speech & Language Pathologist
Jennifer Hoxie	Occupational Therapist
Kristin Moser	Grade 4 Teacher/ Haigh Elementary
Kristen Lopez	Elementary Spec. Ed. Teacher
Rachel Borge	Student Services Assistant Director
Frank Stewart	Guidance Counselor
Christine Honey-Nadeau	Principal/ Haigh Elementary
Denise Tager	Grade 4/ Barron Elementary
Kristin Morgenstern	Counselor
Kathy Courtois	Elementary Spec. Ed. Coordinator
Anthony DiNardo	Principal/ Barron Elementary
Elaine Flynn	Occupational Therapy Assistant
Margaret Bentley	S.A.I.F.
Nancy Russell	Grade 4/ Soule Elementary
Taryn Stowell	Speech & Language Pathologist
Anna Parrill	Principal/ Soule Elementary
Laurie Bateson	Grade 5/ Barron Elementary
Lori Tremblay	Occupational Therapist
Joan Yeaton	Elementary Spec. Ed. Teacher
Dolores Stoklosa	Grade 5/Lancaster Elementary
Elizabeth Geraneo	Speech & Language Pathologist
Elizabeth Schneller	Elementary Spec. Ed. Teacher
Pamela Miller	Grade 4/ Lancaster Elementary
Allison Plante	Inclusion Facilitator
Adam Pagliarulo	Principal/Lancaster Elementary
Deidre Smith	Elementary Spec. Ed. Teacher
Donna Proulx	Physical Therapist
Lea Kamen	Speech & Language Pathologist
Barbara Adams	Occupational Therapy Assistant
Patricia Stone	Student Services Director
Michelle Chisholm	Grade 5/ N. Salem Elementary
Michele Bedigian	Guidance Counselor
Janice Wilkins	Principal/ N. Salem Elementary
Jennifer Thompson	Elementary Spec. Ed. Teacher
Aida Koocher	Speech & Language Pathologist
John Gatsas	Grade 5/Fisk Elementary
Susan Rhodes	Principal/ Fisk Elementary
Stacy Conty	Middle School Spec. Ed. Teacher
Amy Brnger	Guidance Counselor
Elizabeth Randazzo	Occupational Therapist
Christine Mohan	Speech & Language Pathologist

Mark Lacasse	Middle School Teacher
Susanne Mathers	Middle School Spec. Ed. Teacher
Deborah Richard	Middle School Spec. Ed. Coordinator
Angela Markley	Assistant Principal/ Woodbury Middle
George Murray	Assistant Principal/ Woodbury Middle
Bradley St. Laurent	Principal/Woodbury Middle School
Michael Bisailon	Middle School Spec. Ed. Teacher
Robert Cute	Paraprofessional
Michelle LeBorgne	Middle School Teacher
Sheila Bishop	Middle School Spec. Ed. Teacher
Erin Piecuch	Middle School Teacher
Jennifer Moreau	H.S. Special Education Teacher
Paula McCarthy	Counselor
Kathleen Demers	High School Spec. Ed. Coordinator
Beth Talbot	High School Teacher
Maureen Fabrizio	Guidance Counselor
Maureen Ouellette	H.S. Special Education Teacher
Ellen Fox	H.S. Special Education Teacher
Martha Hastings	H.S. Special Education Teacher
Jeffrey Foulds	Guidance Counselor
Maura Palmer	Principal/ Salem High School
Tracy Collyer	H. S. Associate Principal
Colleen Tobin	High School Teacher
Deborah Payne	High School Director/Math & Science
Mary Ellen Pantazis	Consultant
Benjamin Adams	High School Teacher
Kate Kulacz	Guidance Counselor
Heith Vierow	High School Teacher
Colleen Bovi	Consultant
Maryclare Heffernan	Consultant

Focused Monitoring Activities

In April 2010 Salem School District received notification that it had been chosen as one of the districts to participate in the N. H. Department of Education, Special Education Focused Monitoring Process (FM) for the 2010-2011 school year. Focused Monitoring is a 5 step inquiry process designed to assist districts in examining data and developing a plan to narrow the achievement gap between students with disabilities and all other students. It was the aim of the Salem School District to closely align Focus Monitoring inquiries and activities with its District in Need of Improvement Plan (DINI).

With the establishment of two teams, FM Leadership and FM Achievement, the district embarked upon answering the essential question, “What are the contributing factors to the achievement gap between students with disabilities and their non-disabled peers, and how may this gap be narrowed?,” and began the process of analyzing data for root causes.

In keeping aligned with the District’s DINI plan, it was determined that the teams’ concentration would be math, with some further emphasis on transition to and from the middle school. Resultantly, four subcommittees were formed; Assessment, Data Collection, Core Instructional Practices, and Interventions. The District’s Action Plan outlines the established goals and activities to be achieved by June 2013.

IEP Review Summary

IEP Review Summary Special Education Compliance Component of NHDOE Focused Monitoring Process

Salem School District

Dates of NHDOE Focused Monitoring Compliance and IEP Review:

February 1, 3, 28 and March 3, 2011

Date of Report April 27, 2011

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.

Data Collection Activities:

As part of the NHDOE Focused Monitoring Process a Special Education compliance review was conducted in the Salem School District on February 1, 3, 28 and March 3, 2011. 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 February 1, 3, 28 and March 3, 2011

As part of the compliance component of Focused Monitoring, the NHDOE worked in collaboration with the Salem 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 Salem School District were provided with a collaborative opportunity to review 25 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 postsecondary goals (for youth aged 16 and above)
- Evidence of required documentation for preschool programming (for children ages 2-5)

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 SALEM SCHOOL DISTRICT

Building/District Summary of IEP Review Process

Conclusions/Patterns Trends Identified Through IEP Review Process:

- How has this process informed future plans for improving the writing of student IEPs?
 1. Goals will be written in a clearer manner with a definite time frame. (Fisk)
 2. Choose more precise goal areas. (Fisk)
 3. Assign a person for data collection. (Fisk)
 4. Addition of more progress monitoring to show progress toward attainment of goal. (North Salem)
 5. Transition services need to be improved upon. (SHS)
 6. More specificity in goals related to reading, math and writing is needed. (SHS)
 7. Provision of tangible evidence, more documentation, better student profiles, improved transition plans and parent input is needed. (SHS)
 8. A more thorough student profile will ease the writing of goals and benchmarks. (SHS)

- Describe how individual student performance information is conveyed from grade to grade/school to school:
 1. Transition meetings are scheduled. Benchmark scores are shared with the next grade level teachers along with PTS3 data sheets for reading and math. IEPs are given to teachers before the new school year begins. (Fisk)
 2. Teachers complete transition cards with vital information. IEPs are transferred and teacher meets with the receiving teacher prior to the start of the school year. (North Salem)
 3. Case Managers communicate between grade levels. Guidance counselors move students from grade to grade. Transition meetings are scheduled between 5th and 6th grade and 8th and 9th. Data sheets are developed with teacher recommendations for reading and math and placement recommendations are made. (Woodbury)
 4. The Case Manager loops with student from grades 10-12. (SHS)

- How will the district further explore the factors that have impacted poor scores for individual students on state assessments?
 1. Conduct item analyses to determine what student needs for targeted skill development.
 2. Look at NECAP reports to identify areas/skills/strands students need to develop and identify gaps. (North Salem)
 3. Ensure that IEP goals reflect the GLEs and that students are exposed to grade level skills. (North Salem)
 4. Review NECAP more closely and write specific goals addressing areas of weakness. (Woodbury)
 5. Look at test accommodations. (Woodbury)
 6. Review interventions provided and needs identified in the IEP. (SHS)

- Strengths and suggestions identified related to IEP development/progress monitoring and services:

Strengths:

Salem Preschool

- There is child-centered staff and program at preschool level.

- Related services and strategies are integrated with the classroom and balanced with pull-out services.
- Transition for students entering kindergarten is planned and involves the parents.

Salem Elementary Schools

- Present levels of academic achievement and functional performance are well written and help set the stage for writing the goals. (Barron)
- Deliberate process is used to identify area of disability and determine the sequential approach student needs. (Barron)
- Strong collaboration is evident. (Barron) (Fisk)
- Regular education classroom teachers accept ownership of all children. (Fisk)
- Training of assistants successfully meets the needs of students. (Fisk)
- There is consistency of processes from school to school. (Fisk)
- There are well developed student narratives. (Haigh)
- Reading (Fountais and Pinnell) benchmarking system is a common district-wide assessment. (Haigh)
- Sense of child-centered and family centered community at Haigh School is seen.
- Special and general educators meet to discuss grade level expectations. (Haigh)
- There are accurate present levels of performance. (North Salem)
- Communication with inclusion facilitator is evident. (North Salem)
- Team collaborative process is well designed and implemented. Group meetings are held weekly to discuss student learning. (Soule)
- SST meetings are highly effective and involve everyone necessary. (Soule)
- The emerging RTI model is beginning to show positive results. Students are provided with interventions based on their learning needs. (Soule)
- The use of Performance Plus to analyze student outcome data is commended and effective. (Soule)
- Parent engagement is beneficial to the process. (Soule)
- Students needing additional instruction receive direct instruction from a Reading Specialist and evaluator as well as trained paraprofessionals. (Soule)
- There is a strong sense of community and collaboration within the school. (Soule)

Woodbury Middle School

- The student profiles are well done and include student baseline data.
- A reference guide is provided to general education teachers.
- Middle school students are often included in the IEP meetings and are included in the goal setting discussions.
- Common planning time is available for general and special educators.
- Good in-class support and teams are individualizing plans more often.
- Case managers work well with guiding paraprofessionals.
- There are positive relationships with parents and community.
- Homework club is available for students.

Salem High School

- Listening to and responding to parental concerns is evident.
- Adding narratives to progress reports is seen.

- Students are participating in the IEP process.
- There is support of self-advocacy skills.
- There is evidence of team collaboration.
- Formal communication between regular education and case managers is seen.
- The school is student centered.

Suggestions:

Preschool

- While the program has the Brigrance Curriculum it is not implemented consistently between the two classrooms. Professional Development related to the implementation of a written preschool general education curriculum is strongly encouraged.
- Data collection, recording devices and use of Preschool Outcomes Measurement data will support and guide instruction.
- Link the present levels to the annual measurable goals.
- Investigate LRE options – visit other preschool programs.
- Consider a preschool coordinator.

Elementary

- Additional work on writing goals and benchmarks that are useful to general and special education teachers. (Barron)
- Look at frequency of monitoring goals and utilize more quick probes. (Barron)
- Look at how related service providers may develop goals linked to general education curriculum. (Barron)
- Attach a goal to the IEP when a need is identified in the present levels.
- Review what accommodations may be made to provide supports to allow students on IEPs to access the EDM program.
- Transitions from elementary to middle school regarding NECAP accommodations need to be evaluated. (Fisk)
- Identify person(s) responsible for collecting data. (Fisk)
- Review space/facilities (Fisk) (Woodbury)
- Provide better technology (Fisk)
- The special education staffing patterns are not adequate to provide the in class supports that would be beneficial to support students access to the general curriculum. Additional staff is needed. (Fisk)(Haigh) (Woodbury)
- Look at roles of case manager vs. service provider. (Fisk)
- Use the GLEs/state standards when developing IEP goals. (Haigh)
- Incorporate more student benchmark data when developing IEPs. (Haigh)
- Special education teachers would be beneficial to student support in the general education classroom, but there not enough special educators to provide this support. (Haigh)
- The school would benefit from the development of Tiered level instructional and intervention supports for all students. (Haigh)
- All students would benefit from core instruction and then receive targeted or specialized instruction as a supplement. (Haigh)
- Begin to involve students in their own goal setting when developing an IEP to engage the student in their own learning and progress monitoring. (Haigh)
- There is a need for additional student assessments (e.g. universal screening, formative/progress monitoring and summative). (Haigh)
- More supports for general education teachers are needed. (North Salem)
- Provide Professional development linking curriculum standards and prioritizing goals. (North Salem)

- Improvement of measurable annual goals is needed. (North Salem)
- The developing model of using student results to identify additional learning supports is effective and should be shared with other Salem schools. (Soule)
- Professional development for all staff in differentiated instruction and interventions to better support all learners in the general education setting would be effective. (Soule)

Woodbury Middle School

- Identify who is measuring goals and collecting data.
- Determine when transition plans are needed.
- Progress reports need more narrative information.
- Work on translating test results to classroom performance.
- Provide Professional development to all staff in the development of IEPs.
- Develop common assessments aligned to special education instruction and aligned to GLEs.
- There is a need for more data collection to use in the development of IEPs and of the monitoring of student IEPs at the Middle School.
- Use the “I Can” statements in the development of IEPs.
- Review staffing patterns for Special education to try to reduce case management size.
- Review which students are in separate special education classes for core instruction and determine how necessary it is for separate instruction and how aligned the curriculum is to the state standards.
- The classroom space for special education separate instruction is not well designed and is ineffective. There is a lack of windows and proper ventilation. Review the space allocation to determine if the space allocated is appropriate.
- Consider adding a late bus for after school activities to allow all students to participate.

Salem High School

- Improve documentation of transition efforts and quality of language in transition goals.
- Include more assessment information in student profile, including district-wide assessments and 8th grade NECAPs for grade 9 students.
- Work on increasing parent involvement in the development of the IEP.
- Improve documentation – services, consultation to staff.
- Provide Professional development for regular education staff regarding accommodations and modifications and Performance Plus.
- Provide monthly focus groups related to IEP information.
- Provide more training for paraprofessional staff.
- Document and monitor using observational checklists and quick probes.
- Assess effectiveness of consultation model.
- Provide more direct instruction.

District Wide Commendations:

- ✓ Teachers, related service providers, and paraprofessionals are dedicated to the students, hard working and interested in providing high quality instruction for all of the district’s students.
- ✓ The general and special education staff members who participated in the IEP Review Process were highly engaged in the IEP Review Process review in a collaborative and thoughtful manner.
- ✓ There is a spirit of engagement and commitment from teachers and administrators in analyzing the current school practices and participating in plans for improvements to narrow the gap between IEP students and their non-IEP peers.
- ✓ Student profiles in the IEPs reviewed are well written and included personalized descriptions of student learning needs and strengths.

- ✓ The Transition planning process from Preschool to Kindergarten is effective.
- ✓ There is evidence of growth and evolving improvement in writing well designed IEPs district wide.
- ✓ The Preschool Program has evolved from having a therapeutic focus to a program that resembles a typical developmentally appropriate preschool program with an emphasis on supporting early learners so that they are ready for Kindergarten.
- ✓ There are emerging models of the use of student outcome data to inform instruction and interventions in several schools. These new school models may serve as a reference for a district wide scale up to provide consistency from school to school.
- ✓ The district administration is highly supportive of the district's staff and in providing the necessary tools and resources to continue the work of school improvement.

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. Also, 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.

Students with Disabilities Attending Charter Schools:

There are no students 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. There is no request for a new or changed program as part of this review.

Out of District File Review

Based on the random review of two student files for children with disabilities placed out of district, there were four Findings of Non-Compliance listed below.

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

Preschool	1
Elementary School	9
Middle School	3
High School, Age below 16	3
High School, Age 16 or above	9
Total Number of IEPs Reviewed	25

Findings of Noncompliance Identified as a Result of the NHDOE Compliance and

IEP Review Visit:

As a result of the 25 IEPs that were selected for the IEP Reviews February 1, 3, 28 and March 3, 2011, the following 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.*

ED # 1109. IEP, CRF 300.320 IEP Goals, Objectives/Benchmarks

Finding: 5 IEPs lacked annual measurable goals.

ED #1107.05, CFR 300.303 Written Evaluation Summary

Finding: There was no evidence of written summaries in 3 IEPs.

ED 1109.01 (a) (1) Transition Planning, CRF 300.320*

Finding: 10 IEPs reviewed lacked measurable post-secondary goals/transition service needs.

***As part of the Indicator 13 data collection required by NHDOE, 5 additional Secondary Transition Plans were reviewed and of the five, none met the requirements of Indicator 13. Findings are summarized below:**

Ed 1109.01 (a)(1) Indicator 13 SPP/APR Secondary Transitions 20 U.S.C. 1416(a)(3)(B); CFR 300.320

- There was no evidence that the high school IEPs reviewed met the minimum SPP/APR Requirements.
- There is a lack of consistently documented Transition services for students with an IEP age 14 or older.
- Lack of Invitation of high school student to IEP/Transition meetings
- No statement of how the student will earn graduation credits toward regular diploma.

Systemic Findings of Noncompliance

Please Note: *The NH Department of Education, Bureau of Special Education 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.*

Ed. 1107.05 CFR 300.303 Evaluation Summaries were not present in files

Ed. 1108.(b) CFR 300.306 The IEP Team composition did not have the appropriate representation in one of the out of district files.

Ed 1109.01 Elements of an Individualized Education Program, §300.320 (2)(i): There is a lack of consistently written measurable IEP goals district-wide.

Ed. 1109.01 CFR 300.320 There was no statement about how the student will participate with other disabled and non-disabled students in extracurricular and other nonacademic activities in one of the out of district files.

Ed 1109.01 Elements of an Individualized Education Program, §300.320 (a)(1)(i), (a)(4)(ii);

Ed. 1113.08(b) Access to Curriculum Not all IEP students are provided with Access to General Education Curriculum.

Ed 1111.01(a) Placement in the Least Restrictive Environment, 34 CFR 300.114 LRE Requirements Not all IEP students are afforded Least Restrictive Environment in Preschool through grade 12. Preschool program lacks adequate integration of typically developing peers.

Ed. 1113.13 There was no clear statement of how the student will earn a graduation credits toward a regular diploma in one of the out of district files.

Conclusions:

The Salem School District's NH Department of Education Program Approval IEP Review Process took place on February 1, 3 and 28 and March 3, 2011. All of the district's schools were visited including the Preschool Program, six elementary schools, the middle and high school. An additional 5 IEP Reviews were conducted specifically looking at Secondary Transition and Indicator 13 as well as a review of 2 Out of District Records.

The Salem School District has worked hard to ensure that IEPs are written to include all components and to describe student's learning strengths and needs effectively. While an ongoing evolution in the development of measurable goal setting is evident throughout the district there is a need for the use of multiple measures to identify student learning needs as well as further development in writing clearly measurable goals that are aligned to the general education curriculum.

While individual schools demonstrated a range of effective practices the following District-wide themes and patterns were identified as a result the FM Process IEP Review visits to the Salem School District:

Access to the General Curriculum

There is a need to ensure alignment to the Salem School District curriculum to GLEs/GSEs/State Standards for all students regardless of their instructional program.

- There is a need for all IEP students to be provided with access to the general education curriculum, regardless of the setting (i.e. not all IEP students are provided with Core instruction in the general education setting).
- There is a need to provide professional development and coaching to the preschool program staff in the use of the Preschool Curriculum to support instructional practices that are aligned to the curriculum.
- There is a need for greater collaboration among all educators with dedicated time ensured in the schedule for common planning, progress monitoring and instructional decision-making.
- There is a need for greater participation and collaboration of general educators, students and parents in the development of IEPs.
- Consider how to better include the provision of Related Services within the general education setting as appropriate.
- There is a need to review special education service delivery models preschool through grade 12 to determine if there are adequate services and least restrictive environment provided for all IEP students.
- Staffing patterns for special education need to be reviewed to ensure that Free and Appropriate Public Education (FAPE) is provided to all students with IEPs. Current special education staffing patterns limit the ability to provide support to IEP students in the general education setting resulting in pull-out programs or separate special education classes, where access to the general curriculum is not currently ensured.
- Provide Professional Development to all staff in the areas of Differentiated Instruction and the use of formative and summative data to better support IEP students in accessing the general curriculum.

Measurable Annual IEP Goals, Objectives and Benchmarks - Use of Multiple Measures

- There is a need for consistent system-wide measurable goal setting for students with IEPs.
- There is a need for a systematic use of data to inform instructional decision-making district-wide.
- There is a call for more frequent progress monitoring of IEPs, using classroom common assessments, when appropriate.
- There is a need to provide embedded Professional Development in the use of data to inform instructional decision making,
- Consider the development of a tiered system of instructional support that relies on student outcome data/information to determine targeted and intensive interventions and support.

Transition Planning and Process

- There is a need for a formalized Transition Planning Process for students moving from the elementary to the middle school and to the high school from the middle school that includes a transfer of student data and relevant learning information.
- There is a lack of well-designed Post Secondary Transition Planning, including measurable post secondary goals, for all students with an IEP by age 14 or younger if determined necessary.
- There is a need to invite the student age 14 or older to his/her IEP meeting.

District - Areas of General Findings

- There is a need to establish dedicated time in each school for collaboration between general and special education, to plan, review student outcome results and adjust instructional decisions.
- There is a need to further develop common assessments to support the formative monitoring of student progress.
- There is a lack of adequate instructional space for students with IEPs in the district's schools. The special education classroom spaces at the middle school lack windows and ventilation.
- Facilities and technology need updating to meet the needs of all learners.
- There is a need to increase and formalize parent involvement in the development of the IEPs.
- There is a need for professional development for all staff (general and special education), including paraprofessionals, in the use of differentiated instruction to support the successful access to the general education curriculum for all students.
- There is a need to review the special education staffing patterns district wide including direct service providers, related service personnel, Case Managers and district administrators including Special Education Preschool, to determine if present staffing and administrative patterns are adequate to provide the services and support necessary to ensure that all students are provided with access to the general education curriculum and with FAPE in the Salem School District.

present in files	Summaries	Level Coordinators	within students' files				
Ed. 1108.(b) CFR 300.306 The IEP Team composition did not have the appropriate representation in one of the out of district files.	As each Out of District (OOD) IEP is reviewed, particular attention will be paid to team composition. Written reminder to OOD providers of the need to bring together a legally constituted team or execute an excusal form.	Director and Assistant Director of Student	Letter to OOD providers Signature sheets for team meetings and/or excusal forms contained within students' files	X	X		
Ed 1109.01 Elements of an Individualized Education Program, §300.320 (2)(i): There is a lack of consistently written Measurable IEP goals district-wide.	Provide ongoing professional development to staff to enhance development of measureable goals	Director and Assistant Director of Student Services, Building Level Coordinators	Agendas for Professional Development, References, Exemplars		X		
Ed. 1109.01 CFR 300.320 There was no statement about how the student will participate with other disabled and non-disabled students in extracurricular and other nonacademic activities in one of the out of district files.	As each OOD IEP comes up for review, particular attention will be paid to documentation of plans for participation in activities with non disabled peers.	Director and Assistant Director of Student Services	Information appropriately documented with students' IEPs		X		
Ed 1109.01 Elements of an Individualized Education Program, §300.320 (a)(1)(i),	Continued professional development around "Standards to Assessment," identifying	Assistant Superintendent, Consultant from	Documentation of professional development and monitoring of practices		X		

<p>(a)(4)(ii); Ed. 1113.08(b) Access to Curriculum Not all IEP students are provided with Access to General Education Curriculum.</p>	<p>power standards, Depth of Knowledge and “I Can” statements Provide professional development on instructional strategies for all learners. Monitoring of instructional practices for students in substantially separate educational environments</p>	<p>Measured Progress</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	
<p>Ed 1111.01(a) Placement in the Least Restrictive Environment, 34 CFR 300.114 LRE Requirements Not all IEP students are afforded Least Restrictive Environment in Preschool through grade 12. Preschool program lacks adequate integration of typically developing peers.</p>	<p>Continue to recruit typically developing peers for the preschool program Continue partnerships with Community based programs and high school program</p>	<p>Director and Assistant Director of Student Services, Elementary Special Education Coordinator</p>	<p>Increased opportunities for preschools to participate in activities with typically developing peers</p>	<p>X</p>	<p>X</p>	<p>X</p>	
<p>Ed. 1113.13 There was no clear statement of how the student will earn a graduation credits toward a regular diploma in one of the</p>	<p>Provide Professional Development to staff on the requirement to document credits required for diploma</p>	<p>Director and Assistant Director of Student Services, Middle and High School Special Education</p>	<p>Information appropriately documented with students’ IEPs</p>			<p>X</p>	

out of district files.

Coordinators

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

SAU#:57	NAME OF SAU: Salem	SUPERINTENDENT: Michael Delahanty	
SPECIAL EDUCATION DIRECTOR: Patricia Stone		DATE OF PLAN: 5/31/2011	
<p>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.</p>	<p>EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>IMPROVEMENT ACTIVITY</p>
<p>SUGGESTIONS <u>For Preschool</u></p> <p>While the program has the Brigrance Curriculum it is not implemented consistently between the two classrooms. Data collection, recording devices and use of Preschool Outcomes Measurement data will support and guide instruction.</p>	<p>Agendas for Professional Development, References, Exemplars</p>	<p>Assistant Director of Student Services, Elementary Special Education Coordinator</p>	<p>TIMELINE</p> <p>September 2011- June 2012</p>
		<p>Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):</p> <p>Note as Met, In Process or Not Met</p>	

SUGGESTIONS For <u>Elementary</u>	IMPROVEMENT ACTIVITY	PERSON(S) RESPONSIBLE	EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE	TIMELINE
Link the present levels to the annual measurable goals.	Professional development	Director and Assistant Director of Student Services, Elementary Special Education Coordinator	Agendas for Professional Development, References, Exemplars, IEP reviews	September 2011- June 2012
Additional work on writing goals and benchmarks that are useful to general and special education teachers and are connected to GLEs.	Professional development	Director and Assistant Director of Student Services, Elementary Special Education Coordinator	Agendas for Professional Development, References, Exemplars, IEP reviews	September 2011- June 2012
Review what accommodations may be made to provide supports to allow students on IEPs to access the core instruction.	Professional development	Director and Assistant Director of Student Services, Elementary Special Education Coordinator	Agendas for Professional Development	June 2011-June 2012

<p>Transitions from elementary to middle school regarding NECAP accommodations need to be evaluated.</p>	<p>Establish a standardized means of transferring information</p>	<p>Director and Assistant Director of Student Services, Elementary & Middle School Special Education Coordinators</p>	<p>Documented means for dissemination of information</p>	<p>September 2011- June 2012</p>	
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SUGGESTIONS <u>For Middle School</u>	IMPROVEMENT ACTIVITY	PERSON(S) RESPONSIBLE	EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE	TIMELINE	Note as Met, In Process or Not Met
Provide Professional development to all staff in the development of IEPs including transition planning	Professional Development	Director and Assistant Director of Student Services, Middle School Special Education Coordinator	Agendas for Professional Development, References, Exemplars	September 2011- June 2012	
Review which students are in separate special education classes for core instruction and determine how necessary it is for separate instruction and how aligned the curriculum is to the state standards.	Establish Middle School subcommittee	Director and Assistant Director of Student Services, Middle School Principal and Assistant Principals, Middle School Special Education Coordinator	Subcommittee meeting agendas and outcomes	June 2011-June 2012	

SUGGESTIONS For Salem High School	IMPROVEMENT ACTIVITY	PERSON(S) RESPONSIBLE	EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE	TIMELINE	Note as Met, In Process or Not Met
Improve documentation of transition efforts and quality of language in transition goals.	Professional Development	Director and Assistant Director of Student Services, High School Special Education Coordinator	Agendas for Professional Development, References, Exemplars, Information appropriately documented with students' IEPs	September 2011- June 2012	
Include more assessment information in student profile, including district-wide assessments and 8 th grade NECAPs for grade 9 students.	Professional Development	Director and Assistant Director of Student Services, High School Special Education Coordinator	Agendas for Professional Development, References, Exemplars, Information appropriately documented with students' IEPs	September 2011- June 2012	
Review which students require direct and/or supplemental instruction and refine current instructional models.	Review of Students' schedules and assigned classes	High School Principal & Special Education Coordinator,	Establishment of additional alternative instructional models	June 2011-June 2012	

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 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.

**SALEM SCHOOL DISTRICT FOCUSED MONITORING ACTION PLAN
MEASURABLE STUDENT LEARNING GOAL**

1. By June 30, 2013, the growth targets of all students in grades 3-8 will increase from 72% to 80% through strengthening collaboration, core instruction, and student engagement, as measured by 2012 NECAP Growth Targets.
2. By June 30, 2013, the Salem School District will narrow the achievement gap for students with disabilities and students without disabilities by 10-20% by strengthening collaboration, core instruction, and student engagement, as measured by 2012 NECAP Growth Targets.

OBJECTIVE #1

Develop a district-wide data driven instruction and intervention model for math that addresses the proficiency level of all students.

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
Provide staff with an understanding of Focused Monitoring Process and outcomes through initial district wide presentation and ongoing communication and	Assistant Supt. and FM Leadership Team members	Assistant Supt. and Director of Student Services All Salem Staff	August 2011 through June 2013	Initial District wide presentation by Assist. Supt. and FM Leadership Team	Opening of school 2011	Expressed understanding by staff of the process and FM Goals and Objectives.	September 2011 –June 2013

professional development.									
Create alignment, consistency and common practice district wide with regards to SINI/DINI and FM goals and objectives.	District Leadership Team and Curriculum Cabinet	Assistant Supt. All Salem Staff	June 2011 through June 2013	A review of SINI/DINI and FM Final Reports for alignment.	August 2012	Monitoring of each plans activities and outcomes by District Leadership Team and Curriculum Cabinet.	Quarterly throughout the 2011-2012 and 2012 - 2013 school years.		
Provide Professional Development to District 's Extended Leadership Team in data collection, analysis and decision making	Funding for Professional development and coaching offered to District Extended Leadership Team through Measured Progress. Use Data Wise and Data Wise in Action for professional book discussions;	Assistant Supt. and Director of Student Services. Provided to Extended Leadership Team	September 2011 – June 2013	Curriculum Cabinet and Extended Leadership Team Agendas, documentation of professional development provided.	June 2013	Leadership Team members ability to guide building level staff in use of data for educational Decision-making	June 2013		
Establishment of data teams at the Middle School	Funding for Professional Development, substitutes and facilitator fees.	Middle School Leadership Team	October 2011 – June 2013	Establishment of data teams at the Middle School. Products developed by data team (e.g. schedules, protocols)	June 2012	Review of formative and summative assessments (e.g. common assessments, PTS-3, NECAP)	June 2013		

Refine the instructional system to respond to varied student needs.	Funding for Professional Development in Differentiated Instruction as well as supplemental instruction and interventions. Middle School Data and Leadership Teams	Middle School Leadership Team	March 2012 – June 2013	Professional Development documentation. Altered Instructional approach documented.	June 2013	Data teams will review pertinent data following alternative instructional approach.	June 2013
Establish Parent Communication and a process for communicating and explaining student assessment scores to parents.	Funds for Substitutes and materials	Director and Assistant Director of Student Services	January 2012 – June 2013	Creation of Parent Communication Subcommittee. Documents generated by Parent Communication Subcommittee (e.g. agendas, communication documents, etc.)	September 2012	Parent feedback survey.	June 2013

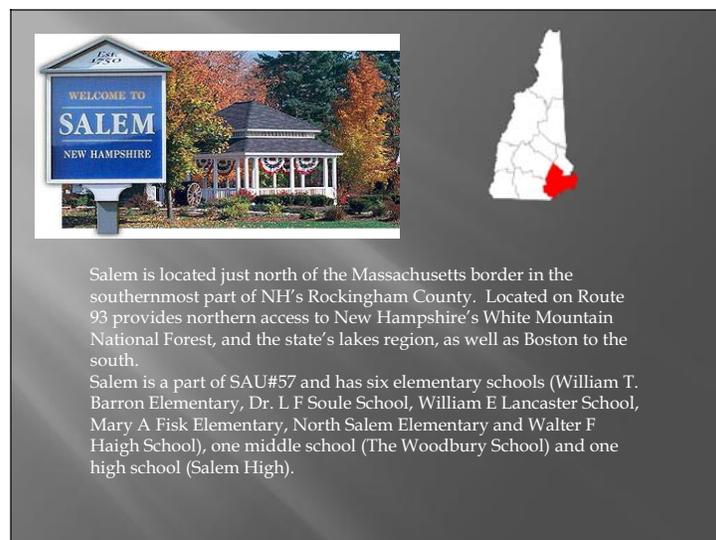
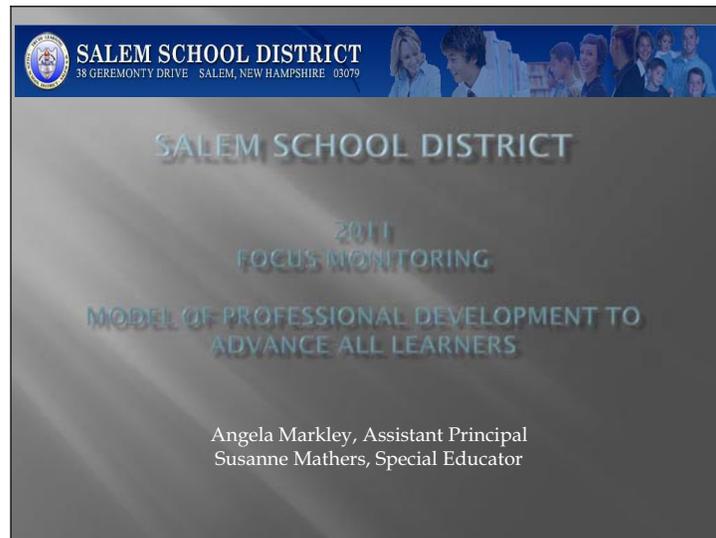
Next Steps

The Focused Monitoring Leadership and Achievement teams will monitor the District's progress, and meeting our goals on an ongoing basis

A presentation will be given to the Salem School Board outlining the correlation between district's SINI, DINI, and FM Plans. Ongoing discussions and review of SINI, DINI and FM Plans at building level faculty meetings will be held throughout the year. All plans will be posted on Salem School District website.

Addenda

PowerPoint presentation by Angela Markley and Suzanne Mathers



District Profile

Salem Population @30000

Student Population (2009-2010) 4829

Special Education Population

K-5	14%
6-8	18%
9-12	15%

Schools in Need of Improvement	
Fisk	Reading
North Salem	Reading
High School	Math
District in Need of Improvement	Math - Year 1

District Profile

Math NECAP	
% Proficient All Other Students	75%
% Proficient IEP Students	31%
Gap	44
All Students Making Growth Targets	69%
IEP Students Making Growth Targets	41%
Gap	28

Our Focus: Math instruction grades 4-7

- Achievement gap increase between identified and non-identified students
- % of overall students scoring proficient decreases as the grade level increases

NECAP Math 2009 Proficiency Rates by Grade			
Salem School District Grade Level Results	All Other Students	IEP Students	Gap
Grade 4	77.99%	44.19%	33.8
Grade 5	87.84%	48.34%	39.5
Grade 6	83.44%	26.31%	57.13
Grade 7	78.18%	20.59%	57.59

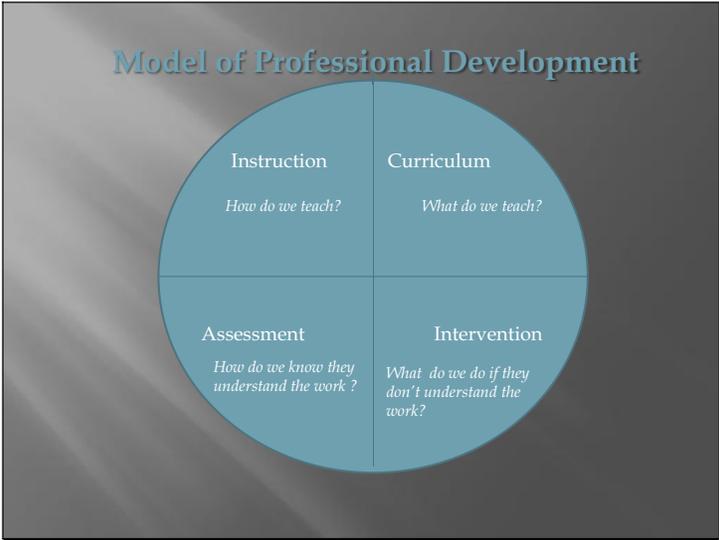
Essential Question: What are the contributing factors to the achievement gap between students with disabilities and their non-disabled peers, and how may this gap be narrowed?

Focus Monitoring Process

- Get ready for Inquiry
- Organize and Analyze Data
- Investigate Factors Impacting Student Achievement
- Determine Effective Practices and Write a Plan
- Implement , Monitor and Evaluate

Achievement team

- Assistant Superintendent
- Director and Assistant Director of Student Services
- Elementary Principals (2)
- Middle School Assistant Principal
- High School Director of Math and Science
- Regular Education Math teachers: (K-3) 4,5,6 7
- Special Education teachers (Math): Elementary, 6, 7,
High school
- Parent



Core Curriculum and Instruction Committee Findings

Across all grade levels (4-7), the last 3-4 chapters of EDM/CMP are partially covered or not covered at all

Teachers primarily report lack of time as the reason for not covering all the material

More than 64% of teachers that took the survey reported that they supplement the EDM/CMP curriculum sometimes to frequently

Elementary Teachers (74-78%) report that time re-teaching math concepts interferes with their ability to teach EDM

Teachers report more differentiation at the elementary level than at the middle school level

Math programs used to teach resource room classes are fairly consistent in supplemental materials

10% of Special Education students in grades K-5 are in resource room math

29% of Special Education students in grades 6-8 are in resource room math

Assessment Committee

Grade	4 th	5 th	6 th	7 th
District	NECAP PTS3 – All students (Fall and Spring)	NECAP PTS3 – All students (Fall and Spring)	NECAP PTS3 – Resource Room Basic Math Selected students (teacher discretion) (Fall and Spring)	NECAP PTS3 – Resource Room Basic Math (Fall and Spring)
Grade Level	EDM Summative tests - Common Formative tests/quizzes - teacher generated	EDM Summative tests - Common Formative tests/quizzes - teacher generated	EDM Summative tests - Common Formative tests/quizzes - teacher generated	CMP Regular Ed Summative tests - teacher created from CMP resource - Formative tests/quizzes - teacher created Basic Math Summative tests- Teacher created from CMP resource
Resource Room	Math Bridges EDM Assessments Number Words Assess at beginning and end of year	Math Bridges EDM Assessments Number Words Assess at beginning and end of year	SRA Summative - Common	SRA Summative - Common

Assessment Committee Findings

NECAP is common throughout district

PTS3 : Not common throughout the district

Elementary school administered to all students
Middle School administered to select Special Education students, Basic Math, and select general education students

EDM : Elementary school : Summative - common

Middle school : Summative - common
(adjusted by teachers depending on student needs)

CMP Not common throughout grade level

Summative : Teacher created

Resource room

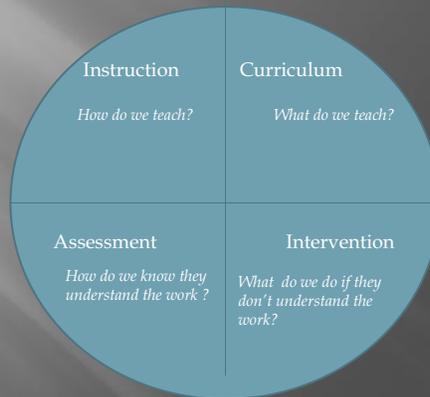
Elementary: Not common programs or assessments
throughout district

Middle School: Summative - common through program

Hypothesis

By developing common formative assessments and using the data to implement effective instructional strategies, student achievement will improve for all students.

Next Steps



Core Curriculum and Instruction

- Aligning curriculum maps and Everyday Math and Connected Math to state standards
- Identify clearly articulated learning targets
- Grade-level content specific list of priority standards
- Summer Academy - DMI
Differentiated Instruction
- Content meetings
- "Book talk" focused on effective instructional practices

Assessment

- Provide a consistent measure of student performance based on aligned standards and learning targets
- Examine student work
- Use formative assessments and student work to guide instructional decisions

So What?

- Increase in proficiency levels at all grade levels
- Students to make their growth targets at all grade levels
- Narrow the achievement gap between identified and non-identified students

Questions and Comments