

**NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
SPECIAL EDUCATION
FOCUSED MONITORING 2012 - 2013**

**Hillsboro-Deering School District
Summary Report**

Robert Hassett, Superintendent of School

Patricia Parenteau, Assistant Superintendent

Lisa Witte, Director of Curriculum, Instruction & Assessment

Technical Assistants
Jennifer Dolloff, Education Consultant
Edward J. Hendry, Education Consultant

Report Date: June 14, 2013

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1. Focused Monitoring Participants

Leadership Team

Name	Position
Robert Hassett	Superintendent of Schools
Patricia Parenteau	Assistant Superintendent of Schools
Lisa Witte	Director of Curriculum, Instruction & Assessment
Karen Ralph	High School Special Education Coordinator
Lisa Frenette	Middle School Special Education Coordinator
Anne Staley	Elementary School Special Education Coordinator
Kristen Kivela	Elementary School Assistant Principal

Achievement Team

Name	Position
Abby Diaz	Middle School Teacher
Anne Staley	Elementary School Special Education Coordinator
Cathy Terry	Title I Coordinator
Dagmar Herrick	Reading Specialist, Elementary School
Diane DeLuca	Parent
Heather Queen	School Psychologist
Jacob Roth-Ritchie	High School Teacher
Jen Spara	Reading Specialist, High School
Karen Ralph	High School Special Education Coordinator
Kelly McDermott	Elementary School Teacher
Kristen Kivela	Elementary School Assistant Principal
Lisa Frenette	Middle School Special Education Coordinator
Melissa Moultroupe	Reading Specialist, Middle School
Patricia Parenteau	Assistant Superintendent of Schools
Robyn Chickering	Para Professional
Connie Sampson	Administrative Assistant
Babette Haley	Community Member

2. The Hillsboro-Deering School District

SAU #34 is comprised of three School Districts: Hillsboro-Deering, Washington and Windsor, in 4 towns (Hillsboro, Deering, Washington and Windsor). Hillsboro-Deering Cooperative has three schools: Hillsboro-Deering Elementary School (PK-5), Middle School (6-8) and High School (9-12), which includes the Alternative High School program located off-site. Washington has its own Elementary School (PK-5) and tuitions their students from grades 6-12 to the Hillsboro- Deering Middle and High Schools. Windsor tuitions most of their students to Hillsboro-Deering for grades K-12. The Hillsboro-Deering Schools, with a student enrollment of 1380, have 15.8% of the population identified as students with disabilities. This year, 40.4 % of the enrolled students were eligible for free and reduced lunch.

The SAU's mission and goals are clearly articulated and widely disseminated and are as follows:

Mission

The SAU aims to achieve Educational Excellence through communication, cooperation, and community involvement while empowering leaders and always remaining Student Focused.

Hillsboro-Deering School Board Goals

1. To foster strong relationships and build partnerships with the community to promote engagement and support for the school district's students, programs, budgets, and initiatives.
2. To ensure efficient fiscal management to achieve the goals of the educational plans of the district.
3. To support professional development that aligns curriculum with state standards, advances best instructional practices and broadens the district assessment repertoire to improve student achievement.
4. To advocate raising the level of literacy, critical thinking, academic and physical performance in all subjects (especially the four core subjects; math, language arts, science and social studies) for all students, in the elementary, middle, and high school levels so our schools generally rank in the top 50% of all schools in the state, as measured by multiple assessments, and make AYP in all disciplines by the year 2014.

3. Focused Monitoring

Focused Monitoring (FM) is a multi-year district improvement process aimed at reducing the achievement gap between students with disabilities and their non-disabled peers while raising student achievement for all students. The purpose of FM is to ensure that children and youth with disabilities ages 3-21 are afforded a free appropriate public education (FAPE) and are provided opportunities to learn in the Least Restrictive Environment (LRE). FM ensures that students with disabilities have access to, can participate in, and can demonstrate progress within the general education curriculum, thereby improving student learning.

The special education Program Approval team at SERESC is under contract with the New Hampshire Department of Education (NHDOE) to (1) assess the impact and effectiveness of state and local efforts, (2) monitor Local Education Agencies' (LEA) implementation of Individuals with Disabilities Education Act (IDEA) per federal mandate, (3) review current education research with participating districts and (4) provide technical assistance to participating districts.

Districts are selected to participate in FM based on a review of the achievement gap measurement using NECAP assessment data. The NHDOE anticipates that approximately twelve districts, including Year one and Year two districts, will participate in FM each year.

IDEA guarantees that FAPE is available to each qualified person with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the person's disability. IDEA provides federal funds to assist states in carrying out this responsibility and to comply with the associated regulations. Federal statute 34 CFR Section 300.600 of the IDEA requires that states ensure that local systems comply with these federal regulations and meet the state's academic standards as they provide educational programming for students with disabilities. The NHDOE, Bureau of Special Education supervises and monitors local school districts through a variety of activities including, data monitoring, site visits, and FM. The most time intensive and in-depth is FM.

Each participating district assembles a Leadership Team that will in turn establish the district's Achievement Team, to be broadly representative of its educational system. The team will include district administrators, general and special educators. The Achievement Team meets regularly to collect and analyze baseline data and new student performance data, both qualitative and quantitative, in order to answer an essential study question. The team produces a set of findings from its analysis of data and prepares an Action Plan for improvement for implementation the following year. The facilitation and technical assistance of the FM Process provided to the NH FM districts is through the NH Department of Education.

4. The Hillsboro-Deering School District and Focused Monitoring

In 2012 the Hillsboro-Deering School District was selected by the State to undergo Focused Monitoring. The achievement gap was not being closed in the schools. By focusing on the achievement gap, it is hoped that the district will improve the performance for all students in the district. Upon initial engagement with the district in July 2012, the following data was reviewed: DINI and SINI Plans, as well as the district data Report Card. Since September 2012 the Focused Monitoring technical assistance team has reviewed data in two categories with the district's Focused Monitoring teams: student achievement data (longitudinal data reports) and survey data.

5. Summary Report

The summary report is intended to serve as a record of the work of the Achievement Team during the 2012-2013 school year. The Leadership Team identified Reading/Language Arts as a focus area of study and analysis to determine why an achievement gap exists. The team began the process by developing hypotheses for the gap and then identifying an essential question to guide the process. Establishing an essential question for study purposes was important because the question generated multiple plausible answers, perspectives, and research directions and provides opportunities for analysis, synthesis, and evaluation.

Hypotheses for Why an Achievement Gap Exists

- a) Written curriculum is not known within the school and among the schools; and is not useful to the staff.
- b) Teachers are making independent changes to the curriculum based on their understanding of the common core.
- c) Written curriculum is out dated and has not been sufficiently updated.
- d) We are not using common assessments, and therefore, they are not driving the taught curriculum.
- e) We do not have agreement on the "have to-s" per grade levels.

To test the hypotheses the following essential question was agreed upon by the Leadership and Achievement Teams.

What educational practices need to be enhanced or replaced to ensure that all students are fully engaged in the general education reading (English language arts) curriculum and are demonstrating growth in their reading (ELA) skill and knowledge?"

The report provides answers to the essential question. It contains priority recommendations based on findings that will help focus the District's work on addressing the identified factors that impact student achievement. The document is intended to be a synthesis of what the Achievement Team has accomplished. The report includes 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.

1) Data Inquiry and Analysis

Focused Monitoring is based on the following five-step data inquiry process:

- a) Get ready for inquiry
- b) Organize and analyze data
- c) Investigate factors impacting student achievement
- d) Determine effective practices and write a plan
- e) Implement, monitor and evaluate

Step 1: Get ready for inquiry

- As a first step, the team assessed its readiness to undertake a systems change process and examined the District's decision-making process by taking and analyzing a Readiness Survey. This was an opportunity for the FM teams to see what was already going on in the district and how it would relate to the FM process. Before the readiness survey was administered, the Achievement Team developed the following assumptions about the achievement gap:
 - Students with IEPs are lacking in access to general education curriculum.
 - Effective differentiation is not occurring frequently and consistently in regular education classrooms to meet the needs of all students.
 - Collaboration between general educators and student support services is not effectively improving student outcome.

Reasons identified by AT for the gap based on the Readiness Survey results:

- Weak core curriculum (repeated 3 times)
- Lack of differentiated instruction (repeated 6 times)
- Lack of differentiated assessment
- Lack of collaboration between regular educators and special educators (repeated 4 times)
- Inconsistency in collaboration
- Method of assessment
- Instructional strategies are not diverse
- Access to curriculum (repeated 5 times)
- Inconsistency of differentiation
- Teacher accountability
- Professional development on how to provide differentiation
- Lack of a common curriculum

- Early identification
- Decision making (repeated 2 times)
- The needs of all students
- Collaboration between general educators and student support services is not effectively improving student outcome

Step 2: Organize and Analyze Data

Achievement Team Roles and Responsibilities

After an initial review of NECAP data, the Focused Monitoring Achievement Team divided into subcommittees who were charged with further review of additional data to help answer the essential question. The role and responsibilities of each subcommittee was defined and each began the process of identifying and prioritizing the data that was gathered, reviewed and analyzed in order to answer the essential question and to draft an FM Action Plan that aligns with existing district plans/goals. Each of the subcommittees was asked to:

- Define "best practice".
- Identify, collect, and analyze data on "current practice".
- Present in writing recommendations for how the district could bridge the gap between "current" practice and "best" practice. These recommendations will inform the development of the district action plan.
- Identify benchmarks for measuring improvement in current practice.

Historical NECAP Data

As part of the data inquiry, both the Leadership and Achievement Teams examined historical NECAP reading data for the district. The Hillsboro-Deering teams used the longitudinal data reports from the NHDOE to identify patterns in student performance over time. The Achievement Team members identified the following patterns from the data:

- Gap has grown in the district but the State has stayed consistent
- 2008 was a better year but then it drops
- Progress among students without IEPs is rather impressive
- Trend line in the 6th grade is going down for students with IEPs and up for those without
- Gap grew within the district
- State gap slightly increased

During Step 2, the Achievement Team (AT) focused on determining the nature and causes of the achievement gap between students with disabilities and their non-disabled peers. The team decided to break up into two sub-committees to conduct its analysis of curriculum and instructional practices.

The Achievement Team reviewed and analyzed NECAP Longitudinal Data and identified possible "reasons" for the gap as being curriculum based, instructionally based or both. The following practices were discussed at some length based on an analysis of the data:

Curricular Practices

- Curriculum practices differ in the schools
- Is what we teach what is tested
- Written, taught and learned curriculum not aligned
- Curriculum practices are not transparent

Instructional

- Adequate or projected growth in reading is lacking across all students
- Inconsistency with fidelity to the reading program
- Effectiveness of special education model
- Inconsistent data collection
- Data not collected and not centralized
- Using data to inform instruction not consistently utilized
- How the learning assessed
- Are we all assessing the same
- Hitting standard or learning them
- Insuring students are learning
- Does scheduling meet the needs of the students

Both Curricular and Instructional

- Inconsistency with expectations and commitment to the curriculum between grade levels – vertical commitment
- We are not reaching individual student growth
- Poverty
- Inconsistent staff – staff turnover
- Not understanding available data
- NECAP does not tell all
- Are we all assessing the same
- Four different phonics programs at the elementary school
- Communication is an issue
- Reading expectations differ and content differ

Special Education Identification Rates

In addition the Achievement Team reviewed and analyzed district special education identification rates compared to State rates. This was an area the AT wanted to pursue to determine if the gap is impacted by identification rates. The team came up with the following observations and concluded that the district is not much different from state rates and that over identification is not a reason for the gap.

- Numbers are going in the wrong direction
- Our current year is much higher
- We are above the State in all years except one
- State % stays flat where we do not

- The high school drops considerably
 - A result of more students moving or being discharged not dropping out
- Points of interventions are not working
 - The elementary school core program was used as pull out in years past not full access
- Inconsistent numbers

IEP Compliance Review

In addition, during Step 2 of the Focused Monitoring process required a review of district compliance with federal and state regulations and adds emphasis on results-driven accountability by evaluating and responding to the learning results for students with IEPs. IEP Review were conducted on December 3-5, 2012, An Out-of-District File Review was conducted on February 4, 2013. Desk Audit Reviews were conducted by the New Hampshire Department of Education on December 3-6, 2013.

The district special and general education staff participated in a structured review of randomly selected IEPs in order to determine the district’s level of compliance with the IEP process. The review of selected IEPs was conducted by a collaborative team in each building with technical assistance and external visitors provided by NHDOE. The IEP review template has been designed to help the team examine the IEP for measures of educational benefit and compliance because the IEP is at the core of the special educational process.

Data gathered in the IEP process provided the Leadership and Achievement teams with valuable information that has informed the district’s special education process and programming about the progress of students with disabilities and about the alignment of special education programming with the district’s general curriculum, instruction and assessment systems. Some practices were identified during the IEP compliance reviews that contribute to the achievement gap.

As part of the Focused Monitoring process, six IEPs were randomly selected and reviewed by a team for compliance with federal and state regulations and educational benefit. Ultimately, the teams determined whether the IEPs contained the required elements, if they were reasonably calculated to provide educational benefit, and whether the IEP was useful. The NHDOE conducted a Desk Audit of additional IEPs and submitted a combined report to the district for analysis and response.

At the end of each IEP case study review the focused monitoring teams were asked to identify the IEP strengths and suggest improvements to the current IEP process for each student. The following is an initial summary of responses.

STRENGTHS	IMPROVEMENTS
Positive attitude towards students potential and pro-active in response to student needs	Include a narrative section in the functional aspects in the IEP
Staff do not limit the supports students may need	Ensure there is more overt focus on functional goals
Evidence of high degree of staff professionalism	Include additional information on student performance in the evaluation plan that will assist in any transitions
Evidence of consistent collaboration, including with other agencies, i.e. Head-start	Include a sustained mastery component in the goal statements
Evidence of high degree of expertise	Maintain the 3-year evaluation
IEP goals are well written and measurable	Ensure all aspects of the students weaknesses are included when setting goals

Thoroughness in developing IEPs	
The descriptive level section are student centered	
Care of the team when determining student accommodations/modifications	
Evidence of outstanding and cohesive leadership from district and building levels	
Evidence of shared decision making	
The co-teaming of specialists, i.e. speech and OT	
Strong preschool program/team	

Step 3: Investigate Factors Impacting Student Achievement

Achievement Team Data Collection

Next the AT examined the root causes of underperformance and identified the significant curriculum and instruction, challenges and needs of the district. The AT needed to seek answers to the essential question from a holistic system perspective, and examined curriculum, instruction and assessment issues that impact all students in both general and special education settings. *A Student Access to the General Education Curriculum Survey* was created and administered to district personnel to gather additional information on student access. A number of major practices emerged that have a direct impact on student opportunities to achieve in reading (English Language Arts).

Overall Findings

Based on all of the data sources utilized throughout the school year the following is a listing of significant findings relative to the essential question:

What educational practices need to be enhanced or replaced to ensure that all students are fully engaged in the general education reading (English language arts) curriculum and are demonstrating growth in their reading (ELA) skill and knowledge?"

Curriculum Sub-Committee Findings

- a) The curriculum is not aligned to the Common Core
- b) The curriculum is not physically accessible
- c) There is a low Depth of Knowledge, K-12
- d) The curriculum is not rigorous enough
- e) ELA is not combined (separate as reading, writing, speaking, etc.) at ES and MS
- f) There is inconsistency within grade levels regarding fidelity to curriculum
- g) There is a lack of accountability
- h) There is a lack of pacing guides
- i) There is a lack of common assessments
- j) No access to curriculum for students with educational disabilities
- k) There is a lack of training to get students with educational disabilities to a DOK 3 or DOK 4
- l) There are no alternative diploma options
- m) Difficulties exist in knowing how and when to modify curriculum for students with educational disabilities
- n) There is no differentiated grading

Instruction Sub- Committee Findings

- a) Collaboration does not happen consistently and when it does occur is reactive versus proactive
- b) There is a lack of a framework for allowing proactive effective collaboration
- c) There is a lack of time
- d) There is a lack of district-wide consistent model of RTI
- e) There is an inconsistent understanding of the meaning of access to the general education curriculum

Step 4: Determine Effective Practices and Write a Plan

The team established and examined a set of alternative system changes to determine their basis in research and their effectiveness. Below is a complete list of recommendations of strategies/practices that need to be modified, enhanced, or replaced so that all students are fully engaged in the general education curriculum and demonstrating growth in their ELA knowledge.

Curriculum Sub-Committee Recommendations

- a) Align curriculum to common core
- b) Continue creating a K-12 curriculum in Reading LA that is vertically and horizontally aligned to the Common Core State Standards
- c) Create K-12 curriculum documents: including common assessments, pacing guides, scope & sequence, learning targets, competencies
- d) Have curriculum accessible on the district website and/or hard copy available to staff and parents
- e) District office needs to establish a system of accountability to ensure adherence to the curriculum
- f) Establish a list of accommodations/modifications where all staff have access to ensure all students have access to the general education curriculum
- g) Establish common planning time for grade level or disciplines
- h) Utilize a trained facilitator to guide in the process of aligning to common core – with specific templates
- i) Provide PD on co-teaching
- j) Continue focus on professional learning communities

Instruction Sub-Committee Recommendations

- a) There needs to be dedicated time within each building for collaboration, consistent regular meeting time, topic defined in advance
- b) Clearly define what “access to the curriculum” means – district-wide definition (level of accountability)
- c) After defining access, refine the RTI model utilizing best practices and collaboration
- d) A consistent RTI model needs to be developed and adopted with PD provided to staff
- e) Improvement practices must be limited and monitored by central office and building level administration to ensure priorities are maintained
- f) Communication and collaboration must occur at the macro and micro level, inclusive of parents
- g) Define and maintain norms for collaboration

Step 5: Implement, Monitor and Evaluate (September 2013 – May 2014)

The AT converted district challenges/needs into priority recommendations for its action plan that address the root causes of the achievement gap. The team prepared 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.

Priority Recommendation for the 2013-14 Action Plan

1. Systemic implementation of Response to Instruction (RTI)
2. Accommodations and modifications
3. Curriculum

Year 2 of the Focused Monitoring process will be the implementation year for the district's Action Plan. During Year 2 the NHDOE will work with the Hillsboro-Deering School District to monitor the Action Plan. At the end of year 2, the team will be asked to evaluate the implementation of the action plan.

7. 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.

2013-14 HILLSBORO-DEERING SCHOOL DISTRICT ACTION PLAN

PRIORITY GOAL_Curriculum_____

OBJECTIVE #___Create/refine and operationalize a reading/language arts curriculum K-12 aligned with the Common Core State Standards

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
Create and ensure vertical and horizontal alignment of ELA Curriculum	Director of CIA, Building Principal, Teachers Curricular resources (books, publishers guides, etc) Stipends	Director of CIA, Building Principal, Teachers	June 2013 – June 2014	What & by whom	When	What & by whom	When
				Schedule of curriculum planning meetings, prepared by Building Principal and submitted to the Director of CIA. Curriculum documents submitted to the Director of CIA for review.	September 2013 November; February; May 2014	Director of CIA will attend planning meetings and provide guidance and feedback during the development process to ensure curriculum documents are complete.	September 2013 – June 2014
Professional development	Director of CIA, Building Principals Stipends	Director of CIA, Building Principals	June 2013 – June 2014	Provide guidance in the development of a curricular format for ELA (Director of CIA) Provide on-going training	June 2013 – June 2014	Teachers will provide feedback via questionnaires or informally regarding the guidance and professional	June 2013 – June 2014

	Consultants			on the Common Core State Standards' curricular changes and instructional shifts (Director of CIA, Consultants)		development provided.	
Accessibility, publicize in hard and digital copy	Director of CIA Paper for printing Website Survey Monkey	Director of CIA, Building Principals	June 2014	Completed curriculum documents will be collected and collated by the Director of CIA; posted on the website by the Director of CIA; and prepared in hard-copy format to Building Principals.	June 2014	A survey of teachers, parents, and other stakeholders will indicate that the curriculum is accessible.	June 2014
Establish and maintain a process to review/evaluate and maintain curriculum	Director of CIA	Director of CIA	September 2013	Director of CIA will develop a curriculum development, implementation and review cycle and disseminate it to Building Principals.	September 2013	Building Principals will provide feedback on the review cycle and monitor implementation.	October 2013 – June 2014

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.

2013-14 HILLSBORO-DEERING SCHOOL DISTRICT ACTION PLAN

PRIORITY GOAL Accommodations and Modifications

OBJECTIVE # Staff, parents & students will: 1: understand accommodations and modifications; 2: Have access to resources for information and what is expected by district.

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
Formulate a committee that will develop an Accommodation Resource Guide for staff	Material and supplies	Assistant Superintendent	July 2013 to Oct. 2013	What & by whom	When	What & by whom	When
	Stipends for staff	Special Education Administrators		Use of MyLearningPlan monitored by Assistant Superintendent	Oct. 2013	Completed resource document	Oct. 2013
Professional development on accommodations and modifications	Staff time for professional development	Assistant Superintendent	Sept. 2013 to Dec. 2013	Use of MyLearningPlan monitored by Building Administrators	Dec. 2013	Post PD assessment	Dec. 2013
	Material and supplies	Special Education Administrators				Monitored by Curriculum Director, Assistant Superintendent and Building Administrators	
Develop and implement a tool to monitor accommodations and modifications for students with IEPs to provide evidence of access to the general education curriculum	Professional development	Special Education Administrators	Sept. 2013 to June 2014	Written template for monitoring usefulness of assessments and accommodations monitored by Special Education Administrators	Dec. 2013	Graded template monitored by Special Education Building Coordinators	June 2014
	Funds for substitutes	Certified educators					
	Materials and supplies	Para Professionals					
	Refreshments						

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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.

2013-14 HILLSBORO-DEERING SCHOOL DISTRICT ACTION PLAN

PRIORITY GOAL RESPONSE TO INSTRUCTION (RTI)

OBJECTIVE # To refine and operationalize RTI K-12

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
Professional development will occur to define the core elements of RTI to ensure common language and understanding amongst staff and parents across all grade levels. *intervention is supplemental and ALL students require access to the	Funds for professional development Intervention Materials Refreshments Funds for substitutes	Curriculum Director Assistant Superintendent Building Administrators	July 2013 – June 2014	Use of MyLearningPlan to document professional development	Dec. 2013	Post PD assessment	Dec. 2013
				Monitored by Curriculum Director, Assistant Superintendent and Building Administrators		Monitored by Curriculum Director, Assistant Superintendent and Building Administrators	

general education curriculum. *student targeted intervention versus additional practice groups.							
Develop systemic plan with common thread throughout, tailored to meet building needs	Professional development time Funds for substitutes Refreshment	Curriculum Director Assistant Superintendent Building Administrators	July 2013 – June 2014	Use of MyLearningPlan to document professional development Monitored by Curriculum Director, Assistant Superintendent and Building Administrators	Dec. 2013	Documentation of written RTI Plan	June 2014
Implementation of RTI with progress monitoring	Materials and supplies to implement best practices monitoring Materials and supplies to track data/progress monitoring Aimsweb Funds for substitutes	Curriculum Director Assistant Superintendent Building Administrators	July 2013 June 2014	School/student schedules Monitored by Building Administrators	Dec. 2013	Results of progress monitoring tools Results of MAP testing Discipline, attendance and academic records as reported by Web2school	June 2014

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.

2013-14 HILLSBORO-DEERING SCHOOL DISTRICT ACTION PLAN

PRIORITY GOAL _____

OBJECTIVE # _____

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

Next Steps

The Hillsboro-Deering Cooperative School District continues to be committed to improving student achievement for students who are identified. As a result of the year-long Focus Monitoring review of why our students with IEPs have not been achieving at the same rate as their non-disabled peers, the following steps will be taken to successfully implement the above action plan:

Communication:

- 1) The Hillsboro-Deering School Board will be informed of this action plan and the ongoing progress towards the goals.
- 2) The Focus Monitoring Achievement and Leadership Team will develop a rollout plan that outlines the steps to be taken during the 2013-2014 school year with monthly benchmarks aligned with the dates specified in this action plan.
- 3) The Achievement and Leadership Team will share the action plan with staff at the building level.
- 4) Provide a one-day in-service on the differences between accommodations and modifications with a resource guide to be given to all teachers.
- 5) Define and operationalize “access to the curriculum.”
- 6) Define and maintain norms of collaboration.
- 7) Have curriculum accessible on the district website and/or hard copy.

Sustainability:

- 8) The Hillsboro-Deering School Board will be provided with recommendations and structures that need to become systemically ingrained, regardless of any future changes in the administrative staff.
- 9) A Response to Instruction model will be implemented across all grade levels to provide tiered interventions and next steps for instruction.
- 10) Align curriculum to common core.
- 11) Establish common planning time for grade levels or disciplines.

Monitoring:

- 12) The action plan is aligned to DINI reading goals and will be monitored monthly by the Focus Monitoring Leadership Team.
- 13) The Response to Instruction model will be monitored by building administrators to evaluate the fidelity of tiered support and implementation of interventions.
- 14) Improvement practices will be monitored by central office and building level administration to ensure priorities are maintained.
- 15) Establish systems across the building and district level to analyze all forms of data that include but not limited to NWEA, NECAP, formative and summative assessments on a quarterly basis.
- 16) Establish a system of accountability to ensure adherence to the curriculum.