

Portsmouth School Department Focused Monitoring Summary Report



May 2011

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II. Introduction

SAU 52 is comprised of the Portsmouth School Districts and located on the New Hampshire seacoast with easy access to major highways leading to neighboring states and major points of interest on the northeast seacoast. The city of Portsmouth, with a population of approximately 21,000, has experienced a shift in demographics in recent years as a result of new development and growth in business and residential construction. The Portsmouth area has attracted a changing population of families who are seeking second homes or retirement in a location that offers a wide range of cultural and outdoor activities. Many of the newer residents represent retirees and older families who may not have students in the school system.

The present school enrollment for students ages 6 to 21 is 2,617 with an additional preschool population of 27 students. The district provides special education services to approximately 405 students in preschool through grade 12, representing 15% of the student population. The district has three elementary schools, a middle school and a high school. Preschool programming is provided for students with disabilities in the Community Campus, a community center that houses local social service agencies. Students from neighboring SAU 50 (Rye, Greenland, Newington, and New Castle) attend Portsmouth High School and represent one-third of the high school population.

The district's changing and varied socioeconomic profile is reflected in the numbers of students' eligible for free and reduced lunch (32.7% at New Franklin and 20.5% at Dondero). At the time of the NHDOE Program Approval visit, the New Franklin Elementary School had been designated as a Title I school-wide school for several years. Dondero Elementary has been a Title I targeted assistance school since the fall of 2007.

The Portsmouth School District, recently identified as a District In Need of Improvement (DINI), has developed an Improvement Plan to address the root causes for students' not scoring proficient in the NH State Assessment program, as measured by the New England Common Assessment Program (NECAP). The DINI designation is, in part, a result of the NECAP results for students with educational disabilities. The district's plan to focus work to improve outcomes for all students, including students with disabilities, is important and timely work to be done. The plan is in part to implement a comprehensive data warehouse system to allow staff to access current assessment data so that application of that information can be utilized in instructional planning. In doing so the plan states we will further the district's commitment to provide a personalized education that will enhance the district's "follow the child" philosophy. Our district has recently completed a major renovation and expansion to the Portsmouth High School and is in the process of a major renovation to the Portsmouth Middle School.

Mission

"The purpose of the Portsmouth schools is to educate all students by challenging them to become thinking, responsible, contributing citizens who continue to learn throughout their lives."

Special Education Vision Statement

We, the Portsmouth Student Services Team, are committed to providing student services in a model in which all students' individual educational needs are addressed and supported in all aspects of their education, by the educators, working collaboratively.

Throughout our Focused Monitoring process we continually tried to address the question of what factors contribute to the performance gap between coded and non-coded students, as well as the gap between SES and non-SES students. Additionally, we started to design the system that would define more clearly common essential learning s well as a consistent process to monitor and support the progress of all students.

Below are statistics for our current special education population by grade level and primary area of disability. Our coded population has declined slightly over the last five years but has remained fairly flat over the last three years. One area of substantial decline over the last ten years is our tuition-in students. While this has not had dramatic programmatic implications, it certainly has had some budgetary implications.

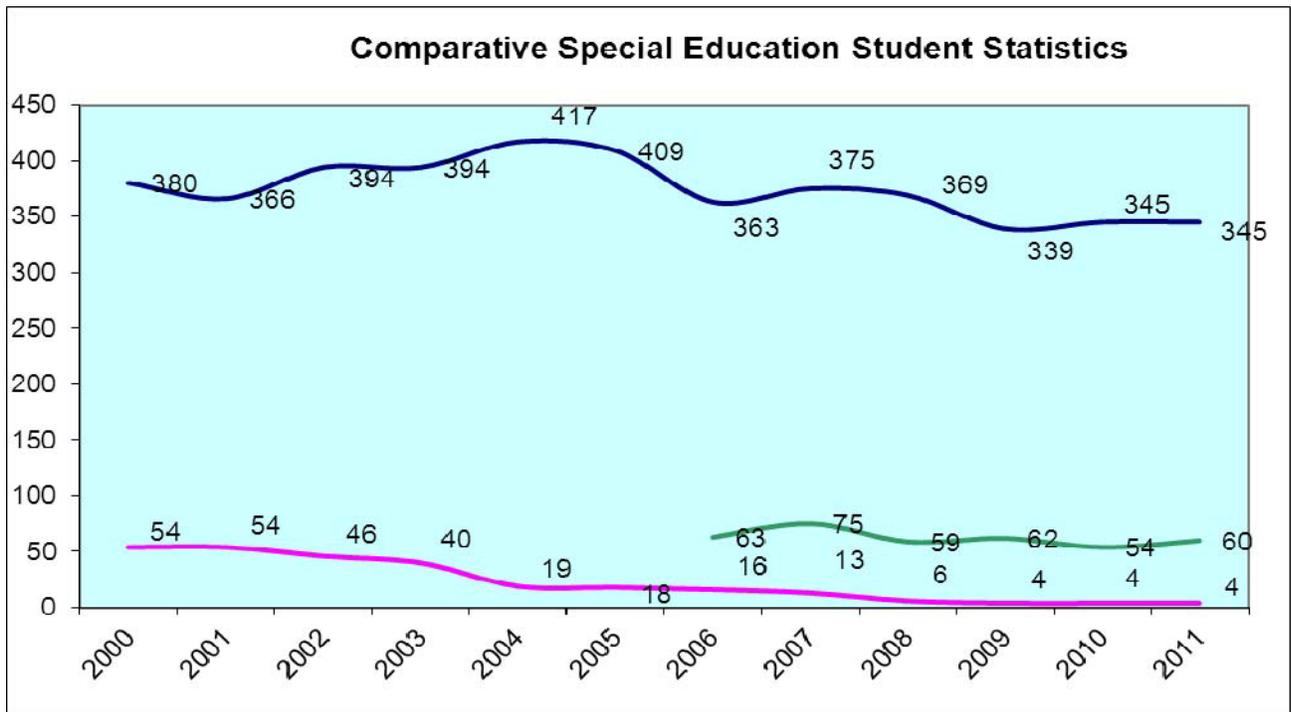
Primary Disabilities by Grade 345 Portsmouth Students

	AUT	DD	ED	HI	MD	MR	OHI	ORT	SLD	SP	TBI	VI
Totals	13	36	13	7	2	3	85	1	126	55	2	2
Pre-K	1	16	0	2	0	0	1	0	0	7	0	0
K	0	4	0	0	0	0	0	0	0	7	0	0
1	3	7	0	1	0	0	3	0	0	5	0	1
2	1	3	0	0	0	0	4	0	2	0	0	0
3	0	3	0	0	0	0	4	0	10	6	0	0
4	1	3	1	0	0	0	4	1	11	7	1	0
5	0	0	2	0	0	0	7	0	6	2	0	0
6	1	0	1	0	0	1	5	0	9	7	1	0
7	1	0	0	1	0	1	9	0	22	3	0	0
8	1	0	2	0	0	0	10	0	14	3	0	0
9	2	0	2	1	0	0	7	0	19	1	0	0
10	0	0	2	1	1	0	10	0	10	3	0	0
11	0	0	2	0	0	0	10	0	12	4	0	0
12	2	0	1	1	1	1	11	0	11	0	0	1

Primary Disabilities by Grade

409 Students

	AUT	DD	ED	HI	MD	MR	OHI	ORT	SLD	SP	TBI	VI
Totals	14	36	18	7	3	4	100	1	165	57	2	2
Pre-K	1	16	0	2	0	0	1	0	0	7	0	0
K	0	4	0	0	0	0	0	0	0	7	0	0
1	3	7	0	1	0	0	3	0	0	5	0	1
2	1	3	0	0	0	0	4	0	2	0	0	0
3	0	3	0	0	0	0	4	0	10	6	0	0
4	1	3	1	0	0	0	4	1	11	7	1	0
5	0	0	2	0	0	0	7	0	6	2	0	0
6	1	0	1	0	0	1	5	0	9	7	1	0
7	1	0	0	1	0	1	12	0	23	3	0	0
8	1	0	2	0	0	0	10	0	14	3	0	0
9	2	0	4	1	0	0	9	0	28	1	0	0
10	0	0	4	1	1	0	12	0	24	4	0	0
11	1	0	2	0	1	0	14	0	23	5	0	0
12	2	0	2	1	1	2	15	0	15	0	0	1



Portsmouth Students (345)
Tuition-In Students (4)

SAU #50 Students (60)

(Prior to 2007 SAU #50 students are included in Portsmouth student counts) (Does not include tuition-in students at RJLA)

Special Education Demographic Information

<i>DISTRICT ENROLLMENT DATA</i>	2008-09	2009-10	2010-11
Total Student Enrollment (ages 6-21) (as of Oct 1)	2600	2646	2667
Cumulative Drop-Out % (grades 9-12) students with disabilities			
Cumulative Drop-Out % (grades 9-12) non-disabled students	1.1%	.28%	TBD
Free/Reduced Lunch %	20.73%	22.35%	21%
Title I %			
LEP %			
SPECIAL EDUCATION PROGRAM DATA	2008-09	2009-10	2010-11
# of Identified Students Ages 3-5 (as of Oct. 1)		28	31
# of Identified Students Ages 6-21 (as of Oct. 1)	369	339	306
% Identified Ages 6-21 (as of Oct. 1)		13.3%	12%
# Out of District		13	14
% Out of District		.5%	.5%
# of Students Out of Compliance (as of Oct. 1)	0	0	0
Special Programs Total Expenditure			
Average Caseload (as of Oct. 1)			
# Identified Students Suspended One Or More Times			
# of students with disabilities who are being provided home instruction (as of Dec.1)	0	0	1
# of students with disabilities who have been placed on a "shortened school day" (as of Dec. 1)		1	1
Special Education Staffing: (report in FTEs)	2008-09	2009-10	2010-11
# of Special Educators			29
# of Related Service Providers			
# of Paraprofessionals			87

PEEP staff-2010-11: 2 teachers, 3.55 paras, .6 OT/PT, .9 Speech

2009-10 2 teachers, paras, .4 OT/PT, .8 Speech

2008-09 2 teachers, paras, .4 OT/PT, .8 Speech

Elementary-2010-11 9.5 teachers, 46paras, OT/PT Speech, 6 counselors

2009-11 10 teachers, paras, OT/PT, Speech, 6 counselors

2008-10 teachers, 22.3 paras, OT/PT, Speech, 6 Counselors

Middle staff-2010-11 teachers, 18 paras, OT/PT, 1 Speech, 1 Counselors

2009-10 teachers, 18 paras, OT/PT, 1 Speech, 1 Counselors

2008-09 teachers
High S staff- 2010- 11 teachers, 17 paras,
2009- 10 teachers, 19 paras
2008- 09 teachers, 23 paras,

Leadership Team Members

Ed McDonough, Superintendent of Schools
Steve Zdravec, Assistant Superintendent of Schools
Paula Wensley, Student Services Director
Joanne Simons, Reading and Title 1 Director
George Shea, New Franklin School Principal
Kate Callahan, Dondero School Principal
Charlie Grossman, Little Harbour School Principal
Bob Andrews, SERESC
Jen Dolloff, SERESC

Achievement Team Members

Ed McDonough, Superintendent of Schools
Steve Zdravec, Assistant Superintendent of Schools
Paula Wensley, Student Services Director
Joanne Simons, Reading and Title 1 Director
George Shea, New Franklin School Principal
Kate Callahan, Dondero School Principal
Charlie Grossman, Little Harbour School Principal
Michelle Fijalkowski, Little Harbour teacher
Emily Healy, Dondero teacher
Beth Setear, Elementary SPED Coordinator
Ann Mordecai, Elementary Math
Colleen St. Hillaire, Little Harbour SPED teacher
Joy Bryan, New Franklin SPED teacher
Mary Jane Proulx, Dondero Speech teacher
Nicole Keil, New Franklin Math Interventionist
Bob Andrews, SERESC
Jen Dolloff, SERESC

III. Focused Monitoring Activities

In the Portsmouth School Department, we took the opportunity presented to us through Focused Monitoring (FM) to accelerate our work at developing our capacity in the Professional Learning Community model. While this model is being implemented in all Portsmouth schools K-12, we saw this particular opportunity to develop the work more consistently in our three elementary schools in the area of math.

As a district, we have monitored the performance gap between subgroups, in particular the gap between IEP and non-IEP students. While we have made some progress in closing that gap, the our Focused Monitoring plan will help us build a more consistent approach in building on isolated exemplars of success.

The Professional Learning Communities (PLC) model is a model we have applied to all subject areas and is a critical component of existing DINI and SINI improvement plans. We approached the FM work with the goal of furthering our success in this model. In particular, we found very early on in the FM work that the lessons learned from previous school improvement processes (i.e. Root Cause Analysis, DINI planning, SINI planning) applied to FM and helped us streamline our focus while connecting seamlessly to existing improvement efforts.

The framework we used in our Leadership Team meetings and Achievement Team meetings was to look at closing the performance gap by developing strategies to strengthen Tier 1 or core instruction and also develop a more consistent approach to utilizing Supplemental or Tier 2 instruction. This approach helped us to align and strengthen a number of past and current improvement efforts in mathematics.

Even though our designation was in reading, our DINI work over the last three years has been driven by the need to create more functional systems of identifying essential learning and then building procedures to monitor and provide supplemental support to learners. We started this work in the district by holding a district-wide summer literacy institute that helped produce a set of aligned and coordinated *power standards* in reading K-12. In this work, we drew from the research of Dr. Doug Reeves and analyzed relevant state and national standards as well as our local programs, and came to consensus on what represented essential learning in reading at each grade level. We followed this successful institute with similar institutes over the next few years, resulting in power standards being designated in reading, writing, mathematics, and science. The link below is where these standards are posted on our website:

<http://www.cityofportsmouth.com/school/powerstandards.htm>

Having done this overarching work in the district, the power standards became the basis of assessment and intervention strategies. SINI plans have been written in most of our schools and many of our team and school goals relate directly to student achievement relative to these power standards.

As we approached to FM work this fall we assessed the work done to date in the district at all levels. While the performance gap exists in multiple levels, we made the decision not to try to focus on everything. We chose to focus at the elementary level to take advantage of the opportunity to bring even greater consistency to the three elementary schools. We also chose to focus exclusively on math since this was an area we have seen greater inconsistency in approach and intervention. The district had already done more extensive work developing a literacy model through LRR and we already have a greater net of support for students who struggle in reading.

In choosing the leadership team we found it essential to have all of the elementary principals involved as well as the Student Services Director, Reading/Title 1 Director, Superintendent, and Assistant Superintendent. In choosing the Achievement Team, we wanted to focus on having a balance of special education and regular education. While we struggled initially with having

enough regular education participation, we were able to improve on that representation throughout the process and ended up having a very productive mix of roles and responsibilities on the team.

It was clear from the beginning of this process that the team was interested in closing the performance gap that exists in math and team members were very willing to consider our current data and any evidence of success. We set the stage for this conversation by looking at some existing performance data and observing some trends, both up and down. It was powerful to start the year with last year's NECAP data and receive another set of data mid year, which evidenced some very positive overall progress in student learning in math.

To dig further, we quickly set two parallel areas for focus in our work, with two distinct subgroups. One was on the review of tier 1 practice as it relates to our core math program, Everyday Math. The other was an analysis of all math interventions currently in use in any of our elementary schools and the corresponding time devoted to assisting students who struggle with a system of tier 2 interventions.

The first subgroup looking at tier 1 reviewed some of the outcomes from Everyday Math and identified some minor inconsistencies in terms of time for core instruction across the schools. More importantly, the group identified some necessary supports for teachers to be more successful with differentiating the EDM program. We have started to expand these supports through the work with a math consultant, Susan Deese, and a previous elementary principal, Robin Burdick. Susan and Robin have had a presence in our schools over the last two years through two Math Science Partnership grant projects. The first project was a collaborative effort with Somersworth focused on professional development in math content. The second project was a district-wide effort this year to utilize a model known as Japanese Lesson Study to bring a structured planning process to our grade level teams. Through this collaborative process, teachers made full use of EDM as they planned tier 1 instruction to give access to all learners in their classroom.

The second subgroup focused on assessing our current status with tier 2 interventions. We found that one of our elementary schools, New Franklin, was much further ahead in developing and utilizing these interventions in math. As a SINI in math, New Franklin has developed a scheduled Intervention Block and a process for teams to develop assessments and use the data to service students through 6-week intervention cycles. While there was not a similar schedule in the other two schools, all schools have started to use some focused math interventions and monitor student progress. This group decided that a focus area for us as a district should be to establish greater consistency in the use of these interventions and a structured intervention block in each school.

The work of the FM team was also informed by a staff survey (included in the appendix), which allowed the team to dig deeper into the perceptions of the staff and disaggregate this information by role and building. The survey helped us discuss more deeply expectations for student learning as well as effective and promising tier 2 practices. It also helped us identify some obstacles to implementing a coordinated tier 2 system.

Through the analysis of student performance data as well as the staff survey data, we feel we left the FM process with a focused and concrete plan for 2011-2012. All agendas and minutes are included in the appendix.

IV. IEP Review Summary

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

Portsmouth School District

Date of NHDOE Focused Monitoring Compliance and IEP Review: November 5, 2010, November 10, 2010, November 15, 2010, December 1, 2010, and January 5, 2011

Date of Report: May 10, 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 Portsmouth School District from November 5, 2010 through January 5, 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 November 5, 2010, November 10, 2010, November 15, 2010, January 1, 2011 and January 5, 2011.

As part of the compliance component of Focused Monitoring, the NHDOE worked in collaboration with the Portsmouth 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 Portsmouth School District were provided with a collaborative opportunity to review 15 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 3-5)

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

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

Building/District Summary of IEP Review Process

Conclusions/Patterns Trends Identified Through IEP Review Process:

Include Preschool and Secondary Transitions

- **How has this process informed future plans for improving the writing of student IEPs?**
 1. All IEPs will contain measureable goals that include baseline data.
 2. IEPs will be developed to reflect all currently available data, including NECAP data and district level evaluation results.
 3. A variety of data sources will be included in the Present Levels of Academic Performance and Functional Performance portion of all IEPs.

4. Multiple data sources, including cognitive and behavioral assessments, will all be included during IEP development.
 5. Transition planning will occur for students turning 14 years of age.
 6. Transition planning will include consideration of career assessments.
 7. Accommodations and Modifications will be reviewed and updated annually.
 8. Functional goals will be included in all IEPs when appropriate.
 9. Students will be involved in IEP development and attend IEP meetings as early as is possible.
- **Describe how individual student performance information is conveyed from grade to grade/school to school:**
 1. Preschool staff consults with ESS providers and other agencies on a consistent basis.
 2. The preschool coordinator shares information with elementary staff members.
 3. Elementary teaching staff visit and observe the preschool program when appropriate.
 4. In order to ensure successful transitions “receiving” teachers attend end of year IEP meetings and consult with “sending” staff members.
 5. Several buildings utilize a “Step up” event to provide parents with information regarding transition.
 6. When necessary, “receiving” teachers visit and observe students in the “sending” setting.
 7. In several buildings, cards and charts are completed for each identified student and forwarding to “receiving” staff.
 - **How will the district further explore the factors that have impacted poor scores for individual students on state assessments?**
 1. Results of the IEP review visits were included and examined during the 2010-2011 yearlong Focused Monitoring Process.
 2. The district is in the process of developing a comprehensive system of mathematics instruction and assessment in the elementary schools to ensure all students make appropriate growth on state assessments.

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

Strengths:

- ✓ Staff members who were involved in the IEP Review Process demonstrated a strong understanding of each student and a commitment to provide needed supports and services to each student.
- ✓ Parent to teacher and teacher to parent communication and rapport appear strong and effective. Staff members frequently talk and correspond with parents.

- ✓ Collaboration levels between and among teaching staff, support staff and the administration are commendable.
- ✓ Quarterly IEP updates include narrative reports that enhance and expand on the information provided from the state data system (EZ IEP).
- ✓ The *IEP at a Glance* template, utilized in several buildings, provides all teaching and support staff with concise user-friendly information to ensure IEP implementation.
- ✓ The district has established a very comprehensive system of assessment in math and reading at all elementary grade levels in the district.
- ✓ The district preschool program, PEEP, appears to be very effective. The preschool staff members have structured time to collaborate, utilize Creative Curriculum and partner effectively with parents and agencies.
- ✓ The continuity of *Every Day Math* implementation is a strength in the elementary schools. This program is further strengthened by the newly developed district wide mid-year math assessment.

Suggestions:

- Consider expanding professional development opportunities for preschool paraprofessional staff.
- Consider providing middle and high special education staff members with guidance to ensure transition plans include measureable post secondary goals.

District Wide Commendations:

- The Portsmouth School District is made up of a highly professional teaching and administrative staff who continually strive to provide exceptional educational opportunities for students.
- The Portsmouth School District is commended for encouraging continuous improvement, as demonstrated by exceptional levels of collaboration among all individuals and the provision of ample training and professional development opportunities for staff.
- The Special Education Department is commended for being actively involved in each of the district schools and for providing a consistent and structured system of support to teaching and case management staff.

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: No students from Portsmouth were attending Charter schools at the time of the IEP Compliance Review visits.

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. During the 2010-11 school year, the Portsmouth School District did not request any new programs or changes to existing programs.

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

Preschool	1
Elementary School	6
Middle School	4
High School, Age below 16	0
High School, Age 16 or above	4
Total Number of IEPs Reviewed	15

Out of District File Review:

Based on the random review of two student files for children with disabilities placed out of district, there were no issues of non-compliance identified. The out of district files were well organized and comprehensive.

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

As a result of the 15 IEPS (including 2 out of district files) that were selected for the IEP Reviews on November 5, 2010, November 10, 2010, November 15, 2010, January 1, 2011 and January 5, 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.*

ED1109

CRF 300.320 IEP Development

One of the fifteen IEPs reviewed contained student specific Findings of Noncompliance.

This fourth grade IEP did not include several required elements:

- The student’s progress toward meeting annual goals was not measured.
- The IEP did not provide an explanation of the extent, if any, to which the student will not participate with nondisabled peers in the regular class and other educational settings.
- The IEP did not include benchmarks or objectives (no evidence was provided to indicate parental agreement with this omission).
- Functional goals were not included in the IEP.
- Data was not included to inform readers of present levels of academic performance.

- Accommodations were not provided for administration of statewide assessments.

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.*

ED1109

CRF 300.320 IEP Development

Based on visits to each of these programs it was determined that:

Four of the fifteen IEPs reviewed did not include functional goals.

Two of the fifteen IEPs reviewed did not include measureable goals.

One of the fifteen IEPs reviewed did not include accommodations.

One of the fifteen IEPs reviewed did not include academic goals.

One of the fifteen IEPs reviewed did not include a required behavior plan.

ED1109.01

CRF 300.320 Secondary Transition Planning

Based on visits to each of these programs it was determined that three of the three IEPs of high school students reviewed did not meet all the requirements of Indicator 13, Secondary Transition.

Conclusions:

The Portsmouth School District's Focused Monitoring IEP review found that general and special education staff members are working effectively together to ensure students with educational disabilities receive quality programming and services. In general, IEPs within the district are comprehensive and well developed. The district promotes a culture of continuous improvement and learning and is committed to providing quality services to all students in the least restrictive environment.

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

SAU#: 52	NAME OF SAU: Portsmouth	SUPERINTENDENT: Ed McDonough	
SPECIAL EDUCATION DIRECTOR: Paula Wensley		DATE OF PLAN:	
<p>SYSTEMIC FINDINGS OF NON-COMPLIANCE: Systemic Findings of Non-compliance are defined as systemic deficiencies that have been identified through the IEP Review Process, which are in violation of state and federal special education rules and regulations.</p> <p>The NHDOE, Bureau of Special Education, requires that all <u>Systemic Findings</u> of Non-compliance be corrected as soon as possible, but no later than one year from the final report date – May 10, 2012.</p> <p>PLEASE NOTE: If applicable, <u>Child Specific Findings</u> of Non-compliance identified through the IEP Review Process and noted separately on the Assurance Form, are required to be resolved within 45 days.</p>			
SYSTEMIC FINDINGS OF NON-COMPLIANCE	CORRECTIVE ACTION	PERSON(S) RESPONSIBLE	EVIDENCE OF COMPLIANCE AND IMPACT ON STUDENTS, AS APPROPRIATE
			<p style="text-align: center;">TIMELINE (Check appropriate columns below to indicate expected completion time for each activity.)</p>
			<p>Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):</p> <p style="text-align: right;">Note as Met, In Process or Not Met</p>

SYSTEMIC FINDINGS OF NON-COMPLIANCE	CORRECTIVE ACTION	PERSON(S) RESPONSIBLE	EVIDENCE OF COMPLIANCE AND IMPACT ON STUDENTS, AS APPROPRIATE	8/11	11/11	2/12/	5/12
<p>ED1109 CRF 300.320 IEP Development Based on visits to each of these programs it was determined that: Four of the fifteen IEPs reviewed did not include functional goals. Two of the fifteen IEPs reviewed did not include measurable goals. One of the fifteen IEPs reviewed did not include accommodations. One of the fifteen IEPs</p>	<p>On April 6 a workshop held for case managers on writing legally compliant IEPs with special focus on using evaluative data to develop measurable goals with follow-up consultation available to staff until June 30, 2011. The special education coordinators will review all IEPs developed by their staff to ensure they</p>	<p>Director of Student Services, Director of Pupil Instruction and Support will schedule training. Special Education Coordinators will review IEPs and work with staff that need additional training.</p>	<p>Student IEPs will be on the NHSEIS website and paper copies in student files.</p>				

				8/11	11/11	2/12/	5/12	
<p>reviewed did not include academic goals. One of the fifteen IEPs reviewed did not include a required behavior plan.</p>	<p>contain all the necessary components and are legally compliant. A follow-up workshop will be held in the 2011-2012 school year.</p>							
<p>ED1109.01 CRF 300.320 Secondary Transition Planning Based on visits to each of these programs it was determined that three of the three IEPs of high school students reviewed did not meet all the requirements of Indicator 13, Secondary Transition.</p>	<p>On March 16, Heidi Wyman met with the high school case managers on developing transition plans for identified students. A follow up workshop will be held in the 2011-2012 school year.</p>	<p>Director of Student Services, Director of Pupil Instruction and Support will schedule training. Special Education Coordinator will review IEPs and work with staff that need additional assistance.</p>	<p>Student IEPs will be on the NHSEIS website and paper copies in student files.</p>					

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

SAU#: 57	NAME OF SAU: Portsmouth		SUPERINTENDENT:		
SPECIAL EDUCATION DIRECTOR:		DATE OF PLAN:			
<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>					
SUGGESTIONS	IMPROVEMENT ACTIVITY	PERSON(S) RESPONSIBLE	EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE	TIMELINE	For Use By Technical Assistant At Follow Up Visit
Consider expanding professional development opportunities for preschool paraprofessional staff.					Date of follow up visit (or date of acceptance of evidence submitted to indicate correction): Note as Met, In Process or Not Met
Consider providing middle and high special education staff members with guidance to ensure transition plans include measurable post secondary goals.					

V. Focused Monitoring Action Plan

Goal 1

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.

Portsmouth SCHOOL DISTRICT 2011-2012 ACTION PLAN

MEASURABLE STUDENT LEARNING GOAL: Insert agreed upon goal here i.e Eighty percent of Portsmouth's identified elementary students will be proficient on the 2011 math NECAP.

OBJECTIVE: A system of professional development will be established to ensure all professional staff members are skilled in the implementation of both the Everyday Math Curriculum and various tier 2 interventions such as Do the Math, Study Island and Number Worlds.

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
District Wide Elementary Math Institute to align EDM to the Common Core	Food and materials	Steve Zadravec, Asst. Superintendent	June 24, 2011			Pacing Guides and Curriculum Maps- Grade Level Math Leaders	Beginning 6/24/11
Elementary math leaders will meet to continue developing EDM math pacing guides- 2 days summer 2011		Steve Zadravec, Asst. Superintendent	Summer 2011			Pacing Guides and Curriculum Maps- Grade Level Math Leaders	1 st Draft 8/1/2011 Complete 12/1/2011
Summer Learning Lab- 12 elementary teachers will work with Susan Deese on differentiating EDM lessons to meet the needs of identified students	Paid through DINI set-aside and Title II funds	Joanne Simons, Director of Pupil Support and Instruction	Summer 2011			Pre and post assessments of students	July/August 2011

Goal 2

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.

Portsmouth SCHOOL DISTRICT 2011-2012 ACTION PLAN

MEASURABLE STUDENT LEARNING GOAL: Eighty percent of Portsmouth's identified elementary students will be proficient on the 2011 math NECAP.

OBJECTIVE: All elementary schools will develop a clear system of providing interventions to both identified and nonidentified students as identified through both summative and formative assessments.

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
Development of a district-wide template to record interventions and student success		Elementary math leaders, building principals and Joanne Simons	Fall 2011- Jan 2012			Template will be used at both grade and building level	Jan. 2012
30-minute reteach/enrich block for math in place at each elementary school		Building principals	Fall 2011			Building and district wide analysis of midyear and end of year math assessments	Feb 2012, June 2012
Development of a menu of tier 2 interventions in math for elementary students across the 3 buildings	Intervention materials	Elementary principals and Asst Super	Summer 2011- Spring 2012			A complete cataloging of what is currently available and what needs to be purchased	Spring 2012

VI. Next Steps

The Portsmouth School Department is committed to improved student performance for it's identified students. Through careful data analysis and reflection, the Focus Monitoring Achievement team has agreed to implement the above action plan through the following:

Communication: As this plan aligns directly to our DINI goals and our district commitment towards Professional Learning Community, information will be shared out through established district, building and team level meetings. The plan will be monitored through our Administrative PLC team meetings.

Sustainability: The action plan is directed towards improved student performance through the restructuring of current systems and reflection upon instructional practice all of which are sustainable long beyond the Focus Monitoring process. The district is working towards streamlining its current intervention system to develop a clear road map as to how a child is identified as needing an intervention and next steps for instruction.

Data Collection: Building level PLC teams are looking at student performance data at a minimum one time a month. A focus during the 2011-2012 school year will be on the analysis of both formative and summative assessments that determine students for building level reteach and enrich blocks. There is also an established system at both the building and district level to analyze student performance on NECAP.

The Focus Monitoring Achievement and Leadership Teams will meet during the course of the 2011-2012 school year to monitor and update the action plan.

Appendix

I. Meeting Agendas

II. Meeting Minutes

III. Staff Survey Results