

**New Hampshire Department of Education
Bureau of Special Education
Focused Monitoring
Summary Report**

Goffstown School District SAU 19

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Report Date: July 6, 2010

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2. Introduction:

The Goffstown School District embraced the Focused Monitoring Process as yet another opportunity to critically evaluate current educational practices for all students. Starting in the summer of 2009, a group of teachers and administrators spent several days engaged in the critical analysis of student data, barriers to changes in systems, analysis of organizational structures, etc. It was the intent of the Goffstown School District to track the Focused Monitoring Process to align with other School Improvement Initiatives. Specifically, the following processes were aligned to create parallel processes of change: District in Need of Improvement (DINI), School(s) in need of Improvement (SINI), NEASC school accreditation recommendations, and Focused Monitoring. The work that occurred during the summer of 2009 clearly showed the need to align improvement activities into one, logical, coherent model. To this end, the Goffstown School District created a comprehensive School Improvement Model to assimilate multiple initiatives through a coordinated set of strategic goals. For a visual representation of this model, please see Appendix A.

Through the Focused Monitoring Process, the SAU#19 Achievement Team adopted an Inquiry Cycle Protocol to serve as a problem solving and data-analysis model based on an essential question.

The Goffstown School District, through the curriculum review cycle, had revised and updated our Language Arts Curriculum during the 2009/2010 school year. At that time, a comprehensive process was developed to analyze our current reading programs both vertically and horizontally within our schools. The decision was made to move forward with a comprehensive Core Reading Program that is predicated on current research and best practices. The consensus of the Achievement Team was that the primary area of inquiry through the Focused Monitoring process should be mathematics. To that end, the following focus emerged.

Essential Question: What are the contributing factors in our current service delivery model that impact student achievement in mathematics?

New Hampshire Department of Education Technical Assistants: Jane Bergeron and Richard Ayers

Leadership Team Members: Jane Bergeron, Richard Ayers, Stacy Buckley, Brian Balke, MaryClaire Barry

Achievement Team Members: Brian Balke, MaryClaire Barry, David Bousquet, Barbara Carey,

Nicole Doherty, Leslie Doster, Kevin Farley, Monica Galamaga, Linda Hatchett, Karen Kulick, Andrea Lafortune, Cathy Lauwers, Lisa Meyers, Jessica Milligan, Salina Millora, Meagan Nelson, Karen St. Clair, Kathy Stoye, Tori Underwood, Heather Worthen

3. Focused Monitoring Activities:

The Focused Monitoring Process for the Goffstown School District aligned multiple School Improvement Activities, as identified above. In an effort to create a logical, systematic approach, elements of School Improvement were identified into Five Leadership Strands. These Leadership Strands are as follows: Logistics, Data, Communication, Curriculum/Instruction, and Professional Development. The utilization of these Leadership Strands allowed the Achievement Team to identify, quantify, and action plan for improvement activities that aligned with existing SINI and DINI plans as well as NEASC accreditation recommendations. The majority of the work of the Achievement Team focused on the development and implementation of a multi-tiered instructional model through a comprehensive Response to Intervention model. To this end, the Focused Monitoring process in Goffstown along with the Achievement Team aligned with the SAU#19 RtI Leadership Team and both teams and processes worked in tandem. For a visual representation of this model, please see Appendix B. The following are examples of additional activities that were utilized by the Goffstown School District:

➤ The Goffstown School District utilized a 5 Step Inquiry Process:

- Getting ready for Inquiry (Readiness Survey results)
- Organizing and Analyzing (Data Inventory)
- Investigating Factors
- Writing a Plan
- Implementing and Monitoring

This model incorporates a comprehensive data analysis and systems review predicated upon the essential question identified above.

➤ Aligning with Current District/ DOE Processes:

- School In Need of Improvement (SINI)
- District in Need of Improvement (DINI)
- NEASC Recommendations
- RtI Implementation

➤ Review of District Vision and Mission Statement

➤ Inventory and Mapping of Initiatives and Current Practices

➤ NECAP Results and Analysis of Achievement Gap

➤ Data analysis

➤ Parental Involvement Activities

➤ Current research was reviewed

➤ Factors Impacting Student Achievement were analyzed

➤ Significant focus on the comprehensive development of a multi-tiered instructional model consistent with Response to Intervention – See Appendix C for a visual representation of the SAU#19 RtI Road Map

4. IEP Review Summary:

Special Education Compliance Component of NHDOE Focused Monitoring Process

Goffstown School District

Date of NHDOE Focused Monitoring Compliance and IEP Review: December 3-4, 2009

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 Goffstown School District on December 3-4, 2009. 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 Individualized Education Programs (IEP)
- Review of Local Education Agency (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:

I. IEP Review Process: Conducted on December 3-4, 2009

As part of the compliance component of Focused Monitoring, the NHDOE worked in collaboration with the Goffstown 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 Goffstown School District were provided with an opportunity to collaboratively review 12 IEPs that were randomly selected. The purpose of the review was to determine if the documents included the following information relative to the student's present level of performance:

- Measurable annual goals relate to specific student needs

- Instructional strategies, interventions, and supports identify and are implemented to support progress toward measurable goals
- Assessment (formative and summative) information is central to the development of annual goals and represents measure of progress toward meeting annual goals
- Accommodations and/or modifications to instruction and support services are determined to support student access to the general curriculum instruction and assessment
- A three-year review of the student's progress in meeting key IEP goals and the documented evidence of student gains
- 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 to ensure compliance and the development of a logistical plan for improved communication and collaboration between general and special educators, and 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 GOFFSTOWN SCHOOL DISTRICT:

Building/District Summary of IEP Review Process

Conclusions/Patterns Trends Identified Through IEP Review Process include:

- **How the process supported recommendations for improving the writing of student IEPs:**
 1. Teachers need to explore and create improved application of district and curriculum based measures to inform the development and monitoring of IEPs.
 2. All IEPs need to include measurable goals, including baseline measurements and areas of targeted growth.
 3. At the high school level, case managers need to continue their efforts to improve writing of Transition Plans to include annual measurable goals, outside agency involvement, and direct student involvement.
 4. All IEPs should include benchmarks or objectives to assist the team in tracking student progress toward meeting established goals.
 5. Functional vs. academic goals should be more clearly defined. While the district is using samples from NHSEIS, several questions were raised, and the district is currently providing professional development to strengthen the writing of IEPs.
 6. Testing accommodations (district and state) must be included in IEPs and implementation of those specific accommodations must be defined.
 7. Modifications and accommodations must be reviewed to insure they are accurate and are being implemented.
 8. All recent evaluations (special education and district/curriculum assessments) must be reviewed prior to developing an IEP.

9. Clearer statements of Present Level of Performance should be developed and should include: student interests, performance data, and strengths/weaknesses, and a clear connection to established goals.
 10. The district will benefit from the availability of formal collaborative planning time between general and special educators.
- **Describe how individual student performance information is conveyed from grade to grade and school to school:**
 1. The pre-school is in contact with ESS and other outside agencies in a timely manner. Parents are also engaged in this process. There are smooth transitions from preschool to kindergarten and from kindergarten to elementary school.
 2. The “receiving” schools/teachers are typically involved in IEP development; if not, teachers are briefed and IEPs are reviewed with them.
 3. “Sending” and “receiving” case managers meet at the beginning of the school year to review IEPs.
 4. Currently there is no system wide method for sharing historic information on students (e.g. student profiles, student portfolios or use of a PK-12 student data system).
 - **How will the district further explore the factors that have impacted marginal scores for individual students on state assessments?**
 1. The district wide Response to Intervention (RtI) Model is in progress and is constructed to address many of the factors that impact the achievement gap.
 2. The district continues to focus upon appropriate accommodations (as indicated in their respective IEPs) for students taking the NECAP.
 3. Continued positive reinforcement around participating in the NECAPs could be emphasized in each school.
 4. The alignment of IEP goals to the district curriculum should continue to be emphasized.
 5. All staff should continue to work on test-taking skills and strategies with their students.
 6. Tiered interventions should continue to be a focus throughout the district.
 7. Further exploration regarding the use of a systemic data management system should be a priority (e.g. Performance Pathways).
 - **Strengths and suggestions identified related to IEP development/progress monitoring and services:**

Strengths:

 1. Ongoing development and continuity of the RtI Model.
 2. The district continues to work toward strengthening progress reporting to parents.
 3. The district is acknowledged for their willingness to embark upon systems change, ongoing program improvement and high learning expectations for all.

4. The district has begun designing and providing comprehensive professional development as related to writing IEPs that have measurable goals and are aligned to the general curriculum.
5. A plan is in place to introduce a core reading program district wide.
6. Openness of staff to improving curriculum, instruction and assessment for all students.
7. Strong awareness on the part of teachers of student needs and the value of parent/school relationships.
8. The district is currently forming a committee that has been charged with developing a set of exemplars and model goals which will be archived and shared via the district "intra-net" site.
9. The strides the district has reached in writing measurable IEP and Transition Plan goals are impressive. The district has developed a strength based consultation model for all students with disabilities and guides both academic and transition planning.
10. The emphasis upon use of technology within the district for both students and staff is impressive.
11. The efforts that continue on improving communication and planning between all of the schools in the district.
12. A transition community of practice work group from the district has evolved into a statewide committee that will likely produce materials that will serve as a model for others in NH.
13. The commitment throughout the district to provide appropriate resources, staffing patterns, class sizes and support for professional development.
14. The involvement of staff in IEP review process was characterized by thorough knowledge of the student and commitment to providing the necessary supports.
15. The deliberate focus upon instructional leadership in each of the buildings.
16. A strong core of very dedicated and seasoned staff in each of the schools.
17. A culture of "continuous improvement" evident in the district.
18. The strong and competent oversight and vision for special education in the district.
19. The positive and constructive support and guidance for an articulate and well-planned process for advancing the learning expectations for all students from the central office.

Suggestions: * Indicates a Finding of Non-Compliance

1. *Assure that measurable annual goals are contained in all IEPs and include a baseline and a target or include baseline in the goal's present level of performance (PLOP).
2. Improved use of data to inform curriculum, instruction and assessment.
3. The district needs to identify a mechanism for storing data electronically.
4. Data needs to be placed in the hands of teachers if they are to incorporate into IEPs. In making this transition, teachers will need support and ongoing professional development.

5. Address all areas of academic need in IEPs and revise as necessary as the student makes progress.
6. Assure understanding by staff and parents of the difference between accommodations and modifications.
7. Use state or district assessment data in developing the student Profile, Present Levels of Performance.
8. Consider ways to make IEP progress reports clearer and more meaningful to parents and teachers; use and report data to measure and interpret progress.
9. Involve students as early as possible in IEP development and, as is age/situation appropriate, include them in their IEP meetings.
10. Include student interests and strengths in the Student Profile.
11. Improve communication and collaboration between special education and regular education staff where necessary to monitor delivery of special education services and progress.
12. Assure that Transition planning occurs for students turning 14 year of age DURING the implementation of an IEP.
13. *Ensure that all Transition goals outlined in IEPs are measurable.

District Wide Commendations:

- The staff/student ratio within each school is appropriate to meet the varied learning needs of all students.
- The district has developed a comprehensive plan to increase parent engagement as related to students with disabilities based on the results/responses of the statewide parent survey conducted by the NHDOE.
- The district is working in partnership with NH Connections to increase parent participation in the statewide parent survey.
- Significant support is directed toward preschool programming and assures the delivery of appropriate services and supports to students/ young children with disabilities.
- There is increasing evidence that both special education and regular education teachers are accessing and using student data to inform curriculum and instruction.
- The varied learning options/interventions at all of the Goffstown schools are supportive of all students and enhance the academic learning that occurs.
- Staff throughout the district is dedicated and highly skilled.
- The central office administration is committed to improved learning for all students and ensuring that special education programming is aligned with general education learning expectations.
- The leadership throughout the district has provided a deliberate focus upon special education programming.
- The climate and culture within each of the schools is welcoming and child centered.
- Throughout the district there is a collective culture of responsibility for all students.
- The assistant superintendent has initiated a transition collaborative of approximately 20 school districts to begin to look at secondary transition issues.
- As evidenced through Focused Monitoring, the district has embraced a comprehensive system wide improvement planning process which includes alignment of all initiatives.

- The district has embraced a tiered intervention model for literacy, which includes adoption of a core reading program beginning in the 2011-12 school year.
- The district is commended for development and implementation of anti bullying programs.
- The district has placed emphasis on the development of a comprehensive eligibility model for the identification of students with disabilities. This information is available on the “intra-net” site for all staff to access. Extensive professional development has been provided.
- The district has recently revised all of the special education policies and procedures to ensure compliance with state and special education rules and regulations.
- Significant emphasis has been placed on review of data as related to improved student learning.
- The district has been proactive in collecting data and monitoring progress as required by the State Performance Plan (SPP) and relevant indicators.
- The district has hired a “transition coordinator” to address the needs of students with disabilities.
- The district is commended for their commitment to program development. Over the past two years the district has developed new programs; brought in research based programs in reading and writing curriculum.
- Professional development has been provided to special education staff in procedural elements of special education.

LEA Focused Monitoring Compliance Application

As part of the Focused Monitoring IEP Compliance Process, The Goffstown School District Special Education Policy and Procedures were reviewed to ensure that all requirements are met. In order to conduct this review, special education policy and procedures (the Local Plan) was cross referenced with state and federal rules and regulations; listed below is a summary of findings:

The Goffstown School District has recently revised all of the district special education policy and procedures. These policies and procedures have been reviewed and accepted by the local school board and follow up professional development will soon be conducted with the administration and staff. Based on review of the documents, it was determined that the local plan meets all requirements. No findings of non-compliance were identified. As part of the review of the local plan, credentials of special education were reviewed, along with program descriptions, and the status of corrective actions from the November 2003 corrective action plan. As of November 2004, all required corrective actions had been met.

Out of District File Review

As part of the NHDOE Focused Monitoring Process, a random review of 3 student records was conducted for children with disabilities who are placed out of district. In order to review these student files, the NHDOE has developed and utilizes a checklist of compliance indicators aligned with state and federal special education rules and regulations. Based on the review of 3 randomly selected student records, there were no citations of noncompliance identified.

Students with Disabilities Attending Charter Schools:

Currently the Goffstown School District has no students with disabilities attending charter schools.

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

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

Success Program/Bartlett Elementary School	New self-contained program for grades 1-4
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As part of the NHDOE Focused Monitoring Compliance Review, the Goffstown School District submitted one application and supporting documentation seeking approval for the a new special education program. The Success Program, as listed above, was visited at which time IEPs were reviewed, along with all supporting documentation, including personnel roster, program description, and facility information. Based on the visit to the program, it is recommended that continued special education approval be granted, and no further documentation will need to be provided.

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

Preschool	2
Elementary School	4
Middle School	3
High School, Age below 16	1
High School, Age 16 or above	2
Total Number of IEPs Reviewed	12

II. Findings of Non-Compliance Identified as a Result of the NHDOE Compliance and IEP Review

Visit:

As a result of the 12 IEPs that were selected for the IEP Reviews On December 3-4, 2009, the following findings of non-compliance were identified:

Ed 1109.01/34CFR 300.320 Measurable Goals

Of the 12 IEPs reviewed, preschool through secondary, 11 out of 12 did not contain measurable goals

ED 1109.01 (a) (1) Transition

CFR 300.320

For students 16 years and older, transition plans must include all required components

Please note: *All finds 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.*

Conclusions:

Throughout the IEP review process it was readily apparent that the staff and administration in the Goffstown School District are committed to narrowing the achievement gap between students with disabilities and their non-disabled peers. The district continues to emphasize the need for program development and a full continuum of services for all students, including those with disabilities. The administration within the district is making a concerted effort to meet the individual needs of all learners through a tiered approach to interventions; this is especially evident in the area of literacy.

The professional development made available to support staff is impressive and there is an emphasis of continuous program improvement. The Goffstown school district was fully supported by the building administration in the planning and implementation of the Focused Monitoring IEP Review Process, and the process was enthusiastically received by the building staff and IEP team members. Staff actively participated in the reviews; they were well prepared and used the opportunity as job embedded professional development. The results of this review are accurate and realistic and many are already being addressed or implemented by the Goffstown School District.

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

SAU#: 19	NAME OF SAU: Goffstown School District				SUPERINTENDENT/EXECUTIVE DIRECTOR: Stacy Buckley, Superintendent of Schools	
SPECIAL EDUCATION DIRECTOR: Brian Balke, Assistant Superintendent of Schools					DATE OF PLAN: July 1, 2010	
THE NHDOE, BUREAU OF SPECIAL EDUCATION, REQUIRES THAT ALL FINDINGS OF NONCOMPLIANCE BE CORRECTED AS SOON AS POSSIBLE, BUT NO LATER THAN ONE YEAR FROM THE FINAL REPORT DATE – BY April 7, 2011						
FINDINGS OF NONCOMPLIANCE: Findings of noncompliance are defined as deficiencies that have been identified through the Focused Monitoring IEP 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 NONCOMPLIANCE	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.)	Date of follow up visit (or date of acceptance of evidence submitted to indicate correction): Note as Met, In Process or Not Met	

				7/10	10/10	1/11	4/11	
Ed 1109.01/34CFR 300.320 Measurable Goals Of the 12 IEPs reviewed, preschool through secondary, 11 out of 12 did not contain measurable goals	SAU #19 will develop banks of measurable goals and post them online via the SAU intranet All special education professional staff will participate in training around evaluating if goals are measurable and how to write measurable goals given an SAU model IEP's will be monitored to ensure measurable goals are written	SAU administration, Goffstown administration, Special education professional staff	1. Professional development was provided to all special education professional staff on 11/20/09 2. Cohort groups have worked during the FY 10 school year to write measurable goals. Groups included related service providers, specialists, as well as content specialists by levels. 3. An intranet site has been developed to compile exemplar measurable goals for staff to use in the development of IEP's 4. IEP goals will be audited and reviewed by SAU administration to ensure compliance with SAU administration expectations					

				7/10	10/10	1/11	4/11	
<p>ED 1109.01 (a) (1) Transition CFR 300.320 For students 16 years and older, transition plans must include all required components</p>	<p>Provide professional development for special education staff around writing measurable goals in the area of transition Creation of a 0.5 FTE special education position to serve as a Transition Specialist for the FY 10 school year Formation of a Community of Practice with local school districts dedicated to transition to share expertise and resources Provide professional development for special education staff regarding Indicator 13 Formalize Transition services at Goffstown High School and Mountain View Middle School (as appropriate) that include: multi-year transition timelines, exemplar transition plans, development of coursework to support student transition needs, development of model to archive transition services provided to students</p>	<p>SAU administration, Goffstown administration, Special education professional staff</p>	<p>Staff at both Goffstown High School and Mountain View Middle School have been provided with professional development around writing transition plans and the development of measurable goals Expansion of systems focused on transition services Transition plans will be audited and reviewed by SAU administration to ensure compliance with SAU administration expectations</p>					

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. Through the Focused Monitoring process, the Achievement Team was broken down into three subgroups: elementary, middle school, and high school. Each subgroup had representation from the sending and/or receiving levels to ensure adequate representation across the grade levels. Each group developed a goal along with strategies and activities. These goals were then synthesized and combined into the goal below. Draft goals from each subgroup are attached in Appendix D.

GOFFSTOWN SCHOOL DISTRICT ACTION PLAN

MEASURABLE STUDENT LEARNING GOAL:

Given the implementation of a systematic, data-driven, multi-tiered instructional model, the mathematic achievement of all students will increase as evidenced by meeting or exceeding the SAU 19 growth model for individual growth targets as follows:

2010/2011 school year:

- District objective: All students will make a year’s growth for a year’s time based on student achievement data as listed below.
- Student focus on NECAP Growth Model for instructional grades 2-7
- Student focus on NWEA Growth Model for instructional grades 8-10

2011/2012 school year:

- Student focus on assessment data to identify additional Growth Model elements

The Achievement Team was deliberate in the focus of academic growth for all students. Although the Focused Monitoring process is designed and intended to review special education, the focus for the Goffstown School District is committed to the advancement of student learning for all of our students.

OBJECTIVE #1: ELEMENTARY, MIDDLE SCHOOL, and HIGH SCHOOL LEVELS – GRADES 1 THROUGH 12

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	EVALUATING RESULTS/ MONITORING OF IMPLEMENTATION Evidence
1. To develop or adopt a universal screening tool with universal benchmarks to use each trimester in the area of mathematics that will inform instruction and intervention at the elementary and middle school levels. (Curriculum, Instruction/Data)	<ul style="list-style-type: none"> • Cost for screening tool is estimated around \$2000 • A professional development model will be implemented to ensure staff training is in place – cost is estimated at \$5,000 	<ul style="list-style-type: none"> ➤ SAU leadership team, Elementary and middle school administration, professional staff 	2010/2011 school year	<ul style="list-style-type: none"> • Access to a variety of research based screenings • Team of professionals to research materials • Designated time to research materials • Implementation of screening tools for mathematics • Professional development provided to professional staff
2. To develop Logistical elements (schedule, space, staffing) that allows for all students an opportunity for Tier I instruction while providing supplemental Tier II and Tier III instruction. At the high school level, investigate schedule changes to allow for supplemental block to support tier III students. (Logistics).	<ul style="list-style-type: none"> • No cost associated with activity. Schedule alterations and modifications will be done through building-based RtI Leadership Teams 	<ul style="list-style-type: none"> ➤ School administration ➤ SAU Leadership Team 	2010/2011 school year	Schedule modifications are in place to allow for fluid implementation of a multi-tiered instructional model

<p>3. Investigate research and implement Tier II and III mathematics materials. (Curriculum, Instruction, Assessment)</p>	<ul style="list-style-type: none"> • Cost for Tier II materials is estimated at \$5,000 • Cost for Tier III materials is estimated at \$35,000 for grades 1-12 • Professional development costs will be determined based on implementation model and timeline 	<ul style="list-style-type: none"> ➤ School administration ➤ SAU Leadership Team ➤ Professional staff 	<p>2010/2011 school year</p>	<p>Implementation of Tier II and Tier III instructional materials</p>
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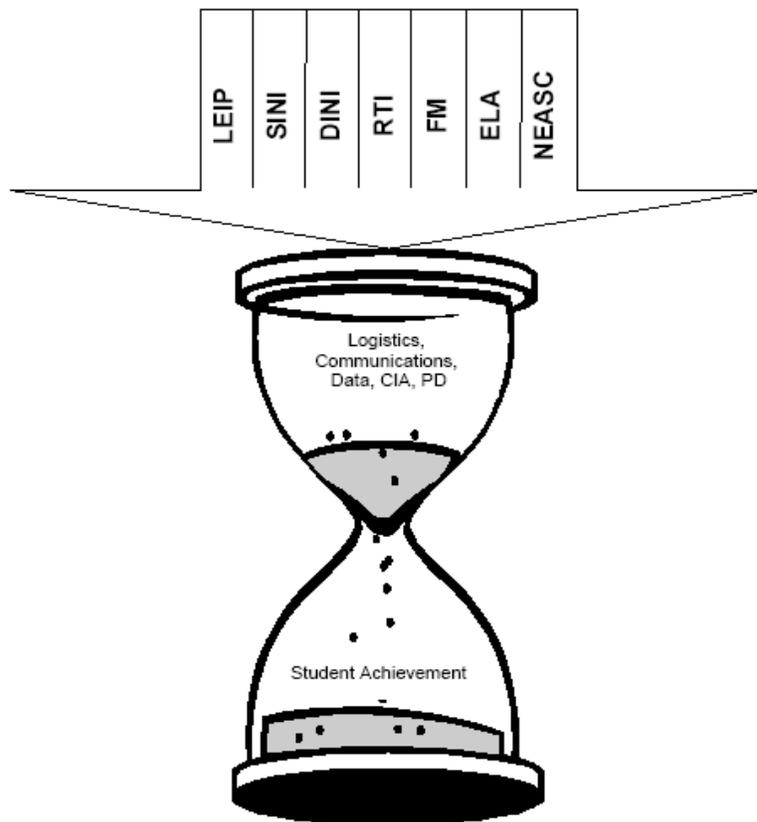
7. Summary:

6. Next Steps:

- Develop PowerPoint slides for building administration to incorporate into Professional Development Days prior to school starting
- Continued alignment of Focused Monitoring with the SAU#19 Response to Intervention Road Map
- Each school will develop an Implementation Plan that aligns with other elements of the SAU#19 School Improvement Model focused on our Leadership Strand areas: Logistics, Data, Communication, Curriculum and Instruction, and Professional Development
- Plan for the Logistical elements of the Achievement Team for the 2010/2011 school year: team composition, schedule, procuring coverage, etc.

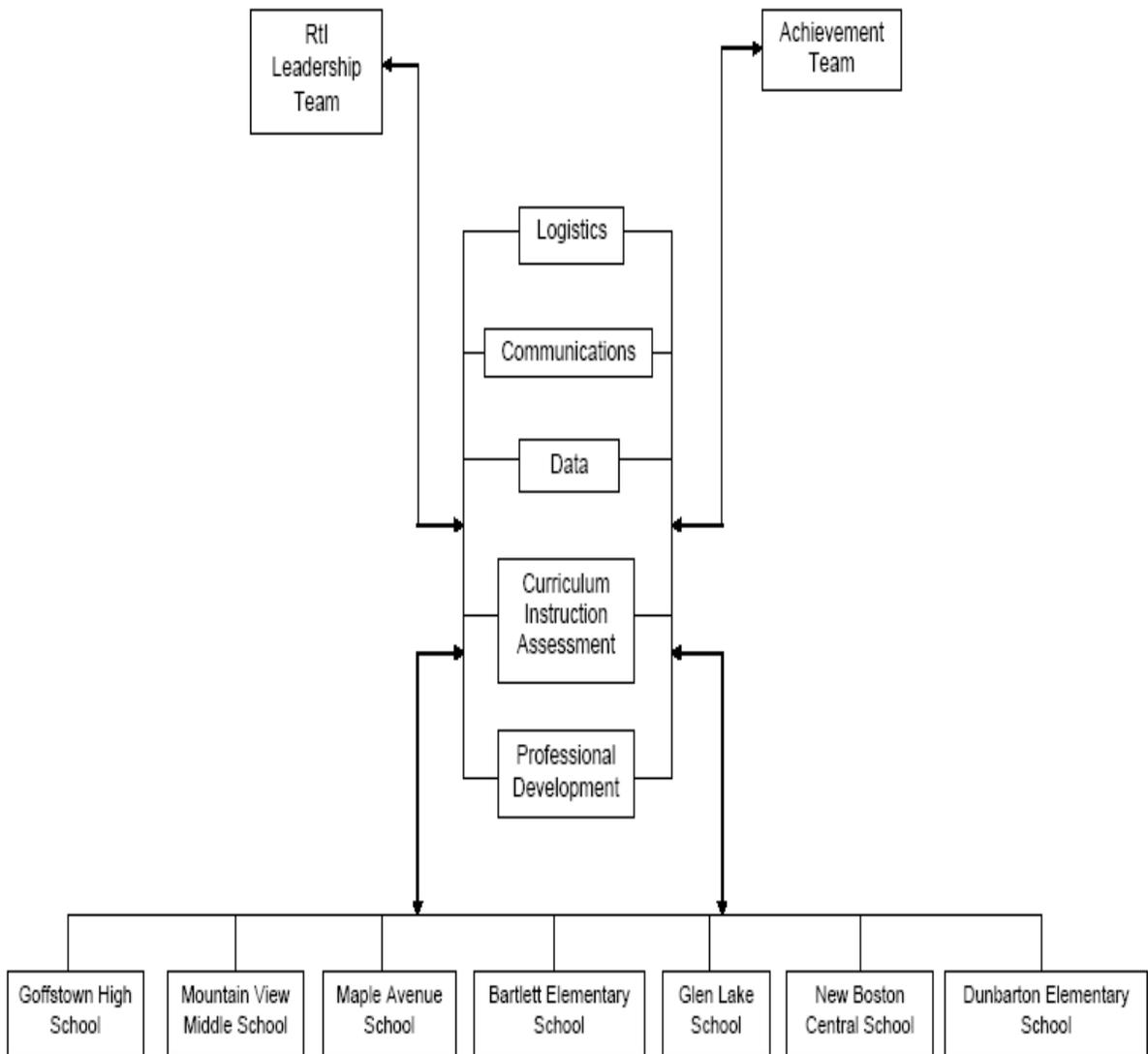
Appendix A:

Systems Change – Reform



Appendix B

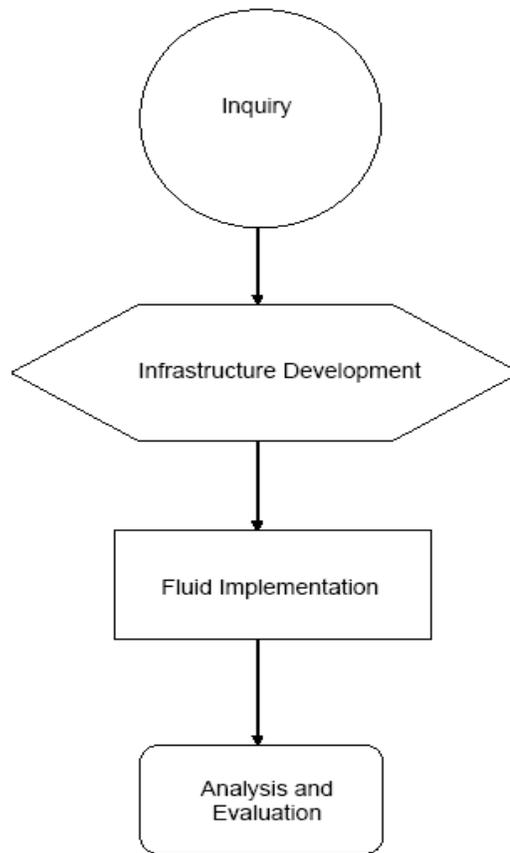
SAU #19
School Improvement Model



B Balke 9/2009

Appendix C:

**SAU #19 School Improvement Model
RTI Road Map**



B. Balke 9/2009

Appendix D

Grade Span: Elementary Achievement Team

Goal: (defined in relation to student achievement) Given the implementation of a systematic, data-driven, multi-tiered instructional model, the mathematic achievement of all students will increase as evidenced by meeting or exceeding the SAU 19 growth model for individual growth targets as follows:

2010/2010 school year:

- Student focus on NECAP Growth Model for instructional grades 2-7
 - Student focus on NWEA Growth Model for instructional grades 8-10
- 2011/2010 school year:

Student focus on assessment data to identify additional Growth Model elements

Baseline info/data: (Note longitudinal data) NECAP results

Objectives (w/ strand)	Strategies/Activities for implementation	Who is responsible?	Anticipated impact on student learning	Resources (Material/Personnel)	Timeline
To develop or adopt a universal screening with universal benchmarks to use each trimester in the area of mathematics that will inform instruction and intervention. (Curriculum, Instruction, Assessment)	<ul style="list-style-type: none"> - Research a variety of universal screenings. - Determine best practices. - Develop an implementation plan. 	-SAU leadership team	-All students throughout the district would receive instruction that meets their individual needs.	<ul style="list-style-type: none"> -Access to a variety of research based screenings. -Team of professionals to research materials. -Designated time to research materials. 	September 2010-January 2011
To develop a schedule that allows for all students an opportunity for Tier 1 instruction while providing <u>supplemental</u> Tier 2 and 3 instruction (Logistics).	<ul style="list-style-type: none"> - Visit other districts with successful block schedules - Creating a draft schedule with intervention blocks - Create time for teachers to meet 	<ul style="list-style-type: none"> -School based SINI team -School administrators 	-All students will receive consistent instruction at all Tier Levels	<ul style="list-style-type: none"> -School administrators -Designated time to develop schedule. 	September 2010
Investigate, research and implement Tier 2 and 3 mathematics materials. (Curriculum, Instruction, Assessment)	<ul style="list-style-type: none"> - Learn more about EDM online resources - PD for teachers around Number Worlds/Pinpoint Math programs. 	<ul style="list-style-type: none"> - Building level math leadership - SAU administrator 	- All students in Tier 2 and Tier 3 instruction will receive research-based instruction to increase their achievement.	<ul style="list-style-type: none"> - Program materials - Access to EDM online resources - Person to provide PD 	September 2010 – June 2011

Appendix D

Goal: Given the implementation of a systemic multi-tiered instructional model by Fall 2012, all students/special education students will increase mathematics achievement by meeting individual growth target set by the NH DOE as measured by SAU targeted growth model by the Data Profile (NECAP, NWEA, Common Assessments) all 2012 NECAP assessment results.

Grade Span: 5 – 8 (Middle School- MVMS)

Baseline:

Objectives	Strategies/Activities for implementation	Who is responsible?	Anticipated Impact on Student Learning	Resources	Time Line
<p>To provide consistence instruction at all levels (Tier I – III) through the use of:</p> <ul style="list-style-type: none"> • Common materials • Informed professional development for all stake holders in materials, resources, and best practice • Collaboration and communication between special Ed and Reg. Ed Teachers <p>To investigate transitions between grades levels.</p>	<ul style="list-style-type: none"> • Collect inventory of resources used at each grade level • Evaluate the effectiveness of different levels of instructional practices • Based on our evidence we create a preferred model. • Develop of implementing the model Best practices measuring accountability for student achievement • Presentation of a Professional Development that focuses on; <ol style="list-style-type: none"> 1. Elements of best 	<p>Regular Ed Teachers</p> <p>Special Ed Teachers</p> <p>Specialist</p> <p>Administration</p>	<p>Higher percentage of student growth (Data Profile)</p> <p>Flexible Grouping (cross team/cross grade level)</p>	<p>EveryDay Math</p> <p>Numbers Worlds</p> <p>PinPoint Math</p> <p>Space for small group instruction</p> <p>Teacher qualification</p>	<p>Year 1 –</p> <p>Year 2 –</p> <p>Year 3 -</p>

	<p>practices</p> <ol style="list-style-type: none"> 2. Materials that support the best practices 3. Instruments to measure growth (progress monitoring) 4. Creation of supplement support 5. Engage a greater element of district teachers/staff to ensure continue in schools 			Professional Development	
To establish an appropriate affect delivery model for all students which will be assessed by regular benchmark assessment data (CBM).	<ul style="list-style-type: none"> • Increase instruction time • Collaboration between Special Ed. and Reg. Ed Teachers 				
Evidence of impact or student learning					

*Test Administrations

Appendix D

Level: GOFFSTOWN SCHOOL DISTRICT ACHIEVEMENT TEAM – HIGH SCHOOL LEVEL				
Present: Barb Carey, Monica Galamaga, Kevin Farley, Linda Hatchett, Salina Millora Date: 05/20/10				
<p><u>Goal:</u></p> <p>The number of special education students who perform proficient or above on the mathematics NECAP test, will increase by 10 percent as measured by the October 2011 NECAP mathematic test scores.</p>				
Contributing Factors	Strategies/Action Steps	Responsibility	Time Line	Evidence of Effectiveness
Current Service Delivery Model Points of Analysis	<ol style="list-style-type: none"> 1. Investigate Tier II and Tier III instructional support models to include curriculum materials, classroom space requirements, co-teaching and double block Geometry classes. 2. Expand differentiated instructional repertoire to provide multimodal experiences for students. 3. Investigate Universal screening and implementation of assessment to guide and inform instruction. 4. Compile an effective arsenal of multimodal instructional lesson plans. 5. Investigate and implement computer based remedial software. 			

