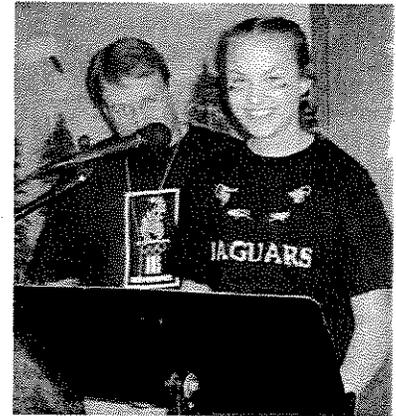
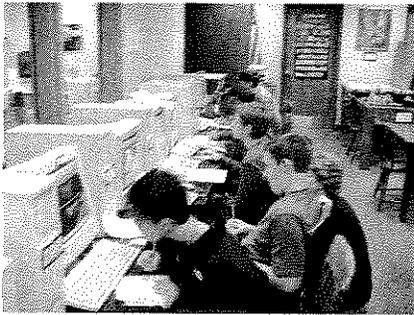


New Hampshire Department of Education
Bureau of Special Education
Special Education Program Approval and Improvement Process
Rochester School District Focused Monitoring Summary Report
2009-2010



The mission of the Rochester School Department is to ensure quality educational experiences.

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2. Introduction

The mission of the Special Education Program Approval Process is to support the advancement of educational results for all learners. This aim is integral to the Focused Monitoring Process in select New Hampshire School Districts, where a strategic and collaborative process is developed to address the Achievement Gap between students with disabilities and their non-disabled peers. To meaningfully address this disparity, a systems perspective is essential to best create strategies that represent gains for all students, including those with unique learning abilities and challenges. Accordingly, the Focused Monitoring Process is designed to incorporate current school and school district improvement goals and strategies in this yearlong effort.

The New Hampshire Department of Education has elected to address the achievement gap as the 'key performance indicator' for meeting the statutory requirements in the NCLB legislation.

Essential Question:

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

Date of Report: June 30, 2010

Statutory Authority for New Hampshire Department of Education Monitoring

The Individuals with Disabilities Education Act (IDEA) provides federal funds to assist states in educating children with disabilities and requires each participating state to ensure that school districts and other publicly funded educational agencies in the state comply with the requirements of the IDEA and its implementing regulations. New Hampshire state law requires local school districts to provide appropriate special education and related services and requires the State Board of Education (SBE) to establish, monitor and enforce regulations governing the Focused Monitoring process.

The summary report for the Focused Monitoring districts is intended to serve as a record of the work of the Achievement Team during the 2009-2010 school year, and more importantly will contain a limited number of well defined goals that will help focus the district's work by setting a target for student achievement or addressing the factors that impact student achievement. The document is intended to be a synthesis of what the Achievement Team has accomplished, which supports an improvement plan with clear goals, research-based interventions and action steps to achieve the goal of narrowing the achievement gap between students with and without disabilities. Monitoring visits and corrective actions focus on the specific processes related to the Key Performance Indicator that put districts on the "visit" list and are aimed at helping districts improve their performance on that indicator. A statewide group of stakeholders identified the key focus area for New Hampshire school districts.

The Rochester School District completed the Focused Monitoring process through the collaboration and efforts of many people. Listed below are the individuals that served on the Leadership and Achievement Teams as well as the participants for the Individual Education Plan Review Process. Although not listed here, the Spaulding High School Mathematics Department and many others contributed greatly to the

Focused Monitoring process and are actively working on improvement efforts to increase achievement for ALL students.

New Hampshire Department of Education Technical Assistants:			
Colleen Bovi	Educational Consultant	Maryclare Heffernen	Educational Consultant

Leadership Team Members			
Team Member	Position	Team Member	Position
Christiane Allison	RMS Special Education Coordinator	Mary Moriarty	Curriculum Coordinator
Robin Brown	Maple Street School Principal	Sharon Pray	Director of Student Services
Michael Hatfield	Special Education Coordinator (ES)	Sally Riley	Curriculum Coordinator
Michael Hopkins	Superintendent of Schools	Rob Seaward	SHS Deputy Principal
Lori LaBranche	SHS Special Education Coordinator	Katherine Zacharias	SHS Assistant Principal

Achievement Team Members			
Team Member	Position	Team Member	Position
Christiane Allison	RMS Special Education Coordinator	Terry Karnan	School Psychologist
Mary Ellen Arigo	NH Department of Education	Lori LaBranche	SHS Special Education Coordinator
Troy Blattner	Spaulding High School Student	Mary Moriarty	Curriculum Coordinator
Travis Brisard	Spaulding High School Student	Carissa Perkins	Spaulding High School Teacher
Lisa Byrne	Speech Pathologist	Sharon Pray	Director of Student Services
Kathleen Cotton	Spaulding High School Teacher	Susan Randall	NH Department of Education
Dan Curran	Spaulding High School Sped. Teacher	Sally Riley	Curriculum Coordinator
Erich Dietel	Spaulding High School Teacher	Kate Roberts	Parent
Doug Farquhar	Spaulding High School Teacher	Jason Talon	Spaulding High School Teacher
Anne Grassie	School Board Member	Claudia Watson	Spaulding High School Guidance Counselor
Michael Hatfield	Special Education Coordinator (Elem.)	Katherine Zacharias	Spaulding High School Assistant Principal
Ryan Kaplan	Spaulding High School Assistant Principal		

Individualized Education Plan Review Team Members			
Pre-School Level			
Team Member	Position	Team Member	Position
Susan C. Bailey	Assistant Principal East Rochester School/PreSchool Coordinator	Anna Belle McGonagle	Speech Pathologist
Lora James	Early Supports and Services	Laura Smith	Special Education Teacher
Ann Leahy	Occupational Therapist	Kim Terry	Special Education Teacher
Elementary School Level			
Team Member	Position	Team Member	Position
Lynn Allen	Assistant Principal	Sara Hughes	Speech Pathologist
Susan C. Bailey	Assistant Principal East Rochester School/Preschool Coordinator	Terry Karnan	Psychologist
Heather Bartlett	Speech Pathologist	Paula Kenyon	General Education Teacher
DB Betz	General Education Teacher	Jeff Kinghorn	Special Education Teacher
Nancy Booth	Principal School Street School	Valerie Knowles	Occupational Therapist
Kelly Borish	Occupational Therapist	Ann Leahy	Occupational Therapist
Robin Brown	Principal Maple Street School	Christie LeClair	Occupational Therapist
Pamela Brown	Special Education Teacher	Ann Lennig	Occupational Therapist
Marie Campbell	Special Education Teacher	Sora Martindaie	Speech Pathologist

Team Member	Position	Team Member	Position
Linda Canter	Academic Assessor	Michelle McAlister	Assistant Principal
Raeann Cossette-Clarke	General Education Teacher	Kathryn McWhirk	Speech Pathologist
Kathleen Crosby	Assistant Principal	Margaret Michaud	Special Education Teacher
Linda Cushman	Special Education Teacher	Karen Muzzey	General Education Teacher
Kathy DeGrechie	Special Education Teacher	Christine Norris	General Education Teacher
Danielle Dooley	General Education Teacher	Maureen Oakman	Teaching Principal
Samantha Dowe	Guidance Counselor	Nancy Rhoades	General Education Teacher
Donna Gilbert	Special Education Teacher	Amanda Spellman	Intern/Paraprofessional
Dorothy Hardy	Special Education Teacher	Sally Stailey	Special Education Teacher
Lisa Harrison	Speech/Language Specialist	Jennifer Steer	Speech Pathologist
Julie Hart	Speech Pathologist	Christina Stokel	Behavior Interventionist/ Counselor
Laura Harwood	Special Education Teacher	Dorothy Sylvia	Special Education Teacher
George Haseltine	General Education Teacher	Christina Tilton	General Education Teacher
Michael Hatfield	Special Education Coordinator	Patricia Townsend	Special Education Teacher
Jen Hedman	General Education Teacher	Katrina Vancallette	Special Education Paraprofessional
Ashley Hokanson	Special Education Teacher	Danielle Veno	General Education Teacher
Elisabeth Holdsworth	PT Assistant		
Middle School Level			
Team Member	Position	Team Member	Position
Marie Bahlert	Team Teacher	Cassandra Doore	Language Arts Teacher
Jan Brown	Team Teacher	Erin Mahoney	Special Education Teacher
Lex Buzzell	Science Teacher	Andrea McCusker	Special Education Teacher
Len Colello	Team Teacher	Scott Prieto	Math Teacher
Gail Corey	Special Education Counselor	Marilyn Shepardson	Team Teacher
High School Level			
Team Member	Position	Team Member	Position
Lori Becker	Math Teacher	Stephan Jordan	English Teacher
Kevin Boyle	Special Education Teacher	Lori LaBranche	Special Education Coordinator
Judy Cohen	Special Education Counselor	Dianne Moses	Special Education Teacher
Jennifer Daly	Art Teacher	Janet Nickless	Special Education Teacher
Kathy Dubois	Bud Carlson Academy Director	Paul Palazzolo	Math Teacher
Shelly Gingras	Guidance Counselor	Tom Pearce	General Education Teacher
Phyllis Glidden	Special Education Teacher	Jennifer Strubinger	Science Teacher
Daniel Heeter	ROTC	Gail Terra	Special Education Teacher
Wendy Hendryx	Guidance Counselor		
District Level			
Team Member	Position	Team Member	Position
Karen Carignan	Speech Pathologist/Department Head	Chris Moss	Physical Therapist
Terry Desjardins	Academic Assessor	Lee Murphy	Physical Therapist
Kari Geisler	Adaptive Physical Educator	Michael Noonan	Psychologist
Lori Gilbert	Occupational Therapist/ Department Head	Sharon Pray	Director of Student Services
Tamara MacAllister	Director of Student Services – SAU 74		

3. Focused Monitoring Activities

In May 2009, the Rochester School District was selected to participate in Focused Monitoring for the 2009 – 2010 school year. The Rochester School District's well established culture of collaboration, use of student learning data and best practices provided the cornerstone for the work that lay ahead. Throughout the Focused Monitoring process participants drew upon the district's strong foundation for improving student learning which was established in 2003 when the Rochester School District adopted the *90% Reading Goal*. The *90% Reading Goal* is based on the work of the Kennewick School District as described in the book The 90% Reading Goal. The Rochester School District *90% Reading Goal* states that *90% of our students will read at or above grade level by the end of third grade*.

Since the adoption of this goal, significant district resources and efforts have been appropriated to establish at the elementary and middle school levels a Three-Tiered Response to Intervention Model in reading. Similar initiatives at both the elementary and middle school levels are being developed and implemented in the area of mathematics. Through the use of multiple data points, student learning gains from these programmatic changes are being observed at the elementary and middle school levels. As these elementary and middle school initiatives are well underway, the Focused Monitoring Leadership Team made the decision to utilize the Focused Monitoring Process to extend these efforts of improving student learning to the high school level.

During the first Focused Monitoring Achievement Team meetings, a careful review of historical data from the New England Common Assessment Program grades three through eleven in both reading and mathematics was conducted. After this analysis, the Focused Monitoring Achievement Team, made the data driven decision to narrow the focus further from Spaulding High School and more specifically concentrate the Focused Monitoring efforts in the area of the mathematics at Spaulding High School.

In order to support this work, the Focused Monitoring Achievement Team identified four key sub-committees: *Program Models & Schedules*, *Curriculum Alignment*, *Instruction and Assessment Practices*, and *Demographics of Sub-Groups*. The work of these sub-committees aligned with and supported district and school level goals and improvement plans. This alignment is depicted in *Addendum A – Alignment of District, School & Focused Monitoring Goals*.

A description of each sub-committee's work is outlined below. A timeline outlining the Rochester School District's Focused Monitoring process, accomplishments and actions taken to date to address factors impacting student achievement can be found in *Addendum B – Rochester School District Focused Monitoring Timeline*.

Program Models & Schedules

- Reviewed current structure in place at the high school level to provide interventions for students who struggle academically and behaviorally.
- Members of the committee participated in visitations to Keene High School, Portsmouth High School and Pembroke Academy to observe programming and interventions for high school students with special needs.

Curriculum Alignment

- Analyzed student class achievement results in mathematics and performance on the Grade 11 Mathematics New England Common Assessment Program (NECAP).
- All Eighteen (18) members of the Spaulding High School Mathematics Department and two (2) members from the Spaulding High School Special Education Department participated in a review of the New Hampshire Curriculum Frameworks, Released Items for the 2009 Mathematics NECAP, the current mathematics curriculum in place at Spaulding High School and student mathematics achievement data.

Instruction and Assessment Practices

- Conducted focus groups with Spaulding High School and Rochester Middle School mathematics and special education teachers
- Conducted a student focus group at Spaulding High School.
- Administered a survey to high school mathematics and special education teachers and analyzed results.
- Administered a survey to all Spaulding High School grade 10 and grade 11 students and analyzed results.

Demographics or Sub-Groups

- Collected demographic data on current tenth grade students (2009 – 2010) and analyzed results. Data included: gender, town of origin, special education students, socio-economic status, Northwest Evaluation – Measures of Academic Progress results, New England Common Assessment results, and current mathematics courses enrolled. Refer to *Addendum C – Data Report*.

In addition to the work of the sub-committees, the Focused Monitoring Achievement Team furthered their understanding of increasing student learning outcomes by participating in a professional book study, Annual Growth, Catch-Up Growth. The book, Annual Growth, Catch-Up Growth, is the continuation of the Kennebec School District's journey shared in The 90% Reading Goal, and was a natural extension of the work already established and ongoing in the Rochester School District.

After careful review of qualitative and quantitative data and research, the Focused Monitoring Achievement Team identified the following factors impacting student achievement:

- High school mathematics curriculum not aligned with New Hampshire Curriculum Frameworks
- Students can earn their mathematics credits:
 - without having access to all the Grade Span Expectations assessed through the Mathematics New England Common Assessment Program; and
 - by the end of the first semester of their sophomore year, which leaves a void of eight months between their study of mathematics and the NECAP assessment
- High failure rate for students in Standards Level classes:
 - results in students needing to repeat courses; and
 - limits their access to all the Grade Span Expectations assessed through the Mathematics NECAP
- Lack of access to interventions in reading and mathematics at the high school level

In order to address these factors and increase student achievement for ALL students, the Focused Monitoring Achievement Team identified the measurable goal stated below.

Measurable Goal

As a result of the implementation of the Focused Monitoring Action Plan and ongoing school improvement initiatives, Spaulding High School students will continue in both Reading and Mathematics, as a whole school and in all sub-groups, to make Adequate Yearly Progress.

A comprehensive action plan was developed by the Focused Monitoring Achievement Team with five identified objectives along with detailed strategies and activities designed to reach our measurable goal. The five objectives are listed below.

Objective #1:

Spaulding High School's mathematics curriculum will be aligned to the New Hampshire Grade Span Expectations and the Common Core Standards.

Objective #2:

Spaulding High School will restructure courses and programs to meet the learning needs of special education students.

Objective #3:

Spaulding High School will establish and implement reading and mathematics interventions for students meeting the identified criteria.

Objective #4:

Spaulding High School's instructional practices will be aligned with research-based best practices.

Objective #5:

The Rochester School District will communicate the Focused Monitoring Final Report and progress to all stakeholders and continue to build community awareness of the need for interventions in reading and mathematics K -12.

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

ROCHESTER SCHOOL DISTRICT

Dates of New Hampshire Department of Education Focused Monitoring Compliance and IEP Review:

January 28, February 11 and 12, 2010

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 Rochester School District on January 28, February 11 and 12, 2010. 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 January 28 and February 11 and 12, 2010

As part of the compliance component of Focused Monitoring, the NHDOE worked in collaboration with the Rochester 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 Rochester School District were provided with a collaborative opportunity to review 19 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 Rochester School District:

Building/District Summary of IEP Review Process

Total Number of IEPs Reviewed: 19

Number Preschool: 1

Number Elementary School: 13

Number Middle School: 2

Number High School, Age 16+: 2 +1 Bud Carlson

Number High School, Age below 16: 0

Conclusions/Patterns Trends Identified Through IEP Review Process:

- **How has this process informed future plans for improving the writing of student IEPs?**
 1. Student IEPs can be better developed by the use of multiple measures for the development of Present Level of Performance and set clearly measurable goals that are connected to the student's classroom instruction and are able to be measured by classroom teacher or others in the general education setting, if appropriate.
 2. There is a need to provide professional development to all staff in developing IEPs that include well-constructed Present Levels of Performance, measurable IEP Goals with clear benchmarks or objectives and meaningful progress monitoring tools. The measurable annual goals and benchmarks should be aligned to general education curriculum and understandable to the teachers, parents and students.
 3. There is a need to further support the communication and collaboration between general education and special education staff in the development and monitoring of IEPs.

4. The teams identified a need to make better use of the multiple classroom, school, district and state student data that currently exist in the development of IEPs.
 5. The high school IEP Review teams acknowledge the need to better develop measurable secondary transition goals that include a coordinated set of transition activities.
 6. There is a need to develop a written form for preschool transition from ESS to REACH and from REACH to kindergarten.
- **Describe how individual student performance information is conveyed from grade to grade/school to school:**
 1. Transition meetings are held and summary cover sheets are completed to ensure smooth transitions for all students. Special Education Coordinators at all levels meet with outgoing and incoming students to make appropriate placements and provide necessary student supports. Observations and site visits are also conducted.
 - **How will the district further explore the factors that have impacted poor scores for individual students on state assessments?**
 1. The district has well developed tiered systems of instruction and assessment for students at the elementary and middle school levels. The district is currently focusing on the high school level to determine student learning needs and provide them with the interventions and supports needed to improve outcomes for all students.
 2. The FM Process will continue to analyze the district's current curriculum, instruction and assessment models at the high school and develop an Action Plan in response to findings.
 - **Strengths and suggestions identified related to IEP development/progress monitoring and services:**

Strengths:

- The Rochester School District administrators, teachers, related service providers and staff are highly trained professionals who take pride in their work and respect and support each other.
- The district provides the necessary curriculum, instruction and assessment resources to staff and students.
- Professional development provided to teachers and staff is comprehensive, ongoing, well integrated, research based and effective.
- The district is commended for the well developed student data that is available to inform instructional decisions. The use of Descartes to analyze and utilize student NWEA results is commended.
- The IEPs reviewed revealed well designed and comprehensive IEPs which, in most cases includes the required components.
- Accommodations for both classroom instruction and assessment are well chosen and implemented.
- The elementary and middle schools have a well designed and implemented Response to Intervention (RTI) model that has a positive effect on supporting student learning needs.
- The collaboration and respect between general and special educators is evident and highly valued by all staff.
- Parents are welcomed and included in the schools and seen as partners in their child's education.
- The district provides access to technology for staff and students.

- The addition of Infinite Campus has allowed greater access to information for staff, students and parents.
- There is very effective leadership, communication, and support in the development and implementation of IEPs from the district administrators to the building level administrators, teachers and staff.
- Preschool staff have a good working relationship and strong collaboration with Early Supports and Services.
- There is a commitment to actively engage parents and to provide home supports at the preschool level.

Suggestions:

- Provide additional professional development around writing comprehensive IEPs, including well-constructed Present Level of Performance using multiple measures, Measurable IEP Goals, progress monitoring and well designed and complete Secondary Transition Plan and Measurable post-secondary Goals.
- Build and RTI model in the area of mathematics district-wide.
- Provide direction and professional development in the understanding and use of accommodations and modifications in both instruction and assessment for both general and special educators.
- Determine a way to elicit parent input on how to further engage parents and students in the development of the IEP .
- Provide interventions and additional supports to students with disabilities at the high school level.

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

As a result of the 22 IEPs that were selected for the IEP Reviews on January 28 and February 11 and 12, 2010, the following Findings of Noncompliance were identified:

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

34 CFR 300.301, 34 CFR 300.303, 34 CFR 300.306, 34CFR 300.310, 34 CFR 300.320, Ed1109

IEP Development

In five of the 22 IEPs reviewed multiple measures were not consistently used in the development of IEPs. In 13 out of 22 IEPs reviewed IEP goals did not contain criteria for measurable and achievable progress.

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

Ed1109.01

Secondary Transition Plans – Three of the six IEPs of high school students reviewed did not meet the requirements of Indicator 13, Secondary Transition.

Please Note: *These Findings of Noncompliance will need to be addressed in a corrective action plan and met within one year of the date of the report; a template is located at the end of this summary.*

District Wide Commendations:

- The availability and access to student outcome data and the utilization of data driven decision making by data teams in the district is commended.
- There is a culture of collaboration and respect between general and special educators.
- The district provides comprehensive and integrated professional development.
- A system of tiered reading support at the elementary school level is well developed.
- Strong and effective special education leadership at the district and building level is apparent district wide.
- The district provides the necessary resources to all of the schools and programs throughout the district.
- The implementation of the Infinite Campus website provides a valuable communication and information tool for staff, students and parents.
- The culture of strategic planning and vision for the future development of new programs and services to improve student learning is well established and important.

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.

Out of District File Review

Based on the random review of 3 student files for children with disabilities placed out of district, there was 1 Finding of Non-Compliance: **Ed 1109.01 Elements of an IEP 300.320(2)(1)** – IEP lacked measurable goals. It is strongly recommended that the district develop a format for organizing the out-of-district files.

Students with Disabilities Attending Charter Schools:

At the time of the February 2010 IEP Review Process conducted in the Rochester School District no student with an IEP was attending a charter school.

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

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

Program and/or School Name Request

Bud Carlson Academy	A high school environment designed to provide alternative pathways toward graduation.
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Based on visits to the Bud Carlson Academy it was determined that this alternative environment provides an intensive, individualized program of study for students with and without disabilities in grades 9-12. The program

includes strategies for developing personalized learning plans and extended learning opportunities for students. Students have full access to the Spaulding High School curriculum and the Career and Technical Education Program and work toward completion of the 20 high school credits required for their diploma.

Conclusions:

The Rochester School District's Focused Monitoring IEP Review process found that in general that IEPs within the district at all levels are well developed. The IEP Review teams at each school included representatives of all practitioners including administrators, general and special educators, and related service providers. Collaboration between general and special education staff is evident across the district. The district is committed to providing services to children with disabilities in the least restrictive environment.

The thoughtful dialogue and discovery from the teamwork resulted in a number of commendations and suggestions for improvement. Several of the key suggestions for improvement include the need for additional high quality professional development in IEP development, specifically in the design of Present Levels of Performance, Measurable IEP goals, regular progress monitoring and Secondary Transition Goals.

Corrective Action Plan

SAU#: 54	NAME OF SCHOOL DISTRICT: Rochester, NH	SUPERINTENDENT/EXECUTIVE DIRECTOR: Michael L. Hopkins						
SPECIAL EDUCATION DIRECTOR: Sharon G. Pray, Director of Student Services			DATE OF PLAN: 5/21/10					
THE NHDOE, BUREAU OF SPECIAL EDUCATION, REQUIRES THAT ALL FINDINGS OF NON-COMPLIANCE BE CORRECTED AS SOON AS POSSIBLE, BUT NO LATER THAN ONE YEAR FROM THE FINAL REPORT DATE – BY 5/11/11								
FINDINGS OF NON-COMPLIANCE: Findings of non-compliance are defined as deficiencies that have been identified through the Focused Monitoring Review Process, which are in violation of state and federal Special Education rules and regulations.					For Use By Technical Assistant At Follow Up Visit			
FINDINGS OF NON-COMPLIANCE	CORRECTIVE ACTION	PERSON(S) RESPONSIBLE	EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE	TIMELINE				Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):
				(Check appropriate columns below to indicate expected completion time for each activity.) Please note: citations re: individual students must be benchmarked in the first quarter.				
				6/10	10/10	2/11	5/11	
Include Secondary Transitions 20 U.S.C. 1416(a)(3)(B); CFR 300.320; ED 1109.01 (a)(1) Indicator 13 SPP/APR 34 CFR 300.301, 34 CFR 300.303, 34 CFR 300.306, 34CFR 300.310, 34 CFR 300.320, Ed1109 IEP Development	Review upcoming draft IEP's to ensure that goals contain criteria for measurable and achievable progress prior to proposing IEP's to the Team. Review upcoming draft IEP's to ensure that multiple measures are used in the development of IEP's prior to proposing IEP's to the Team.	Special Education Coordinators School Administrators Compliance Faciliator Special Education Coordinators School Administrators Elementary Compliance	Log IEP's reviewed Log IEP's reviewed	X				
In five of the 22 IEPs reviewed multiple measures were not consistently used in				X				

<p>the development of IEPs. In 13 out of 22 IEPs reviewed IEP goals did not contain criteria for measurable and achievable progress.</p>	<p>Provide mandatory professional development activities for all case managers, related service providers and administrators entitled “Writing Measurable Goals”</p> <p>Provide “mentors” to case managers and related service providers who require additional supports in writing IEP’s.</p> <p>Provide mandatory professional development activities for all case managers, related services providers and administrators entitled “Utilizing multiple measures in present levels of performance”</p>	<p>Facilitator</p> <p>Director of Student Services</p> <p>Director of Student Services</p> <p>Special Education Coordinators</p> <p>Director of Student Services</p>	<p>Log of attendees</p> <p>Professional Development Agenda and Activities</p> <p>On-going monitoring of IEP’s through EZ IEP</p> <p>Log of Mentor Activities</p> <p>On-going monitoring of IEP’s through EZ IEP.</p> <p>Log of attendees</p> <p>Professional Development Agenda and Activities</p> <p>On-going monitoring of IEP’s through EZ IEP</p>			<p>X</p> <p>X</p> <p>X</p>		
<p>20 U.S.C. 1416(a)(3)(B); CFR 300.320; ED 1109.01 (a)(1) Indicator 13 SPP/APR</p> <p>Ed1109.01</p> <p>Secondary Transition Plans – Three of the six IEPs of high school students reviewed did not meet the requirements of Indicator 13, Secondary Transition.</p>	<p>Provide mandatory professional development activities for all high school level case managers and administrators entitled “Transition Planning” utilizing Transition Resource Network personnel through the Strafford Learning Center.</p>	<p>Director of Student Services</p> <p>High School Special Education Coordinator</p>	<p>Log of attendees</p> <p>Professional Development Agenda and Activities</p> <p>On-going monitoring of IEP’s through EZ IEP</p>			<p>X</p>		

	<p>Provide “mentors” to case managers and related service providers who require additional supports in writing transition plans.</p> <p>Prior to proposing final IEP’s at team meetings, special education case managers shall be required to alert the Special Education Coordinator(s) to review the “draft” IEP in an effort to ensure that goals are measurable, present levels are written using multiple points of data and transition plans meet the requirements of Indicator 13.</p>	<p>Director of Student Services</p> <p>High School Special Education Coordinator</p> <p>Case Managers</p> <p>Special Education Coordinators</p> <p>Director of Student Services</p>	<p>Log of Mentor Activities</p> <p>On-going monitoring of IEP’s through EZ IEP.</p> <p>Log of IEP’s reviewed</p> <p>IEP’s include measurable goals, present levels of performance utilizing multiple points of data and transition plans that meet the requirements of Indicator 13.</p>		X		X	
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5. 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.

ROCHESTER SCHOOL DISTRICT FOCUSED MONITORING ACTION PLAN

MEASURABLE STUDENT LEARNING GOAL

As a result of the implementation of the Focused Monitoring Action Plan and ongoing school improvement initiatives, Spaulding High School students will continue in both Reading and Mathematics, as a whole school and in all sub-groups, to make Adequate Yearly Progress.

Five objectives have been identified in the Action Plan and are listed below. The necessary strategies and activities required to meet these objectives and reach our measurable goal are outlined in the pages that follow.

Objective #1:

Spaulding High School's mathematics curriculum will be aligned to the New Hampshire Grade Span Expectations and the Common Core Standards.

Objective #2:

Spaulding High School will restructure courses and programs to meet the learning needs of special education students.

Objective #3:

Spaulding High School will establish and implement reading and mathematics interventions for students meeting the identified criteria.

Objective #4:

Spaulding High School's instructional practices will be aligned with research-based best practices.

Objective #5:

The Rochester School District will communicate the Focused Monitoring Final Report and progress to all stakeholders and continue to build community awareness of the need for interventions in reading and mathematics K-12.

OBJECTIVE #1

Spaulding High School's mathematics curriculum will be aligned to the New Hampshire Grade Span Expectations and the Common Core 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
Evaluate current mathematics course/ level structure and criteria used to determine student placement.	Funding for Substitutes, Stipends for Curriculum Work	Curriculum Coordinator and High School Mathematics Department	March 2010/ Sept. 2010	What & by whom	When	What & by whom	When
				Evaluation and recommendations for structural changes completed by Curriculum Coordinator and High School Mathematics Department.	Sept. 2010	The following assessment results will be reviewed, analyzed and used to measure strategy effectiveness by the Curriculum Coordinator & Spaulding High School Mathematics Department: <ul style="list-style-type: none"> • Grade 11 Mathematics NECAP Results • Grade 9 & 10 Northwest Evaluation Association – Mathematics Measures of Academic Progress • Spaulding High School Mathematics Department Common Assessments 	March 2010 – ongoing
Establish a timeline to: <ul style="list-style-type: none"> • implement recommended course structure/ level changes; • align all high school mathematics courses to the New Hampshire Grade Span Expectations and Common Core Standards; 	Funding for Substitutes, Stipends for Curriculum Work	Curriculum Coordinator and High School Mathematics Department	Sept. 2010	Timeline established by Curriculum Coordinator and High School Mathematics Department.	Sept. 2010	The following assessment results will be reviewed, analyzed and used to measure strategy effectiveness by the Curriculum Coordinator & Spaulding High School Mathematics Department: <ul style="list-style-type: none"> • Grade 11 Mathematics NECAP Results • Grade 9 & 10 Northwest Evaluation Association – Mathematics Measures of 	Sept. 2010 - ongoing

<ul style="list-style-type: none"> • identify essential learning standards (“power standards”) for each course; and • revise course competencies 						<p>Academic Progress</p> <ul style="list-style-type: none"> • Spaulding High School Mathematics Department Common Assessments 	
<p>Complete the mathematics curriculum work based on the established timeline.</p>	<p>Funding for Substitutes, Stipends for Curriculum Work</p>	<p>Curriculum Coordinator and High School Mathematics Department</p>	<p>May 2010 – September 2012</p>	<p>Based on the established timeline, revised curricula for all courses are completed by Curriculum Coordinator and High School Mathematics Department</p>	<p>Sept. 2012</p>	<p>The following assessment results will be reviewed, analyzed and used to measure strategy effectiveness by the Curriculum Coordinator & Spaulding High School Mathematics Department:</p> <ul style="list-style-type: none"> • Grade 11 Mathematics NECAP Results • Grade 9 & 10 Northwest Evaluation Association – Mathematics Measures of Academic Progress • Spaulding High School Mathematics Department Common Assessments 	<p>Sept. 2010 - ongoing</p>

OBJECTIVE #2

Spaulding High School will restructure courses and programs to meet the learning needs of special education 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
Reassign Skills Mathematics, Skills English, Skills Read & Write, Skills Science and Skills Social Studies from Special Education to the Mathematics, English, Social Studies and Science Departments.	Regular and Special Education Teachers	Deputy Principal, Assistant Principal, Special Education Coordinator, Director of Student Services and Curriculum Coordinator	March 2010/ May 2010	What & by whom	When	What & by whom	When
				Master schedule completed by Deputy Principal.	May 2010	The following assessment results will be reviewed, analyzed and used to measure strategy effectiveness by the Building and Central Office Administration and Skills Teachers: <ul style="list-style-type: none"> • Grade 11 Mathematics and Reading NECAP/NH Alternate Portfolio Results • Northwest Evaluation Association – Mathematics and Reading Measures of Academic Progress • Individual student achievement results 	Sept. 2010 - ongoing
Restructure schedule to accommodate year-long forty-five minute mathematics and English courses coupled with year- long forty-five minute intervention blocks.	Regular and Special Education Teachers	Deputy Principal, Assistant Principal, Special Education Coordinator, Director of Student Services and Curriculum Coordinator	March 2010/ May 2010	Master schedule completed by Deputy Principal.	May 2010	The following assessment results will be reviewed, analyzed and used to measure strategy effectiveness by the Building and Central Office Administration and Skills Teachers: <ul style="list-style-type: none"> • Grade 11 Mathematics and Reading NECAP/NH Alternate Portfolio Results 	Sept. 2010 - ongoing

						<ul style="list-style-type: none"> • Northwest Evaluation Association – Mathematics and Reading Measures of Academic Progress • Individual student achievement results 	
Revise Skills Mathematics, Skills English, Skills Read & Write, Skills Social Studies, Skills Science, Skills Employment Experiences, Skills Nutrition Health & Safety curricula.	Regular and Special Education Teachers, Funding for Materials and Stipends	Special Education Coordinator, Director of Student Services, Curriculum Coordinator and Skills Regular/ Special Education Teachers	May 2010/ Sept. 2011	Written curriculum for each course is submitted by Teachers to Curriculum Coordinator.	Sept. 2011	<p>The following assessment results will be reviewed, analyzed and used to measure strategy effectiveness by the Building and Central Office Administration and Skills Teachers:</p> <ul style="list-style-type: none"> • Grade 11 Mathematics and Reading NECAP/NH Alternate Portfolio Results • Northwest Evaluation Association – Mathematics and Reading Measures of Academic Progress • Individual student achievement results 	Sept. 2010 - ongoing
Restructure Extended School Year Program to include regular education teachers as academic tutors in addition to special education teachers.	Regular and Special Education Teachers, Funding for Materials and Stipends	Special Education Coordinator, Director of Student Services and Curriculum Coordinator	May 2010/June 2010	Program schedule and list of staff members organized by Special Education Coordinator.	Sept. 2010	<p>The following assessment results will be reviewed, analyzed and used to measure strategy effectiveness by the Building and Central Office Administration and Skills Teachers:</p> <ul style="list-style-type: none"> • Grade 11 Mathematics and Reading NECAP/NH Alternate Portfolio Results • Northwest Evaluation Association – Mathematics and Reading Measures of Academic Progress • Individual student achievement results 	Sept. 2010 - ongoing

Implement Reading Edge in Basic Read & Write Course.	Funding for Materials, Stipends and Training	Curriculum Coordinator, Assistant Principal and Basic Read & Write Teachers	May 2010/ June 2011	List of teachers who received the Reading Edge training and dates for training and follow up program implementation fidelity monitoring from Success for All Foundation organized by Curriculum Coordinator.	Sept. 2010	<p>The following assessment results will be reviewed, analyzed and used to measure strategy effectiveness by the Building and Central Office Administration and Skills Teachers:</p> <ul style="list-style-type: none"> • Grade 11 Mathematics and Reading NECAP/NH Alternate Portfolio Results • Northwest Evaluation Association – Mathematics and Reading Measures of Academic Progress • Individual student achievement results 	Sept. 2010 - ongoing
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OBJECTIVE #3

At Spaulding High School interventions in reading and mathematics will be established and implemented for students meeting the identified criteria.

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
Establish a Spaulding High School Mathematics Data Team and a Spaulding High School Reading Data Team for the following purpose: <ul style="list-style-type: none"> • identifying students in need of mathematics and/or reading intervention; • monitoring the progress for students receiving a mathematics and/or reading intervention; and • course/department achievement data. 	School and District Staff	Assistant Principal, Curriculum Coordinators and Members of the Spaulding High School Mathematics and Reading Data Teams	Sept. 2010	What & by whom	When	What & by whom	When
				List of participants on the Spaulding High School Mathematics and Reading Data Teams established by the Assistant Principal.	Sept. 2010	The following assessment results will be reviewed, analyzed and used to measure strategy effectiveness by the Spaulding High School Mathematics and Reading Data Teams: <ul style="list-style-type: none"> • Grade 11 Mathematics & Reading NECAP Results • Grade 9 & 10 Northwest Evaluation Association – Mathematics & Reading Measures of Academic Progress • Individual student achievement results 	June 2012
Identify criteria for selection of students who qualify in reading and mathematics for an intervention.	Spaulding High School Mathematics and Reading Data Teams	Assistant Principal, Curriculum Coordinators and Members of the Spaulding High School Mathematics and Reading Data Teams	Oct. 2010	List of criteria for selection established by the Spaulding High School Mathematics and Reading Data Teams.	Oct. 2010	The following assessment results will be reviewed, analyzed and used to measure strategy effectiveness by the Spaulding High School Mathematics and Reading Data Teams: <ul style="list-style-type: none"> • Grade 11 Mathematics & Reading NECAP Results 	June 2012

						<ul style="list-style-type: none"> • Grade 9 & 10 Northwest Evaluation Association – Mathematics & Reading Measures of Academic Progress • Individual student achievement results 	
Select intervention programs, establish an intervention schedule, identify interventionists and provide training to interventionists (pool of interventionists includes para-educators).	Funding for Trainings, Intervention Materials, and Stipends for Trainers and Interventionists	Assistant Principal, Curriculum Coordinators and Members of the Spaulding High School Mathematics and Reading Data Teams	November 2010/August 2011	List of intervention programs and trained interventionists for the programs developed by the Spaulding High School Mathematics and Reading Data Teams.	August 2011	<p>The following assessment results will be reviewed, analyzed and used to measure strategy effectiveness by the Spaulding High School Mathematics and Reading Data Teams:</p> <ul style="list-style-type: none"> • Grade 11 Mathematics & Reading NECAP Results • Grade 9 & 10 Northwest Evaluation Association – Mathematics & Reading Measures of Academic Progress • Individual student achievement results 	June 2012
Based on the established criteria identify students who qualify for an interventions program.	Spaulding High School Mathematics and Reading Data Teams	Assistant Principal, Curriculum Coordinators and Members of the Spaulding High School Mathematics and Reading Data Teams	May 2011/ June 2011	List of students who meet the criteria established by the Spaulding High School Mathematics and Reading Data Teams.	June 2011	<p>The following assessment results will be reviewed, analyzed and used to measure strategy effectiveness by the Spaulding High School Mathematics and Reading Data Teams:</p> <ul style="list-style-type: none"> • Grade 11 Mathematics & Reading NECAP Results • Grade 9 & 10 Northwest Evaluation Association – Mathematics & Reading Measures of Academic Progress 	June 2012

						<ul style="list-style-type: none"> • Individual student achievement results 	
Match each student's learning needs to the correct intervention.	Spaulding High School Mathematics and Reading Data Teams	Assistant Principal, Curriculum Coordinators and Members of the Spaulding High School Mathematics and Reading Data Teams	May 2011/ June 2011	List of students with designated intervention programs and assigned interventionists established by the Spaulding High School Mathematics and Reading Data Teams.	June 2011	<p>The following assessment results will be reviewed, analyzed and used to measure strategy effectiveness by the Spaulding High School Mathematics and Reading Data Teams:</p> <ul style="list-style-type: none"> • Grade 11 Mathematics & Reading NECAP Results • Grade 9 & 10 Northwest Evaluation Association – Mathematics & Reading Measures of Academic Progress • Individual student achievement results 	June 2012
Implement interventions for the selected students.	Spaulding High School Mathematics and Reading Data Teams and Trained Interventionists	Assistant Principal, Curriculum Coordinators and Members of the Spaulding High School Mathematics and Reading Data Teams and Trained Interventionists	Sept. 2011 – ongoing	List of students with designated intervention programs, assigned interventionists and intervention schedule established by the Spaulding High School Mathematics and Reading Data Teams.	June 2011	<p>The following assessment results will be reviewed, analyzed and used to measure strategy effectiveness by the Spaulding High School Mathematics and Reading Data Teams:</p> <ul style="list-style-type: none"> • Grade 11 Mathematics & Reading NECAP Results • Grade 9 & 10 Northwest Evaluation Association – Mathematics & Reading Measures of Academic Progress • Individual student achievement results 	June 2012

OBJECTIVE #4

Spaulding High School's instructional practices will be aligned with research-based best practices.

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
Members of the Spaulding High School faculty will collaborate on <i>Designing Competency Based Instruction</i> facilitated by Rose Colby.	Funding for Substitutes and Facilitator Fee	Curriculum Coordinator, Assistant Principal and Forty-Five Faculty Members	Oct. 2009/ June 2011	What & by whom	When	What & by whom	When
				Schedule of assigned meeting dates and list of participants established by Curriculum Coordinator and Assistant Principal.	Sept. 2010	The following evidence will be reviewed, analyzed and used to measure strategy effectiveness by Curriculum Coordinator and Assistant Principal: <ul style="list-style-type: none"> • Grade 11 Reading, Writing, Mathematics & Science NECAP Results • Teacher Survey Data 	Sept. 2010 - ongoing
Members of the Spaulding High School Mathematics Department and Special Education Department will participate in the course <i>Developing Algebraic Reasoning</i> facilitated by Dr. Richard Evans from Plymouth State University.	Funding for Substitutes and Facilitator Fee	Curriculum Coordinator and SHS Mathematics Department/Special Educators, as well as, Rochester Middle School, Paul School & St. Elizabeth Seton Middle School Teachers have been invited to participate	May 2010/ June 2011	Schedule of assigned meeting dates and list of participants established by Curriculum Coordinator.	Sept. 2010	The following assessment results will be reviewed, analyzed and used to measure strategy effectiveness by the Curriculum Coordinator & Spaulding High School Mathematics Department: <ul style="list-style-type: none"> • Grade 11 Mathematics NECAP Results • Grade 9 & 10 Northwest Evaluation Association – Mathematics Measures of Academic Progress • Spaulding High School Mathematics Department Common Assessments 	Sept. 2010 - ongoing

Members of the Spaulding High School Faculty will participate in a book study group on <i>Classroom Instruction That Works: Research-Based Strategies For Increasing Student Achievement</i> by Robert Marzano, Debra Pickering & Jane Pollock.	Funding for Substitutes and Books	Teacher leader and Sixty Faculty Members including Regular and Special Educators	Sept. 2010/ June 2011	Schedule of assigned meeting dates and list of participants established by Assistant Principal and Special Education Coordinator.	Sept. 2010	The following evidence will be reviewed, analyzed and used to measure strategy effectiveness by the Curriculum Coordinator and Assistant Principal: <ul style="list-style-type: none"> • Grade 11 Reading, Writing, Mathematics & Science NECAP Results • Teacher Survey Data 	Sept 2010 – ongoing
Provide monthly training to the Spaulding High School Faculty on research-based highly effective instructional strategies for vocabulary.	Spaulding High School Literacy Committee and Funding for Materials	Assistant Principal, Chair of Spaulding High School Literacy Committee and Spaulding High School Literacy Committee	August 2010/ June 2011	Schedule of monthly training dates and activities established by Spaulding High School Literacy Committee.	August 2010	The following evidence will be reviewed, analyzed and used to measure strategy effectiveness by the Spaulding High School Literacy Committee: <ul style="list-style-type: none"> • Grade 11 Reading, Writing, Mathematics & Science NECAP Results • Teacher Survey Data 	Sept 2010 – ongoing

OBJECTIVE #5

The Rochester School District will communicate the Focused Monitoring Final Report and progress to all stakeholders and continue to build community awareness of the need for interventions in reading and mathematics 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
Provide updates on the Focused Monitoring process, final report and progress to: <ul style="list-style-type: none"> Spaulding High School Faculty Students, Parents and Community Rochester School District School Board Rochester School District's Administrative Team 	Focused Monitoring Leadership Team and Achievement Team	Focused Monitoring Leadership Team and Achievement Team	Sept. 2009/ June 2011	What & by whom	When	What & by whom	When
				Agendas for meetings, district website, copies of minutes and written communication and video of meetings collected by the Focused Monitoring Leadership Team.	June 2011	The following data will be reviewed, analyzed and used to measure strategy effectiveness by the Focused Monitoring Leadership Team and Achievement Team: <ul style="list-style-type: none"> Stakeholder Communication Survey Results 	June 2010
Establish a student group to communicate plan and increase student awareness.	Students and Staff Members	Special Education Coordinator	August 2010/ June 2011	List of dates and activities plan and progress communicated to students organized by Special Education Coordinator.	June 2011	The following data will be reviewed, analyzed and used to measure strategy effectiveness by the Focused Monitoring Leadership Team and Achievement Team: <ul style="list-style-type: none"> Stakeholder Communication Survey Results 	June 2010
Increase awareness amongst all stakeholders in the need for interventions in mathematics and reading K – 12 through a community book study on <u>Annual</u>	Funding for Books and Stakeholder Participants	Director of Student Services, Curriculum Coordinator and Stakeholder Participation	Oct. 2010/ June 2011	List of stakeholder participants in community book study and broadcast of community book study discussion collected by Director of Student Services/Curriculum Coordinator.	June 2011	The following data will be reviewed, analyzed and used to measure strategy effectiveness by the Focused Monitoring Leadership Team and Achievement Team:	June 2010

<p><u>Growth for All Students, Catch-Up Growth For Those Behind</u> by Lynn Fielding, Nancy Kerr and Paul Rosier.</p>						<ul style="list-style-type: none"> Stakeholder Communication Survey Results 	
<p>Meet as a Focused Monitoring Leadership Team and Achievement Team to continue to monitor plan implementation and evaluate plan progress.</p>	<p>Leadership Team and Achievement Team</p>	<p>Leadership Team and Achievement Team</p>	<p>Oct. 2010/ May 2011</p>	<p>Meeting agendas and minutes collected by Leadership Team.</p>	<p>June 2011</p>	<p>The following data will be reviewed, analyzed and used to measure strategy effectiveness by the Focused Monitoring Leadership Team and Achievement Team:</p> <ul style="list-style-type: none"> Stakeholder Communication Survey Results 	<p>June 2010</p>

6. **Next Steps**

Through the ongoing leadership of the Focused Monitoring Leadership and Achievement Teams, the district will implement the strategies and activities in the action plan to meet the plan's objectives and measurable goal of:

As a result of the implementation of the Focused Monitoring Action Plan and ongoing school improvement initiatives, Spaulding High School students will continue in both Reading and Mathematics, as a whole school and in all sub-groups, to make Adequate Yearly Progress.

The Focused Monitoring Leadership and Achievement Teams will monitor the district progress in meeting these objectives and reaching our goal on an ongoing basis. The district's progress will be updated during Leadership and Achievement Team meetings in October 2010, February 2011 and May 2011.

7. **Addenda**

Addendum I: Alignment of District, School and Focused Monitoring Goals

Addendum II: Rochester School District Focused Monitoring Timeline

Addendum III: Focused Monitoring Data Report

Addenda

Addendum I
Alignment of District, School
and Focused Monitoring
Goals

Alignment of District, School & Focused Monitoring Goals

**"The Mission of the
Rochester School Department
is to ensure quality educational experiences."**

	District Goals Adopted May 2010	District In Need of Improvement Goals July 2005	Spaulding High School Goals 2009 - 2010	Spaulding High School School In Need of Improvement Goals 2009 - 2010	Focused Monitoring Measurable Goal & Objectives May 2010
Curriculum, Instruction and Assessment	<ul style="list-style-type: none"> Ensure rigorous and relevant curricula are in place in all content areas to engage all students. Curricula and instruction will be supported through a professional development structure designed to strengthen curricula and promote highly effective instructional strategies. 	<p><u>Corrective Action Strategy #1</u></p> <p>Ensure rigorous and relevant math programs are in place to engage all students</p> <p><u>Corrective Action Strategy #2</u></p> <p>Ensure opportunities for students to participate in non-fiction writing</p>	<p>(1) <i>Ongoing improvement of CURRICULUM, INSTRUCTION, ASSESSMENT – with a focus on 4 key areas:</i></p> <p>(a) Rollout out of effective competency-based assessment system.</p> <p>(b) Reading/writing (across the curriculum) – and meeting AYP on NECAP test (all populations).</p> <p>(c) Ongoing improvement of math curriculum/instruction (rigorous, relevant, and engaging all students) – and meeting AYP on NECAP test (all populations).</p> <p>(d) Ongoing development and rollout of digital portfolio program/system – with seniors and now starting with freshmen, too.</p> <p><i>* With assistance from Focused Monitoring initiative on special education, math and reading NECAP scores, and school-wide improvements (both special and regular education).</i></p> <p>(2) <i>Faculty-wide decision on our school day SCHEDULE moving forward.</i></p>	<ul style="list-style-type: none"> Students at SHS will demonstrate adequate yearly progress in the area of mathematics To improve the reading skills of those students who were identified as having deficiencies on standardized test as well as those students that were placed in Tier II instruction in 8th grade. To expand/advance the reading program at Spaulding in order to improve the reading skills of the students. To ensure opportunities for students to engage in non-fiction writing across the curriculum. 	<p><u>Measurable Goal</u></p> <p>As a result of the implementation of the Focused Monitoring Action Plan and ongoing school improvement initiatives, Spaulding High School students will continue in both Reading and Mathematics, as a whole school and in all sub-groups, to make Adequate Yearly Progress.</p> <p><u>Objective #1:</u></p> <p>Spaulding High School’s mathematics curriculum will be aligned to the New Hampshire Grade Span Expectations and the Common Core Standards.</p> <p><u>Objective #2:</u></p> <p>Spaulding High School will restructure courses and programs to meet the learning needs of special education students.</p> <p><u>Objective #3:</u></p> <p>Spaulding High School will establish and implement reading and mathematics interventions for students meeting the identified criteria.</p>
	<ul style="list-style-type: none"> Develop and implement service and leadership opportunities for students in grades K –12. 	<i>New Goal Established in May 2010</i>			

Alignment of District, School & Focused Monitoring Goals

***"The Mission of the
Rochester School Department
is to ensure quality educational experiences."***

	District Goals May 2010	District In Need of Improvement Goals July 2005	Spaulding High School Goals 2009 - 2010	Spaulding High School School In Need of Improvement Goals 2009 - 2010	Focused Monitoring Measurable Goal & Objectives May 2010
Curriculum, Instruction and Assessment	<ul style="list-style-type: none"> Develop engaged and passionate learners K – 12. 	<p><u>Corrective Action Strategy #1</u></p> <p>Ensure rigorous and relevant math programs are in place to engage all students</p> <p><u>Corrective Action Strategy #2</u></p> <p>Ensure opportunities for students to participate in non-fiction writing</p>	<p>(1) Ongoing improvement of CURRICULUM, INSTRUCTION, ASSESSMENT – with a focus on 4 key areas:</p> <p>(a) Rollout out of effective competency-based assessment system.</p> <p>(b) Reading/writing (across the curriculum) – and meeting AYP on NECAP test (all populations).</p> <p>(c) Ongoing improvement of math curriculum/instruction (rigorous, relevant, and engaging all students) – and meeting AYP on NECAP test (all populations).</p> <p>(d) Ongoing development and rollout of digital portfolio program/system – with seniors and now starting with freshmen, too.</p> <p><i>* With assistance from Focused Monitoring initiative on special education, math and reading NECAP scores, and school-wide improvements (both special and regular education).</i></p> <p>(2) Faculty-wide decision on our school day SCHEDULE moving forward.</p> <p>(3) Beefed up, more effective/meaningful HOMEROOM/ADVISORY program.</p>	<ul style="list-style-type: none"> To improve the reading skills of those students who were identified as having deficiencies on standardized test as well as those students that were placed in Tier II instruction in 8th grade. To expand/advance the reading program at Spaulding in order to improve the reading skills of the students. To ensure opportunities for students to engage in non-fiction writing across the curriculum. 	<p><u>Measurable Goal</u></p> <p>As a result of the implementation of the Focused Monitoring Action Plan and ongoing school improvement initiatives, Spaulding High School students will continue in both Reading and Mathematics, as a whole school and in all sub-groups, to make Adequate Yearly Progress.</p> <p><u>Objective #4:</u></p> <p>Spaulding High School’s instructional practices will be aligned with research-based best practices.</p> <p><u>Objective #5:</u></p> <p>The Rochester School District will communicate the Focused Monitoring Final Report and progress to all stakeholders and continue to build community awareness of the need for interventions in reading and mathematics K -12.</p>

Alignment of District, School & Focused Monitoring Goals

***"The Mission of the
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is to ensure quality educational experiences."***

	District Goals May 2010	District In Need of Improvement Goals July 2005	Spaulding High School Goals 2009 -2010	Spaulding High School School In Need of Improvement Goals 2009 - 2010	Focused Monitoring Measurable Goal & Objectives May 2010
Culture	<ul style="list-style-type: none"> Develop and implement collaborative structures that focus on student learning. Build a culture where staff believe that as a school community we can in a significant manner positively impact student learning and performance. 	<p><u>Corrective Action Strategy #3</u> Development and implementation of collaborative structures with focus on student learning</p>	<p><u>Fundamental To Making Progress On Priorities/Goals:</u> Effective collaboration, productive communication, and a strong sense of community/collegiality – across the entire faculty, staff, and administrative team.</p>	<p>Although there are not specific goals, the Spaulding High School – School In Need of Improvement Goals strive to create a culture of collaboration amongst staff with a focus on student learning.</p>	<p><u>Objective #3:</u> Spaulding High School will establish and implement reading and mathematics interventions for students meeting the identified criteria.</p> <p><u>Objective #4:</u> Spaulding High School’s instructional practices will be aligned with research-based best practices.</p> <p><u>Objective #5:</u> The Rochester School District will communicate the Focused Monitoring Final Report and progress to all stakeholders and continue to build community awareness of the need for interventions in reading and mathematics K -12.</p>
Accountability	<ul style="list-style-type: none"> Develop and implement an accountability plan, including evaluation tools for attaining district goals. 	<p><u>Corrective Action Strategy #3</u> Development and implementation of accountability plan for attaining district goals</p>	<p><u>Key Indicators at Spaulding High School:</u></p> <ul style="list-style-type: none"> Attendance Discipline/Culture Dropout Prevention Post Secondary Education Test Scores 	<p>Adequate Yearly Progress</p>	<p>Adequate Yearly Progress</p>

Addendum II
Rochester School District
Focused Monitoring Timeline

**Rochester School District
 Focused Monitoring Timeline
 Spring 2009 – May 2010**

Spring/Summer - 2009	September – October 2009	November – December 2009	January – February 2010
<p>Central Office Administration:</p> <ul style="list-style-type: none"> ◆ Established Leadership Team Comprised of District & School Administration at ES/MS/HS Levels <p>Leadership Team:</p> <ul style="list-style-type: none"> ◆ Reviewed District and School Plans ◆ Determined Spaulding High School Priority for Focused Monitoring ◆ Established Achievement Team Comprised of High School Students, Parents, a School Board Member, NHDOE Representatives, Community Members, Regular Education/Special Education Teachers/Administrators from ES/MS/HS Levels 	<p>Leadership Team:</p> <ul style="list-style-type: none"> ◆ Developed Agenda's for Achievement Team Meetings ◆ Collected and Organized Data for September Achievement Team Meeting <p>Achievement Team:</p> <ul style="list-style-type: none"> ◆ Conducted Data Driven Dialogue for the Historical Grade Level and Cohort Data on the New England Common Assessment Program for Reading and Mathematics Grades 3 – 11 ◆ Mapped and Evaluated District Initiatives ◆ Narrowed the Focused Monitoring Priority to Spaulding High School Mathematics ◆ Provided Focused Monitoring Update to the Spaulding High School Faculty at October Faculty Meeting ◆ Participated in Networking Session <p>NHDOE Technical Assistants:</p> <ul style="list-style-type: none"> ◆ Presented Focused Monitoring Process to Spaulding High School Faculty at September Faculty Meeting <p style="text-align: center;">Action/Steps Taken</p> <p>District:</p> <ul style="list-style-type: none"> ◆ Offered in-district University of New Hampshire course <i>Teaching and Learning Mathematics</i> at the elementary, middle and high school levels. <p>Spaulding High School Special Education:</p> <ul style="list-style-type: none"> ◆ Established a Computer Lab for Interventions ◆ Adopted & Implemented the Reading Intervention <i>Read Naturally</i> ◆ Collaborated with the Mathematics Department to: Identify Junior Special Education Students Not Enrolled in Mathematics and Offer Tutoring Services Prior to 2009 Mathematics New England Common Assessment Program 	<p>Leadership Team:</p> <ul style="list-style-type: none"> ◆ Developed Agenda's for Achievement Team Meetings & Reviewed Progress ◆ Scheduled IEP Review Process ◆ Published Focus Monitoring "<i>Cultivating a Culture of Collective Responsibility</i>" in November District Newsletter ◆ Updated School Board – November 19, 2009 <p>Achievement Team:</p> <ul style="list-style-type: none"> ◆ Established Sub-Committees: Program Models & Schedules, Curriculum Alignment, Instruction & Assessment Practices, Demographics of Sub-Groups ◆ Sub-Committees Established Priorities & Began Work ◆ Conducted Data Driven Dialogue for Current 10th Grade Students' Demographic and Academic Data ◆ Conducted High School Focus Groups with Special Education Teachers & Regular Education Mathematics Teachers ◆ Participated in Networking Session <p style="text-align: center;">Action/Steps Taken</p> <p>Spaulding High School:</p> <p>Administration:</p> <ul style="list-style-type: none"> ◆ Partnered with Rose Colby of Concord Area Center for Educational Support to Facilitate Collaborative Conversations on Designing Competency Based Instruction ◆ Established Collaborative Groups to Meet Monthly to Discuss Designing Competency Based Instruction <p>Faculty:</p> <ul style="list-style-type: none"> ◆ Began Monthly Collaborative Conversations on Designing Competency Based Instruction 	<p>Leadership Team:</p> <ul style="list-style-type: none"> ◆ Developed Agenda's for Achievement Team Meetings & Reviewed Progress <p>Achievement Team:</p> <ul style="list-style-type: none"> ◆ Discussed Brockton High School Turn Around School & Shared DVD on Brockton High School's Turn Around with Spaulding High School Literacy Committee ◆ Began Professional Book Study on <i>Annual Growth, Catch-Up Growth</i> ◆ Sub-Committees Continued Work ◆ Conducted Data Driven Dialogue for Students Enrolled in Special Education Skills Classes ◆ Conducted Middle School Focus Groups with Special Education & Regular Education Teachers Mathematics Teachers ◆ Trained Teacher/ Administrators from the Achievement Team on Performance Pathways ◆ Visited Keene High School & Portsmouth High School to Observe Programming for Special Education Students <p>NHDOE Technical Assistants:</p> <ul style="list-style-type: none"> ◆ Trained 40 elementary, Middle & High School Staff on IEP Review Process <p>Special Education Administration:</p> <ul style="list-style-type: none"> ◆ Prepared for & Organized IEP Review Process ◆ Videotaped Training of IEP Review Process and Posted It on District Intra-Net <p>Elementary, Middle & High School Teachers, Related Service Providers, School Psychologists & Administrators:</p> <p>Completed IEP Review Process with Assessment Teams Comprised of 95 Staff Members</p> <p style="text-align: center;">Action/Steps Taken</p> <p>Spaulding High School:</p> <p>Special Education Skills Teachers:</p> <ul style="list-style-type: none"> ◆ Conducted Data Driven Dialogue for Multiple Data Points for Students Enrolled in Special Education Skills Classes ◆ Reviewed Current Curriculum and Checked Alignment to New Hampshire Curriculum Frameworks ◆ Collaborated on Steps Needed to Increase Student Achievement

**Rochester School District
 Focused Monitoring Timeline
 Spring 2009 – May 2010**

March – April 2010	May 2010	Next Steps
<p>Leadership Team:</p> <ul style="list-style-type: none"> ◆ Developed Agenda’s for Achievement Team Meetings & Reviewed Progress <p>Achievement Team:</p> <ul style="list-style-type: none"> ◆ Continued Professional Book Study on <u>Annual Growth, Catch-Up Growth</u> ◆ Sub-Committees Continued Work ◆ Visited Pembroke Academy to Observe Programming for Special Education Students ◆ Conducted Survey using Infinite Campus on Instructional Practices with High School Mathematics & Special Education Teachers and Analyzed Results ◆ Conducted High School Student Focus Groups on Mathematics Learning & Instruction ◆ Conducted Data Driven Dialogue on 2010 Adequate Yearly Progress Results and Historic AYP Results ◆ Conducted 10th & 11th Grade Survey on Mathematics Learning, Instruction & NECAP ◆ Established Measurable Goal for Focused Monitoring Plan ◆ Established Three Categories for Action Plan: Curriculum, Instruction & Interventions <p style="text-align: center;">Action/Steps Taken</p> <p>Spaulding High School:</p> <p>District/SHS School Administrators:</p> <ul style="list-style-type: none"> ◆ Reassigned for 2010 – 2011 Skills Classes from Special Education to Regular Education Teachers ◆ Restructured Schedule to Accommodate Year-Long Forty-Five Minute Skills Classes Coupled with Year-Long Forty-Five Minute Intervention Blocks ◆ Extended Reading Edge from Middle School to High School for Students in Basic Read & Write ◆ Established the courses Collaborative Art & Collaborative Physical Education – Special Education Students will Partner with Regular Education Course for Project Based Instruction/Learning <p>Mathematics Department:</p> <ul style="list-style-type: none"> ◆ Conducted Data Driven Dialogue Using Student Mathematics Achievement Data ◆ Reviewed Current Curriculum and Checked Alignment to the New Hampshire Curriculum Frameworks ◆ Analyzed Released Items and Student Achievement Results for the 2009 Mathematics NECAP ◆ Collaborated on Steps Needed to Increase Student Achievement Including Curriculum Revisions, Alignment to Standards, and Changes to Assessment & Instructional Practices ◆ Began Revising Standards Level Curriculum & Aligning It to New Hampshire Curriculum Frameworks 	<p>Leadership Team:</p> <ul style="list-style-type: none"> ◆ Developed Agenda’s for Achievement Team Meetings & Reviewed Progress ◆ Revised Measurable Goal for Achievement Team Approval ◆ Developed a Draft Focused Monitoring Summary Report ◆ Participated in Focused Monitoring Information Session at SERESC <p>Achievement Team:</p> <ul style="list-style-type: none"> ◆ Finished Professional Book Study on <u>Annual Growth, Catch-Up Growth</u> ◆ Finalized & Approved Measurable Goal ◆ Finalized & Approved Action Plan ◆ Collaborated on Focused Monitoring Summary Report <p style="text-align: center;">Action/Steps Taken</p> <p>Spaulding High School:</p> <p>Mathematics Department:</p> <ul style="list-style-type: none"> ◆ Continued Revising Standards Level Curriculum & Aligning It to New Hampshire Curriculum Frameworks with the Assistance of Dr. Richard Evans ◆ Participated in Professional Development with Dr. Richard Evans on <i>Developing Algebraic Reasoning</i> along with Rochester Middle School Mathematics Teachers Grades 6 – 8, and Middle School Mathematics Teachers from Two Sending Schools, Paul School – Wakefield and St. Elizabeth Seton - Rochester <p>Special Education:</p> <ul style="list-style-type: none"> ◆ Restructured Extended School Year Program to an Intervention Model ◆ Hired Mathematics and Reading Teachers to Coordinate and Implement Mathematics Interventions for Extended School Year Program 	<p>Leadership and Achievement Teams:</p> <p>Implement and monitor the strategies and activities outlined in the Rochester School District Focused Monitoring Action Plan designed to reach the measurable goal through the identified objectives.</p> <p>Measurable Goal:</p> <p><i>As a result of the implementation of the Focused Monitoring Action Plan and ongoing school improvement initiatives, Spaulding High School students will continue in both Reading and Mathematics, as a whole school and in all sub-groups, to make Adequate Yearly Progress.</i></p> <p>Objective #1:</p> <p>Spaulding High School’s mathematics curriculum will be aligned to the New Hampshire Grade Span Expectations and the Common Core Standards.</p> <p>Objective #2:</p> <p>Spaulding High School will restructure courses and programs to meet the learning needs of special education students.</p> <p>Objective #3:</p> <p>Spaulding High School will establish and implement reading and mathematics interventions for students meeting the identified criteria.</p> <p>Objective #4:</p> <p>Spaulding High School’s instructional practices will be aligned with research-based best practices.</p> <p>Objective #5:</p> <p>The Rochester School District will communicate the Focused Monitoring Final Report and progress to all stakeholders and continue to build community awareness of the need for interventions in reading and mathematics K -12.</p> <p>Monitor and update progress at Focused Monitoring Leadership and Achievement Team meetings in October 2010, February 2011 and May 2011.</p>