

**NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
SPECIAL EDUCATION
FOCUSED MONITORING 2007 - 2008**

**Barrington School District
SUMMARY REPORT**

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Summary Report for the Barrington School District, SAU # 74 2007-2008

The summary report for the Focused Monitoring sites is intended to serve as a record of the work of the Achievement Team during the 2007 - 2008 school year. The document is intended to be a “snapshot” of what the Achievement Team has accomplished, which supports an improvement plan with clear goals, research-based interventions and action steps to achieve the goals in narrowing the achievement gap between students with and without disabilities. The report itself should consist of three sections, the first being the summary of the work of the Achievement Team. The second section will be the improvement plan. The third section will fulfill the requirements of the NHDOE Focused Monitoring Grant Application.

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Section I

I. INTRODUCTION

A. Background and District Profile: Provide information specific to the District In Need of Improvement (DINI), School In Need of Improvement (SINI) and/or FM selection process, as appropriate. Describe key characteristics of the school district, including the number of schools in the district, grade levels, enrollment, and the communities the school serves.

SAU#74, Barrington School District, was established as a single-district School Administrative Unit on July 1, 1996. This action originated primarily to serve more effectively the students, families, and taxpayers of Barrington as the community continues to grow. The town's population has increased to more than 8,400 residents and has quadrupled over the past thirty years. Barrington now ranks in the top 15% of NH municipalities in population size.

The Barrington School District currently serves approximately 1,425 students in grades PK-12. The Barrington Elementary Schools serves approximately 550 students in Grades PK-4. Barrington Middle School serves approximately 410 students in Grades 5-8. Approximately 475 students attend neighboring high schools, primarily Dover, where the districts share a ten-year (2004-2014) contract. The Barrington School Board also adopted a ten-year plan that leads to the construction of its own high school by 2014.

The Barrington School District was selected to be a Focused Monitoring site for the 2007-2008 school year. This selection was based on the following information:

- Over one third (35.6%) of all students in the Barrington School District are not proficient in reading.
- Over one quarter (26.4%) of all non-special education students in Barrington are not proficient in reading.
- Approximately one third (31%) of all students in Barrington who scored substantially below proficient in reading are non-special education students.

Additional Data Statements:

1. New Hampshire = 70.6% of all students in NH are proficient in reading.
Barrington = 64.4% of all students in Barrington are proficient in reading.
Gap between NH and Barrington's % of all students scoring proficient in reading is 6.2%.
2. New Hampshire = 29.4% of all students in NH are not proficient in reading.
Barrington = 35.6% of all students in Barrington are not proficient in reading.
3. New Hampshire = 73.8% of students in NH who have IEPs do not score proficient in reading.
Barrington = 80% of students in Barrington who have IEPs do not score proficient in reading.
Gap between Barrington and NH's % of identified students scoring proficient in reading is 6.2%.

4. Barrington IEP students = 50.8% of students with IEPs in Barrington are *substantially* below proficient in reading.
5. Barrington non IEP students= 27 non identified students in Barrington are substantially below proficient in reading.
6. 31% of the students in Barrington who scored substantially below proficient in reading are not special education students!

B. District Mission and Beliefs:

The mission of the Barrington School System is to provide our community with a positive learning environment. Our students need to know that they are loved, valued, and respected. Our students need academic and life skills, as well as practical opportunities to use and integrate them into the fabric of their daily lives for problem solving, for adapting to change, and for creating change as individuals and as citizens. Our students need to become contributing and intellectually active members of our society with an understanding of community values, democratic principles, and social justice.

C. Achievement Team Membership: Include the names, titles, and positions of team members, and the constituency each member represents.

First Name	Last Name	Position	Constituency Represented
Christine	Barrett	BMS Spec. Ed. Team Leader	Special Education
Joyce	DiPrizio	BES 1 st grade	Regular Education
Marcy	Dovholuk	Instructional Facilitator	District-Wide
Fran	Farmer	BES 3 rd grade	Regular Education
Celia	Goyette	Title I Reading Specialist	Specialist
Dina	Landry	BES K paraprofessional	Parent/paraprofessional
Mary	Maxfield	BES Principal	Administration
Tamara	MacAllister	Director Student Services	Administration
Mary	McGuinness	BES Special Education	Special Education
Michael	Morgan	Superintendent	Administration
John	Pontius	BMS Reading (6 th , 7 th , 8 th)	Middle School
Michael	Tursi	BMS Principal	Administration
Jessica	Valenti	BES 4 th grade	Regular Education
Mary	Wilson	BMS Math	Regular Education

D. Focused Monitoring Priority: Include a summary of the information the Achievement Team has gathered through examining district practice within the areas of Curriculum, Instruction, Assessment, District Processes, Leadership, Culture, and Climate, and how the priority areas are integrated into the SINI, DINI and/or FM processes, if applicable.

Priority Area #1: *Instruction*- Consistent use of research-based reading practices district wide, with aligned curriculum, instructional and assessment processes.

Essential Priority needs:

- The district curriculum needs to be aligned to the state/local GLEs.
- Embedded professional development for all staff to ensure understanding of state/local curriculum and the alignment to the GLEs.
- Teachers need to know how to use state/local GLEs for instructional purposes.
- Common benchmark assessments aligned to the state/local GLEs need to be developed and consistently used.

The most important conditions/issues to be improved in this priority area are:

- Review of the curriculum shows it is not aligned with the state/local GLEs.
- There are few common benchmark assessments in place to document student progress toward meeting the standards.
- Curriculum, instructional and assessment practices across the district are inconsistent and disconnected among and across grade levels.
- There is a lack of accountability for consistent implementation of research-based instructional and assessment practices.

Anticipated Changes/Outcomes (**in district or school-based practice**):

- Our district curriculum will align with the state's GLEs.
- Working collaboratively on curriculum alignment and the development of common assessments based on an aligned curriculum will result in consistent instructional practices across and within grade levels.
- Common assessments, aligned with the curriculum, will be developed and used throughout the district on a consistent schedule.
- Increased accountability will ensure consistent implementation of research-based instructional and assessment practices.

Anticipated Changes/Outcomes (**in student experiences**):

- Students will be instructed using a curriculum aligned to the GLEs.
- Student progress will be documented through common assessments administered on a consistent schedule.
- Struggling learners will be systematically identified and supported using common assessments administered regularly to monitor individual growth.
- With consistent implementation of research-based instructional and assessment strategies, and consistent monitoring of student growth, overall as well as individual student achievement will increase.

Priority Area # 2: *Leadership*- District Leaders will consistently model congruence between what is said and written and what is done; practices and procedures will align with the goals, objectives, values and beliefs that support student achievement.

Essential Priority needs:

- The district's Leadership Team will clearly define how decisions are made at the district level and how these decisions are communicated to ensure understanding and consistent implementation by all.
- The district's Leadership Team will establish a system that ensures accountability for implementation of district-level decisions and initiatives.

The most important conditions/issues to be improved in this priority area are:

- Decisions currently are not communicated and implemented consistently across the district.
- District-wide focus on student learning is not continuous.
- Excellence is not clearly defined. There is a lack of consensus on how to promote and sustain a culture of excellence.
- Practices and procedures are not aligned with the goals, objectives, values and beliefs that support student achievement.
- Currently there is a lack of sustained support and follow-up for implementation of initiatives and sound educational practices.

Anticipated Changes/Outcomes (**in district or school-based practice**):

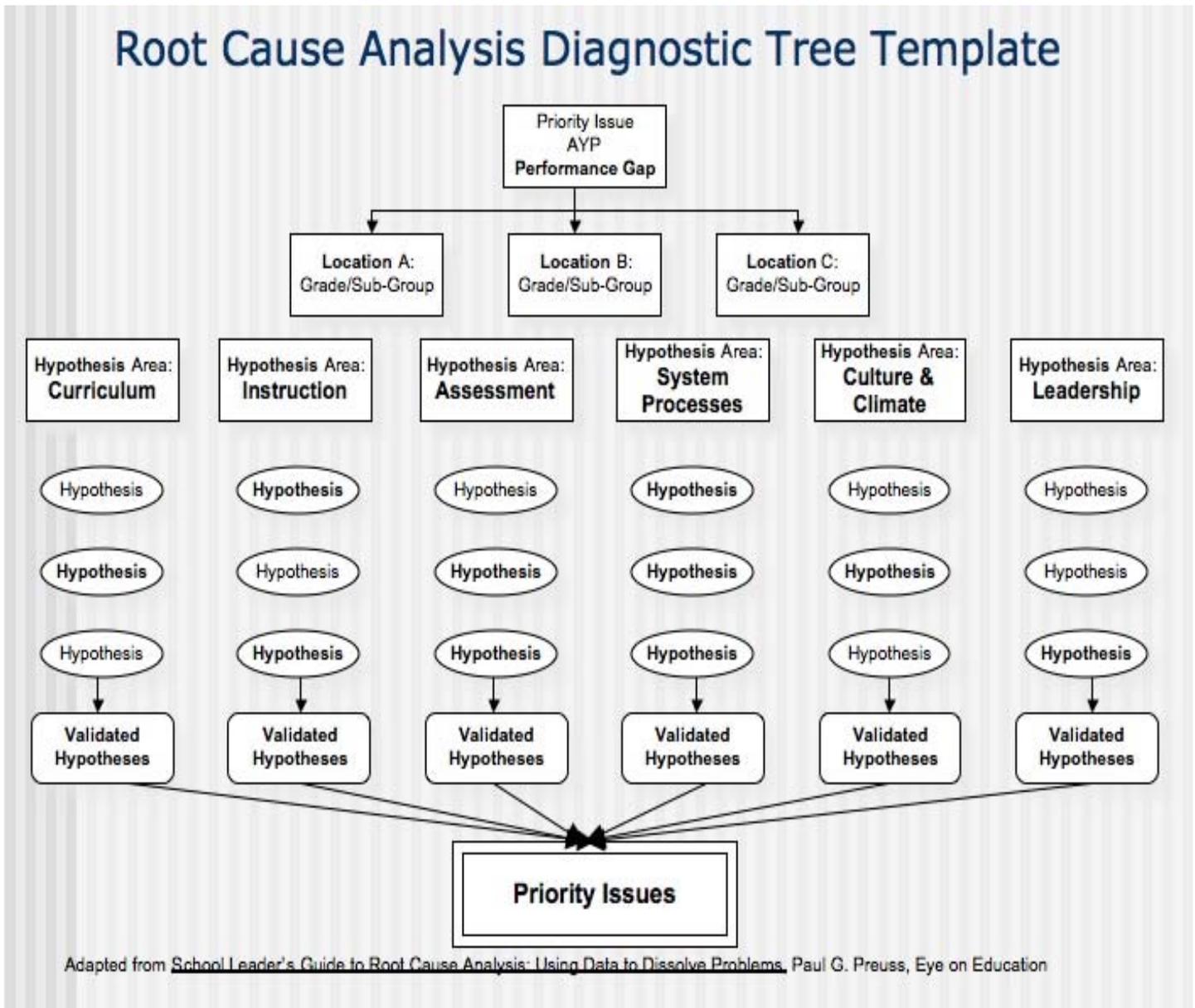
- Decisions will be communicated and implemented consistently across the district.
- Staff will be held accountable for implementation of agreed upon initiatives.
- Leadership Team will establish a continuous focus on student learning which will be modeled for all staff.
- Excellence will be clearly defined and consensus reached on how to promote and sustain it.
- Practices and procedures will be aligned with the goals, objectives, values and beliefs that support student learning.
- Support for implementation of research-based educational practices will be systemic and sustained over time.

Anticipated Changes/Outcomes (**in student experiences**):

- The strengths and needs of all learners will be identified and supported using research-based educational practices aligned with state GLEs.
- Individual student growth will be consistently and systematically monitored.
- Students will be knowledgeable about their own educational strengths, needs and goals for individual growth. Students will have an understanding of the values and beliefs that support their own learning.

E. Focused Monitoring Process: Include a description of FM process such as aligning initiatives, focus forums, interviews, professional development opportunities and other activities conducted during the year.

The Barrington School District conducted a root cause analysis. The intent was to clearly describe the nature of the problem and to understand student performance gaps by using a systematic and systemic process to uncover root causes for these gaps in order to develop a comprehensive, coherent strategic plan that addresses these root causes. The district followed the processes detailed below:



The Root Cause Analysis Process: Step by Step

Use Worksheets A-D to Examine Each of These Key Areas:						Step	Root Cause Analysis Steps and Corresponding Worksheets	Worksheet(s)
Curriculum	Instruction	Assessment	System Processes	Leadership	Culture & Climate			
						1	Generating Possible Causes or Reasons for the Gaps in Student Performance Brainstorm why the identified student performance gaps exist. Review criteria from research that suggests possible barriers or issues to be addressed. Review each possible cause and ascertain whether current data supports the need to investigate or not.	A
						2	Develop Criteria for Prioritizing Most Likely Causes Of the identified possible "hypotheses," which seems the most likely cause of the performance gaps? Prioritize by criteria – high control, high impact, data available	B
						3	Develop a Plan for Investigating and Confirming the Top Hypotheses Identify data that you will need to support or disprove your initial priority hypothesis. Develop a plan to collect and analyze the data. Make predictions on what the data will say, look like, etc. if it confirms each hypothesis.	C
						4	Implement the Initial Investigation and Collect the Data.	
						5	Analyze the Data Review data collected from the initial investigation. Make observations of the data and describe your findings. Possibility A -- Your findings are conclusive and this hypothesis is NOT a cause of low student performance. What others questions, if any, does this raise for us? Why do you think this proved not to be a cause? or Possibility B -- Your findings are inconclusive. What questions do you have? What further inferences can you make? or Possibility C -- Your findings are conclusive. This hypothesis is partially responsible for low student performance. What additional questions, if any, might you ask about why THIS particular obstacle exists? The " digging deeper " process should be applied to each " possibility. " Develop and prioritize "digging deeper" hypotheses (repeating steps 2-4) and enter the information on Worksheet D.	C & D
						6	Implement the Second Investigation and Collect the Data. (Repeat 2-5 above as needed.)	
						7	Review and Summarize Conclusions and Process Used	E

The following information is a compilation of time-tracking activities with Focused Monitoring and the District in Need of Improvement Processes – **102 hours total**:

Leadership Team Meetings

07/13/2007	2 hours
09/25/2007	2 hours
10/16/2007	2 hours
11/06/2007	<u>2 hours</u>
	8 hours total

Achievement Team Meetings

10/23/2007	3 hours
11/20/2007	4 hours
12/16/2007	4 hours
12/19/2007	4 hours
01/17/2008	4 hours
02/06/2008	4 hours
02/12/2008	3 hours
04/08/2008	<u>4 hours</u>
	30 hours total

FM Networking Sessions

08/21/2007	3 hours
10/23/2007	3 hours
01/22/2008	3 hours
03/18/2008	<u>3 hours</u>
	12 hours total

IEP Training and Review

11/27/2007	2 hours
04/18/2008	3 hours
03/05/2008	<u>7 hours</u>
	12 hours total

DINI Workshops

10/04/2007	6
05/20/2008	3
06/17/2008	<u>2.5</u>
	11.5 hours total

Other

08/28/2007	NHDOE Meeting	2 hours
11/07/2007	Elementary Data Team	6 hours
11/27/2007	Pathways Training	4 hours
01/25/2008	Performance Pathways Training	4 hours
02/12/2008	SERESC Meeting re: FM/DINI	8 hours
04/04/2008	SERESC Meeting w/ NH Reads	<u>4.5 hours</u>
		28.5 hours total

I. DATA INQUIRY AND ANALYSIS

This section should contain documentation of what data were reviewed and analyzed as part of the Focused Monitoring/District in Need of Improvement Processes.

A. Abstract (insert the DINI Abstract, if applicable): Include an overview of the underlying or “root cause” issues most likely affecting student achievement. This information will help provide the rationale for the activities to be implemented.

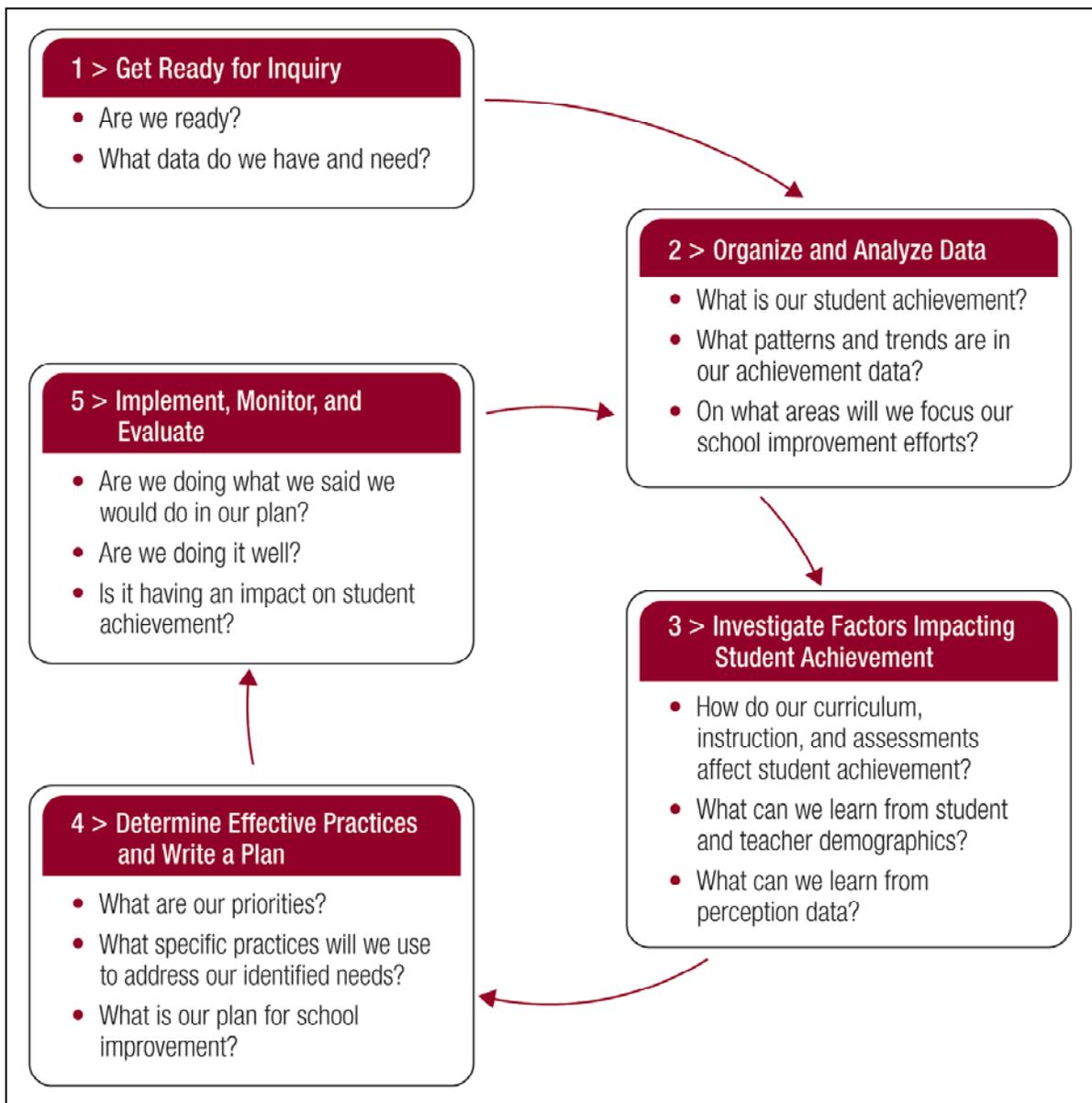
Based upon the results of the root cause analysis, the Barrington School District has identified the location of the performance gap :

- Over one third (35.6%) of all students in the Barrington School District are not proficient in reading based on the 2006 NECAP results.
- Over one quarter (26.4%) of all non-special education students in Barrington are not proficient in reading
- Approximately one third of all students in Barrington who score substantially below proficient in reading are non-special education students.

The district has determined that consistent use of research-based reading practices district wide will reduce this gap. Activities will include aligning district curriculum to the state and local grade level equivalents and embedding professional development for all staff to ensure understanding of state/local curriculum and the alignment to the GLEs.

B. Data Collection Process/Activities: Describe the data collection activities that the achievement team engaged in, and describe the various methods that were used to examine the data. What existing data sources were identified and used to answer the essential question(s)? In addition to the baseline data, what additional data were needed and how was it gathered? What was the timeline for these activities?

The Barrington School District analyzed the NECAP and NWEA data following the West Education Model of School Improvement. The following flow chart and descriptions detail the process the Achievement Team utilized:



• **Step 1** **Get Ready for Inquiry** **(September/October)**

As a first step, the team will assess its readiness to undertake a systems change process and examine the district’s decision-making process. It will engage in a “Data Dialogue” to analyze the readiness data. The team will then inventory its available student performance data and its current district initiatives. It will then determine what additional data it will need to gather in order to answer the essential question.

• **Step 2** **Organize and Analyze Data** **(November/December)**

During step 2, the team will focus on determining the nature of the achievement gap between students with disabilities and their non-disabled peers, by content area and level. The team may decide to conduct perception surveys of parents, students and teachers to provide it with additional student performance data. It will **triangulate** (use multiple data sources), **aggregate** (summarize to determine patterns, connections, discrepancies), **disaggregate** (determine performance of subgroups) and **communicate** (display data) the performance data that has been gathered.

• **Step 3** **Investigate Factors Impacting Student Achievement (Jan/Feb)**

Next the team will determine the root causes of underperformance and identify the significant challenges and needs of the district. It will need to seek answers to the essential question from a holistic system

perspective, and examine curriculum, instruction and assessment issues that impact all students in both general and special education settings. The team will then prepare a set of findings from its data analysis. The findings will provide the foundation for its system improvement plan.

- **Step 4 Determine Effective Practices and Write a Plan (March/April)**

The team is now ready to convert district challenges/needs into priority goals for its action plan that will address the root causes of the achievement gap. The team will establish and examine a set of alternative system changes to determine their basis in research and their effectiveness. At this point in the inquiry process, the team may decide to conduct perception surveys of students, parents and teachers with regard to strategies being considered. The team will prepare a final report on the year's study which includes the action plan and an application for an implementation grant to assist the team in carrying out its action plan.

- **Step 5 Implement, Monitor and Evaluate (September 09 – May 10)**

Year 2 of the Focused Monitoring process will be the implementation year for the district's action plan. At the end of year 2, the team will be asked to evaluate the implementation of the action plan.

C. Data Analysis: What were the findings from the data collected? Analyze, disaggregate and summarize data as appropriate and indicate trends or patterns that answer the essential question.

District Curriculum and Assessment models

- There is a lack of consistency in curriculum and assessment models
- Although a lot of different initiatives have been introduced the student outcome results have been static over time
- Staff turnover may impact school improvement efforts because there is no process in place to ensure consistency through coaching, mentoring or providing ongoing professional development to new staff

District Readiness survey

- The area of Continuous Improvement scored lowest
- All areas scored below 2.7, indicating there is work to be done across the board
- There is correlation between the district's curriculum and assessment models and the low scores in student outcomes

NECAP

- Students with disabilities make up a high percentage of students scoring substantially below proficient than non-disabled students
- The scores for students with disabilities trend toward the bottom
- Students without disabilities, in all but grade 5, scored 70+ percent proficient

NWEA

- The district NWEA scores do not indicate specific area of concern in reading but does show some concern in math
- The overall scores don't show the same level of concern seen in the NECAP results

II. IEP REVIEW PROCESS/COMPLIANCE COMPONENT – March 5, 2008

A. 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 processes, programming, progress of students with disabilities, alignment of Special Education programming with the curriculum, instruction and assessment systems within the school district.

B. Data Collection Activities:

As part of the NHDOE Focused Monitoring Process a Special Education compliance review was conducted in the Barrington School District on March 5, 2008. Listed below is the data that was reviewed as part of the compliance review, all of which are summarized in this report.

- Review of random 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
- James O Compliance Review
- 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

C. Summary of Findings:

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

- Identification of who will gather assessment data, where/when it will be gathered and how data is recorded
- The revision of goals and/or objectives/benchmarks to the general education curriculum, instruction and assessment practices when students are not demonstrating success, when appropriate
- Three-year look back at the student’s progress toward key IEP goals and the documented evidence of student gains

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.

D. Building/District Summary of IEP Review Process

Number of IEPs Reviewed: 4

	Yes	No
Is there a relationship between the student’s needs resulting from his/her disability and the goals?	4	
Are the annual goals measurable (i.e., contain criteria for measurable and achievable progress)?	4	
Is there evidence the student is making progress? (Measuring Progress, #3)	3	1
Does this year’s goal reflect last year’s progress? e.g., more complex goal(s), address needs commensurate with the progress and present levels of performance.) (Longitudinal IEP Review, #4)	3	1

E. Conclusions/Patterns Trends Identified Through IEP Review Process

- **How has this process informed future plans for improving the writing of student IEPs?**
 1. Reviewing the identification and transition to the middle school
 2. Team will review math achievement more closely
 3. The team discussed a need for more intentional sharing of specific student information among all IEP team members
 4. Greater collaboration among general and special educators in the design of measurable IEP goals that are relevant to the general curriculum and able to be measured within the context of the classroom via curriculum based measures
- **Describe how individual student performance information is conveyed from grade to grade/school to school:**
 1. A student profile is written and elementary and middle school staff work together to identify placement
 2. From grade 3 to 4, special education teacher loops, regular education teacher receives student profile
 3. From grade 4 to 5, student tours middle school; attends step-up day; guidance staff work with elementary; placement meetings scheduled; more intensive transition activities as needed.
 4. Multiage groupings for grades 6 to 8 at the middle school offer the students a consistent team of teachers for three years.
 5. Strong communication between the special education and general education teachers in the transition process at the middle school.
 6. While there are good transition processes already in place within the district there could be a more systemic and consistent process for relaying the critical student information from grade to grade and school to school, perhaps using electronic student portfolios.

- **How will the district further explore the factors that have impacted poor scores for individual students on state assessments?**
 1. One N/A as student has done well on state assessments
 2. Instruction in Performance Pathways.
 3. Analyze Student Voice Survey
 4. Review the present accommodations offered to students and monitor and evaluate the effectiveness of the accommodations. Include the students in the discussion to hear their perspective and testing needs.
 5. Offer students test taking strategies so that they are familiar with the test format and expectations.

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

Strengths:

- Communication/collaboration amongst professionals and parents
- Clear accommodations; defined for parents
- Measurable annual goals consistent at the elementary level; received training since last Program Approval Visit
- Continuity of services
- Clear, well-written student profile
- Parents receive draft of IEP prior to meeting
- Parent training
- Professionals ask questions, seek challenges, reflect
- There is a strong team component at the middle school that supports cooperation, communication and collaboration between general and special educators
- IEPs are easy for parents and teachers to understand
- The profile referred to the whole child and the current levels of performance were well written and complete
- The IEPs included benchmarks

Suggestions:

- Need to refer to GLEs when writing goals and benchmarks
- Mentoring new special education teachers
- What and why for the nonparticipation justification
- Work on transition process to the middle school
- Educating parents around the importance of assessments, as well as in understanding measurable IEP goals and ongoing progress
- Review reporting progress so IEPs and report cards are in sync.
- The IEPs report progress using the IEP key but not providing specific evidence of student progress. Begin to attach actual evidence of student progress to the Progress Report.
- Define levels of mastery on special education progress report
- Professional development for Performance Pathways
- Preparing students for assessments and surveying them to determine what would be helpful for them regarding NECAP preparation
- Provide embedded support to educators in the development of measurable IEP goals that are relevant to the students' daily experience in the classroom and that use curriculum based measures to measure progress, whenever relevant.

- Ensure the middle school curriculum alignment to the NH Curriculum Standards and GLEs for each grade so that the NECAP assessment is relevant to the instruction that is provided to the students each year.
- The Middle School curriculum needs to be clearly documented. The current process of alternating curriculum from year to year provides a challenge to new teachers in particular.
- Consider how to document the students services and programs from year to year (e.g. specialized reading programs, small group tutoring) in a common location so that general information can be relayed from year to year and teacher to teacher.

F. District Wide Commendations:

- The Barrington educators are professional and concerned about reflecting on their practice and on the effect their curriculum, instruction and assessment models have on the Barrington students.
- The IEPs reviewed were very well written and comprehensive documents that included clear student profiles and all of the components required.
- There is a strong culture of collaboration among the educators within the Barrington School District.
- The district’s educators are very committed to their students and to providing well designed instruction to all students.
- Staff and administration are caring, dedicated, and skilled.
- The Special Education Plan (Policy and Procedures) has been updated and meets compliance.
- Staff and administration work hard to include students and families in decision making.
- There appears to be strong and positive working relationships between general and special educators
- During the IEP Review Process, the staff and administration were most receptive to constructive suggestions and discussion that occurred during the IEP reviews.

G. 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.

H. Out of District File Review and Monitoring of James O Consent Decree

Based on the random review of two student files for children with disabilities placed out of district, and/or court ordered, there were no issues of significance for the student placed at Easter Seals; however, there was one issue of noncompliance with the James O. file for the student placed at the Tobey School.

I. Citations of Non-Compliance Identified as a Result of the IEP Review Visit:

As a result of the four IEP’s that were reviewed March 5, 2008, the following citations of non-compliance were identified:

- 1. Ed 1109.02 Individualized Education Program:** The student’s IEP is more than one year old.

Please Note: *These citations of non-compliance 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.*

J. Students with Disabilities Attending Charter Schools:

At the time of the March 2008 IEP Review Process conducted in the Barrington School District, there were no students with disabilities enrolled in charter schools. For this reason, no review was conducted.

K. 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 Barrington School District in the review of the following changes to existing approved programs:

Program and/or School Name	Request
Specific Needs Alternative Program for Students (SNAPS)	Cooperative program with the Dover High School and Barrington Middle School.

Based on visits to each of these programs it was determined that the application process cannot move ahead until the following required documentation has been received (excerpts from letter sent to Barrington by Jane Bergeron-Beaulieu on April 21, 2008:

A **program description** for the Barrington HS SNAPS is needed, which includes the role of the high school in the oversight and administration of the program, and further defines how academic, social, emotional and physical growth opportunities will be occurring in the high school setting.

ED 1115.05 Least Restrictive Environment

Upon review of the application, further documentation is needed regarding evidence that students enrolled will be engaged in the least restrictive environment with age appropriate peers. Please submit a daily schedule which includes the Dover High School course offerings as outlined in the materials, and an indication of when and how the students are enrolled at Dover High School.

ED 1119.03 Curricula

ED 1113 Vocational Education for Children with Disabilities

As previously noted in your original application submission in March 2007, the NHDOE Bureau of special Education must have documentation that the students in the high school SNAPS Program have full access and equal educational opportunities to participate in a high school curriculum as outlined in the NH Standards for School Approval. As outlined in ED 1119.03 the LEA is responsible for ensuring access to the general curriculum. The curriculum materials submitted with the March 2008 application provide an outline of domains, skills and steps for instruction of students, but do not provide a full curriculum. Additional curriculum information is needed for both academics and vocational offerings (both in school and community work experiences. The NHDOE, Bureau of Special Education, cannot move ahead without a clearly defined curriculum.

ED 1119.08 Diplomas

Further documentation is needed that the students with disabilities enrolled in SNAPS have access to opportunities/courses leading toward a regular high school diploma. Please provide further information regarding policy and procedures related to earning of high school credits, and how this connects to curriculum offerings and maintaining of high school transcripts

ED 1119.11 Behavior And Discipline

The application submitted indicates there is a continuum to follow related to managing student behaviors for students enrolled in SNAPS High School Program. Please submit this information, along with protocol for physical restraint and time out procedures, along with training that is provided to staff.

ED 1119.07 Personnel Standards

The application provided includes a personnel roster that outlines the credentials of special education teachers and related services personnel. The application further notes that all students enrolled in the program participate in the

NECAP-alternative Assessment Program, and therefore HQT requirements do not need to be met. However, the application does indicate that various Dover High School content area teachers will be involved with the program. Please further describe their role and credentials.

K. Preschool Program Review

School District: Barrington School District	SAU#: 74	Date: March 28, 2008
Team Chair: Michele Foley	Rachel Labbe, Preschool Assistant	
Team Members: Kathy Ahern, Speech Asst.	Brenda Lang, 1:1	
Laura Bechard, 1:1	Tam MacAllister, Director of Student Services	
Mary Jo Cameron, OTR	Mary Maxfield, Principal	
Becky Geer, PK Teacher	Cheryl Sager, PK Teacher	
Cathie Hamel, Preschool Assistant	Becky Santos, 1:1	
Deb Hiney, SLP	Colleen Bovi, Technical Assistant	

ACCESS TO APPROPRIATE PRESCHOOL ACTIVITIES

<p><u>Ed. 1109.01 Elements of an IEP CFR 300.320 Content of IEP</u></p> <p><u>Ed. 1109.05, Implementation of IEP 20 U.S.C. 1414 (d)</u></p> <p><u>Ed. 1115.07, Ed 1119.01(f) Provision of Non-Academic Services/Settings CFR 300.320(a) CFR 300.34 Ed. 1119.03, Full Access to District's Curricula</u></p> <p><u>Ed. 1107.04 (d) Qualified Examiner</u></p> <p><u>Ed. 1133.05 (c)(h)(k) CFR 300.320 Program Requirements</u></p> <p><u>Ed. 1133.20 Protections Afforded to Children with Disabilities</u></p> <p><u>CFR 300.320(a)(1)(ii)</u> “. . .for preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities;)”</p> <p><u>CFR 300.320(a)(4)(iii)</u> “To be educated and participate with other children with disabilities and non disabled children”</p>

The Barrington Integrated Preschool Program offers a continuum of supports and services to children with and without disabilities who are three to five years of age. There are morning and afternoon sessions, Mondays through Thursdays, for 2 ½ hours per session. Scheduling is flexible in an effort to meet each child’s unique needs, including full-day options. Enrollment capacity for each session is 15 students. Each classroom has one teacher and one assistant with 1:1 assistants as needed per student’s IEP. The program has a full-time speech/language assistant, and part-time occupational, physical and speech therapists. The program receives additional services through the school’s psychologist and counselors and outside consultants. Related services are delivered within the classroom setting and often include typical peers. The program utilizes the Creative Curriculum and the Houghton Mifflin Reading Program for early literacy development. The preschool team incorporates a multi-sensory, multi-modality approach in the classroom. Visual supports and schedules, social stories and conflict resolution strategies enhance the environment for a variety of learning styles that also support self-regulation skills.

Students with disabilities participate with their non-disabled peers in all activities. Instruction is differentiated to meet all learning needs. Staff members collaborate formally on Fridays and utilize this time to plan individualized activities incorporating language and communication, developmental academic skills, motor development and social/emotional skills. There are other opportunities for the team to connect and modify sessions and approaches.

Parents are actively involved in their child’s preschool program. Parents volunteer in the program and are given assignments while visiting the school. There are daily communication notes as needed, progress meetings and annual reviews.

TRANSITION

Ed. 1107.02 (h) Process; Provision of FAPE CFR 300.124 Part C Transition

Ed. 1109.01 Elements of an IEP (Transition Services)

Ed. 1109.03, IEP Team CFR 300.321 and 300.321(f)

CFR 300.322 (b) Parent Participation

This includes movement from (a) Early Supports and Services (ESS) to preschool, and b) pre-school to elementary school.

The Barrington Integrated Preschool Program has achieved 100% compliance for the last two years relative to fully developed and signed IEPs prior to the student's 3rd birthday. The district maintains a calendar of activities for children transitioning from the Community Partners ESS Program. The Coordinator tracks students by their date of birth and records the date of referral. One or two home visits are scheduled prior to holding eligibility meetings. Parents and children have the opportunity to visit the program prior to enrollment. Transition for typical children also occurs. Parents have access to a Resource Center and may borrow materials and references at any time. Transition to kindergarten is well crafted. Preschool and kindergarten staff work together on the IEPs. Communication and visual supports (task boards, schedules, language), and, if appropriate, the 1:1 assistant will follow the children as they transition to kindergarten. Receiving teachers visit children in their preschool settings and may also become involved with the students during Extended Year Programs. There are parent information nights where parents and children can visit the classrooms and meet their new teachers.

BEHAVIOR STRATEGIES AND DISCIPLINE

Ed. 1109.02 Program

CFR 300.324

Ed. 1119.11 Disciplinary Procedures

CFR 300.530-300.536

Ed. 1133.07 (a) (b) (c) (d) (e)

CFR 300.530-300.536

20 U.S.C. 1415 (K)

Child Management – Private Schools

RSA 169-C Child Protection Act

A wide range of behavioral interventions, strategies and supports are utilized within the Barrington Integrated Preschool Program. The program allows for choice, a variety of activities of interest to children and an environment that is safe, happy and caring. Children are reinforced to practice positive behavior. Role-playing, redirecting, logical consequences, planned ignoring, quiet time, time away, positive encouragement and repairing misbehavior are all strategies incorporated in the daily activities. Staff are trained in the Therapeutic Crisis Intervention (TCI) approach and all staff are involved in and have responsibility for, behavior plans. An outside consultant may be accessed if needed. Data are collected and analyzed at least on a weekly basis in an effort to adjust the environment and/or modify the instructional approach. Professional and paraprofessional staff receive embedded professional development and external workshops and trainings for behavior strategies and data analysis.

ASSESSMENT

Ed. 1109.02 Program

CFR 300.324

Ed. 1119.11 Disciplinary Procedures

CFR 300.530-300.536

Ed. 1133.07 (a) (b) (c) (d) (e)

CFR 300.530-300.536

20 U.S.C. 1415 (K)

Child Management – Private Schools

RSA 169-C Child Protection Act

The Brigance® Inventory of Early Development II (IED-II) is the tool that has been selected to meet the Preschool Special Education Outcomes reporting requirement. The team has used the data collected to assist with the transition to kindergarten, to develop the IEPs and to inform and confirm progress toward achieving the annual measurable goals. Additional data are collected relative to developmental benchmarks for preschool, social skills and self-help skills. Every student enrolled in the preschool is assessed and their individual programs are adjusted based on data collected. Annual assessments identify current levels and offer a starting point for the next measurable goal.

The Barrington Integrated Preschool Program has an active and comprehensive child find component. Developmental screenings with the Brigance or CELF tools are conducted with additional vision and hearing screenings. Parent questionnaires, pragmatic and pre-literacy checklists may also be utilized. If a disability is suspected, a full evaluation is proposed and the team would determine appropriate tools.

STRENGTHS AND SUGGESTIONS

The Barrington Integrated Preschool Program in SAU #74 offers a continuum of supports and services to typical and identified preschool children in a center-based setting. The preschool team is commended for their exceptional skill in delivering a developmental curriculum in an environment that fosters positive behaviors and outcomes. The curriculum is aligned with kindergarten expectations. The team is professional, child-centered and respectful to children, families and staff. Parents are involved in meaningful ways and have access to a resource center. The Friday team meetings allow for building a common vision and developing appropriate strategies and plans to meet the needs of all children in the program.

The team may wish to consider several suggestions for enhancing program services and delivery. While professional development may be embedded in the program for the paraprofessional staff, additional time and funds may be beneficial to support the unique needs of the preschool, such as the Picture Exchange Communication System. The administration and preschool team may want to develop a plan for expanding the related services of occupational and speech therapies, given the existing and projected needs for these services. To support appropriate referrals from outside agencies and the medical community, the preschool team may want to consider providing training, resources and awareness literature to support the district's Child Find efforts.

L. Conclusions:

The IEP Review Process that was conducted in the Barrington School District was intended to assist staff and administration in the review of IEPs to determine the extent to which IEPs were in compliance, and to bring both general and special educators together to determine factors that are impacting student achievement. As a result of the IEP review process, it was clear that staff, administration and parents work hard to develop IEPs to meet the varied needs of the student population. Staff are dedicated and skilled and open to professional development that will result in improved outcomes for students.

M. Corrective Action Plan:

SAU#: 74		NAME OF SCHOOL DISTRICT: Barrington School District		SUPERINTENDENT/EXECUTIVE DIRECTOR: Michael A. Morgan				
SPECIAL EDUCATION DIRECTOR: Tamara A. MacAllister				DATE OF PLAN: 6/24/08				
THE NHDOE, BUREAU OF SPECIAL EDUCATION, REQUIRES THAT ALL CITATIONS OF NON-COMPLIANCE BE CORRECTED AS SOON AS POSSIBLE, BUT NO LATER THAN ONE YEAR FROM THE FINAL REPORT DATE – BY June 24, 2009								
CITATIONS OF NON-COMPLIANCE: Citations 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	
CITATIONS OF NON-COMPLIANCE	IMPROVEMENT ACTIVITY	PERSON(S) RESPONSIBLE	EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE	TIMELINE (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.				Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):
				6/08	9/08	12/08	3/09	Note as Met, In Process or Not Met
Ed 1109.02 Individualized Education Program- The student's IEP is more than one year old.	IEP and Placement meetings for all students placed by the court will be held within ten days of the placement date. IEPs will be revised and proposed to parents at that point. If no parental response within 14 days we will assume implied consent.	Director of Student Services and/or Out of District Case Manager	No IEPs more than one year old.	X				

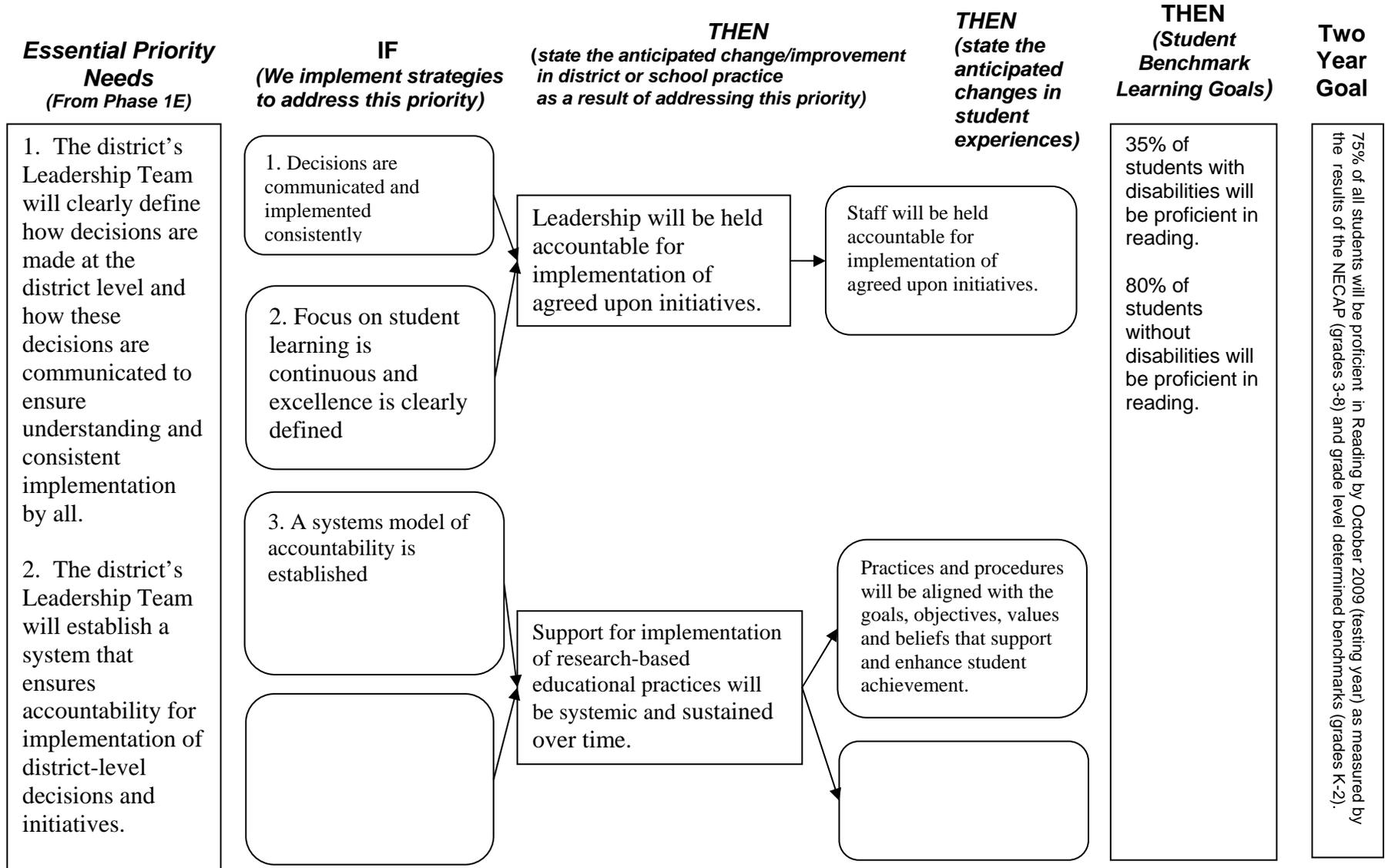
Section II

THE IMPROVEMENT/ACTION PLAN

This section of the report will supplement the DINI Plan, if applicable, and will answer the essential question. What conclusions did the Achievement Team make as a result of the inquiry and analysis process? Which of the conclusions were determined to be priorities, and what goals were developed as a result of the conclusions? The action plan will include the names, titles, and positions of team members, and the constituency each member represents; the process and timeline the team has established for monitoring implementation and effectiveness of the proposed activities; and the process and timeline established for communicating the plan's goals and strategies for improvement with parents and the community so as to inform and encourage community members to participate in district improvement efforts. If any citations are identified as a result of the compliance review, these citations should be addressed in the improvement plan.

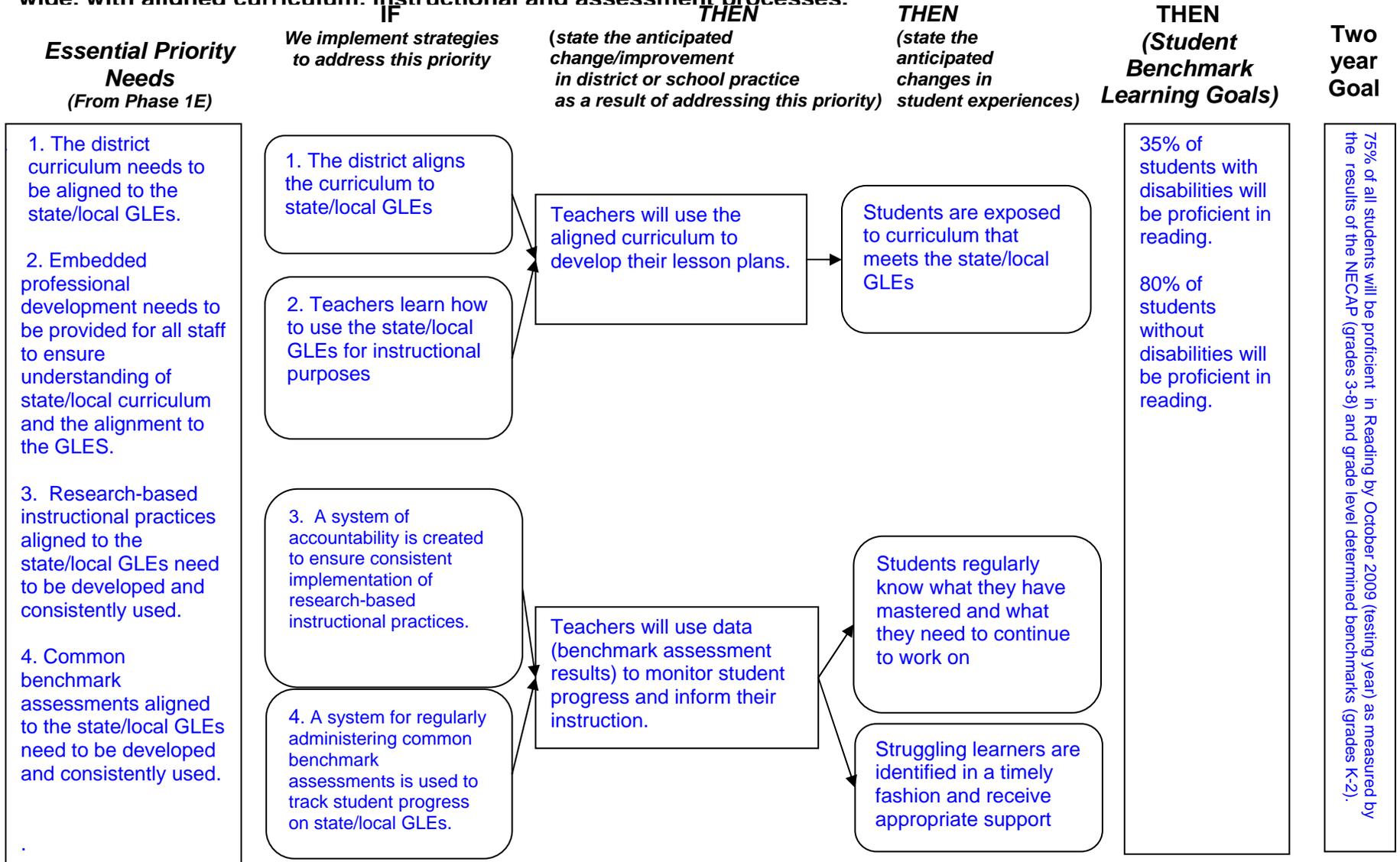
Location of performance gap: (1) 64.4% of all students in Barrington are proficient in reading; (2) Over one third of all students in the Barrington School District are not proficient in Reading; (3) Over one quarter of all non-special ed students in Barrington are not proficient in reading; (4) Approximately one third of all students in Barrington who scored substantially below proficient in reading are non-special ed. students.

Priority Area of Improvement No. 2: *Leadership*- District leaders will consistently model congruence between what is said and written and what is done; practices and procedures will align with the goals, objectives, values and beliefs that support student achievement.



Location of performance gap: (1) 64.4% of all students in Barrington are proficient in reading; (2) Over one third of all students in the Barrington School District are not proficient in Reading; (3) Over one quarter of all non-special ed students in Barrington are not proficient in reading; (4) Approximately one third of all students in Barrington who scored substantially below proficient in reading are non-special ed. students.

Priority Area of Improvement No. 1: *Instruction-* Consistent use of research-based reading practices district-wide. with aligned curriculum. instructional and assessment processes.



2007-2008 School Year Strategies and Implementation Plan

Instructions: Use the format below to describe the proposed activities for 2007-08. Provide sufficient detail to assist the reviewers in understanding how the activities are designed to achieve the anticipated changes/outcomes in district practice and student learning.

Duplicate this page as needed. Complete one form for each approved district improvement goal.

Two-Year Student Learning Goals	75% of all students will be proficient in Reading by October 2009 (testing year) as measured by the results of the NECAP (grades 3-8) and grade level determined benchmarks (grades K-2).			<p>The following strategies will be implemented to achieve this goal (check all that apply):</p> <input checked="" type="checkbox"/> Improvement in Curriculum and Instruction <input type="checkbox"/> Establishing or Implementing Local Assessments <input checked="" type="checkbox"/> Establishing or Implementing Processes to Follow the Progress of Each Child <input checked="" type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Changes in School Systems or Processes <input checked="" type="checkbox"/> Leadership/Governance <input checked="" type="checkbox"/> Climate/Culture (staff and/or students) <input checked="" type="checkbox"/> Implementation of Scientifically-Based Research Programs or Processes <input type="checkbox"/> Parent and Community Involvement <input type="checkbox"/> Extended-Time Learning <input type="checkbox"/> Other (please describe: _____)		
Strategy: Priority #1, 1,2	The district aligns the curriculum to state/local GLEs. Teachers learn how to use the state/local GLEs for instructional purposes.					
Objectives (anticipated outcomes from implementing the proposed strategies and activities)	(District Processes) Anticipated changes in district or school practice as a result of implementing this strategy: Teachers will use the aligned curriculum to develop their lesson plans.					
	(Student Experiences) Anticipated changes in student experiences as a result of implementing this strategy: Students are exposed to curriculum that meets the state/local GLEs.					
Proposed Activities for 2007-08 <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will the activity begin/end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>	Title I District Improvement Funds <i>Include amount allocated to this activity if applicable. Be sure to provide sufficient detail.</i>
1. Develop a district-wide literacy team, with K-8 representation and a hired facilitator, to lead this work.	Facilitator/ Consultant 10% Title I Set Aside	4/08-8/08	Leadership Team and Achievement Team	Monitoring Team and Literacy Team Agendas and Minutes	Monitoring Team and Lit Team Agendas and Minutes	Contract with Dr. Pam Clark for facilitation (per attached detail).
2. Provide PD to District-Wide Literacy Team on State/Local GLEs regarding Literacy.	Facilitator/ Consultant 10% Title I Set Aside	4/08-8/08	Leadership Team Contracted Facilitator	PD Eval Surveys	PD Eval Surveys Evidence of GLEs in lesson plans	Contract with Pam Clark. Teacher pay and supplies for 2 day summer institute.
3. The LT and AT will formulate and implement a plan to map the district curriculum to ensure that the stated curriculum, once developed and	Facilitator/ Consultant Curriculum Survey	6/08-8/08	Leadership and Achievement Teams			Funds for Pam Clark and for stipends to Achievement Team for work beyond

aligned, becomes the enacted curriculum. 4. District-Wide Lit Team will use Tech Paths to Map the reading curriculum to integrate the GLEs for literacy instruction.	DINI Funds Tech Paths Prof Devt. DINI Funds		Instructional Facilitator Reading Spec. Tech. Coord. Monitoring Team Leadership Team Lit. Team	Minutes and agendas from monthly grade level meetings and quarterly Monitoring and Lit Team Meetings. Curriculum Maps.	Minutes and agendas from monthly grade level and quarterly MT and Lit Team Meetings. Curriculum Maps. Documentation of classroom walkthroughs and observations with feedback to teachers.	contract. No funds to be used during project period.
4.PD provided to Lit. Team re: curriculum mapping/tech paths.	Contracted Consultant 10% Title I Set Aside		Instructional Facilitator Reading Spec. Tech. Coord. Monitoring Team Leadership Team Lit. Team	Minutes and agendas from monthly grade level meetings and quarterly MT and Lit Team Meetings. Curriculum Maps. PD Eval Forms	Minutes and agendas from monthly grade level meetings and quarterly MT and Lit Team Meetings. Curriculum Maps. PD Eval Forms	No funds to be used during project period.
5. District-Wide Lit Team will develop and implement a monitoring system to ensure that teachers are using the aligned curriculum to develop and implement lesson plans.	Facilitator/ Consultant 10% Title I Set Aside		Instructional Facilitator Reading Spec. Monitoring Team Leadership Team Lit. Team	Minutes and agendas from monthly grade level meetings and quarterly MT and Lit Team Meetings. Curriculum Maps Data collected from monitoring system.	Review initial assessment data with grade level teams to determine students' current levels of perf. Students' progress continually monitored. A review of summative data will be completed annually. Documentation of Classroom Observs/ Walkthroughs. Review of instructional plans at each grade level that will be implemented to help students reach the target objective. Meet w/each team monthly to monitor plan implementation and student progress.	No funds to be used during project period.

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 Duplicate this page as needed. Complete one form for each approved district improvement goal.

<p>Two-Year Student Learning Goals</p>	<p>75% of all students will be proficient in Reading by October 2009 (testing year) as measured by the results of the NECAP (grades 3-8) and grade level determined benchmarks (grades K-2).</p>			<p>The following strategies will be implemented to achieve this goal (check all that apply):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Improvement in Curriculum and Instruction <input checked="" type="checkbox"/> Establishing or Implementing Local Assessments <input checked="" type="checkbox"/> Establishing or Implementing Processes to Follow the Progress of Each Child <input checked="" type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Changes in School Systems or Processes <input checked="" type="checkbox"/> Leadership/Governance <input checked="" type="checkbox"/> Climate/Culture (staff and/or students) <input checked="" type="checkbox"/> Implementation of Scientifically-Based Research Programs or Processes <input type="checkbox"/> Parent and Community Involvement <input type="checkbox"/> Extended-Time Learning <input type="checkbox"/> Other (please describe: _____) 		
<p>Strategy: Priority #1- 3,4</p>	<p>A system of accountability is created to ensure consistent implementation of research-based instructional practices. A system for regularly administering common benchmark assessments is used to track student progress on state/local GLEs.</p>					
<p>Objectives (anticipated outcomes from implementing the proposed strategies and activities)</p>	<p>(District Processes) Anticipated changes in district or school practice as a result of implementing this strategy: Teachers will use data (benchmark assessment results) to monitor student progress and inform their instruction.</p> <p>(Student Experiences) Anticipated changes in student experiences as a result of implementing this strategy: Students regularly know they have mastered and what they need to continue to work on. Struggling learners are identified in a timely fashion and receive appropriate support.</p>					
<p>Proposed Activities for 2007-08 Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</p>	<p>Resources What existing and/or new resources will be used to accomplish the activity?</p>	<p>Timeline When will the activity begin/end?</p>	<p>Oversight Who will take primary responsibility/ leadership? Who else needs to be involved?</p>	<p>Monitoring (Implementation) What evidence will be collected to document implementation? How often? By whom?</p>	<p>Monitoring (Effectiveness) What evidence will be collected to assess effectiveness? How often? By whom?</p>	<p>Title I District Improvement Funds Include amount allocated to this activity if applicable. Be sure to provide sufficient detail on the Budget Narrative.</p>
<p>1. Develop a district-wide literacy team, with K-8 representation and a hired facilitator, to lead this work.</p>	<p>Facilitator/ Consultant 10% Title I Set Aside</p>	<p>4/08-8/08</p>	<p>Leadership Team, Contracted Facilitator</p>	<p>Monitoring Team and Lit Team Agendas and Minutes</p>	<p>Monitoring Team and Lit Team Agendas and Minutes</p>	<p>Contract with Dr. Pam Clark for facilitation (per attached detail).</p>
<p>2. Provide professional devt. to Lit Team and all Reading Teachers re: Research-Based Practices and Benchmark Assessments.</p>	<p>Contracted Trainer 10% Title I Set Aside</p>	<p>3/08-8/08</p>	<p>Instructional Facilitator Reading Spec. Leadership Team Facilitator</p>	<p>Monitoring Team and Lit Team Agendas and Minutes PD Evals</p>	<p>*MT and Lit Team Agendas and Minutes *PD Evals *Schedule of Assess. *Improved Achiev. on Benchmark Assess *Data collected during observations</p>	<p>Contract with Dr. Pam Clark for facilitation (per attached detail). Teacher pay and supply \$ for 2 day summer institute.</p>

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Strategy: Priority #2, 1	Decisions are communicated and implemented consistently.					
Objectives (anticipated outcomes from implementing the proposed strategies and activities)	(District Processes) Anticipated changes in district or school practice as a result of implementing this strategy: Leadership will be held accountable for implementation of agreed upon initiatives. (Student Experiences) Anticipated changes in student experiences as a result of implementing this strategy: Staff will be held accountable for implementation of agreed upon initiatives and student achievement will improve as a result.					
Proposed Activities for 2007-08 <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will the activity begin/end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>	Title I District Improvement Funds <i>Include amount allocated to this activity if applicable. Be sure to provide sufficient detail on the Budget Narrative page.</i>
Professional Development on Effective Leadership Practices provided to Leadership Team.	Contracted Facilitator DINI Funds	03/08-8/08	Superintendent Leadership Team MonitoringTeam	*Meeting Minutes and Agendas *Progress shared via updates to staff *Decisions regularly and clearly communicated to all staff.	*Meeting Minutes and Agendas *Progress shared via updates to staff *Pre and Post Survey Results- My Voice and District Readiness	Contract with Pam Clark for 3 day Leadership Retreat and June 4. Funds for food and supplies at June and summer leadership retreat.

2007-2008 School Year Strategies and Implementation Plan

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Strategy: Priority #2, 2	Focus on student learning is continuous and excellence is clearly defined.					
Objectives (anticipated outcomes from implementing the proposed strategies and activities)	<p>(District Processes) Anticipated changes in district or school practice as a result of implementing this strategy: Leadership will be held accountable for implementation of agreed upon initiatives.</p> <p>(Student Experiences) Anticipated changes in student experiences as a result of implementing this strategy: Staff will be held accountable for implementation of agreed upon initiatives and student achievement will improve as a result.</p>					
Proposed Activities for 2007-08 <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will the activity begin/end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>	Title I District Improvement Funds <i>Include amount allocated to this activity if applicable. Be sure to provide sufficient detail</i>
Development of a Professional Learning Community in the Barrington School District by establishing a group structure that facilitates the development of a focus on learning rather than teaching.	Facilitator/ Consultant DINI Funds	04/08-8/08	Superintendent Leadership Team Monitoring Team	*Professional Development. *Visitations to districts with well-established Professional Learning Communities. *Professional Readings *Professional Collaboration *Examination of Student Work	*Weekly Leadership Team meetings. *Provide each teacher and team with relevant feedback that will inform teaching practice i.e. walkthroughs, observations.	.Contract with Pam Clark for work during summer and June leadership retreats. Food and Supplies for use during summer leadership retreat and June 4 leadership retreat.

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Strategy: Priority #2, 3	A systems model of accountability is established.					
Objectives (anticipated outcomes from implementing the proposed strategies and activities)	<p>(District Processes) <i>Anticipated changes in district or school practice as a result of implementing this strategy:</i> Support for implementation of research-based educational practices will be systemic and sustained over time.</p> <p>(Student Experiences) <i>Anticipated changes in student experiences as a result of implementing this strategy:</i> Practices and procedures will be aligned with the goals, objectives, values and beliefs that support and enhance student achievement.</p>					
Proposed Activities for 2007-08 <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will the activity begin/end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>	Title I District Improvement Funds <i>Include amount allocated to this activity if applicable. Be sure to provide sufficient detail on the Budget Narrative.</i>
Professional Development for Leadership Team and Literacy Team to review available, effective systems models of accountability.	Facilitator/ Consultant DINI Funds	4/08-8/08	Superintendent Leadership Team Monitoring Team Lit. Team	Meeting Minutes/Agenda Accountability Protocols	Data from Accountability Protocols. Improved student achievement.	Contract with Pam Clark for 3 day Leadership Retreat and June 4. Funds for food and supplies at June and summer leadership retreat.
Development and implementation of a systems model of accountability in Barrington.	Facilitator/ Consultant DINI Funds	4/08-8/08	Superintendent Leadership Team Monitoring Team	Meeting Minutes/Agenda Pre-Post Surveys (My Voice, District Readiness)	Improved Climate and Culture as measured by pre-post surveys & protocols. Improved student outcomes.	Contract with Pam Clark for 3 day Leadership Retreat and June 4. Funds for food and supplies at June and summer leadership retreat.

Section III

COMPLETION OF THE FOCUSED MONITORING PROCESS

The Focused Monitoring Process is intended to further the district's defined strategies for 'continuous improvement' in meeting the academic and developmental needs of all students. As such, the completed Action Plan will include short and long-range objectives intended to supplement current district strategic planning goals and initiatives. To support the sustainability of the Focused Monitoring Action Plan, the NHDOE consultants will provide limited support and guidance to district's surrounding the implementation of the recommended strategies and objectives established in this process.

Grant application for the \$10,000 funding of follow-up activities should reflect the intentions of the district to advance the priorities and related strategies presented in the culminating Action Plan.