

NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
SPECIAL EDUCATION
PROGRAM APPROVAL AND
IMPROVEMENT PROCESS

**Lisbon Regional School District
Focused Monitoring Summary Report**

2009-2010

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

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2. Introduction

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

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

Essential Question

Date of Report

Statutory Authority for New Hampshire Department of Education Monitoring

The Individuals with Disabilities Education Act (IDEA) provides federal funds to assist states in educating children with disabilities and requires each participating state to ensure that school districts and other publicly funded educational agencies in the state comply with the requirements

of the IDEA and its implementing regulations. New Hampshire state law requires local school districts to provide appropriate special education and related services and requires the State Board of Education (SBE) to establish, monitor and enforce regulations governing the Focused Monitoring process.

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

Lisbon: Focused Monitoring

New Hampshire Department of Education Technical Assistants: Jen Dolloff & Bob Andrews

LEADERSHIP TEAM:

Meets every 2nd Thursday of the month 12:00-3:00

Members:

Pat Eddy-SAU 35 Special Education Consultant

Steve Sexton-Principal

Jackie Daniels-Curriculum Coordinator

Laura Clark-Special Education Coordinator

ACHIEVEMENT TEAM:

Meets every 3rd Thursday of the month 12:00-3:00

Members:

Pat Eddy-SAU 35 Special Education Consultant

Steve Sexton-Principal

Jackie Daniels-Curriculum Coordinator

Laura Clark-Special Education Coordinator

Sue Lucas-Speech Assistant

Cheryl Peterson-Elementary Special Education

Sandra Roberts-5th grade teacher

Tara Mallett-Middle School Special Education

Sharon Mellacci-Reading Program Coordinator

Marlene O'Brien-Title One Reading

Michelle Williams-Middle School English Teacher

Leslie Houghton-Middle School Science Teacher

Elaine Sherry-High School Science Teacher

Wendy Ho-Sing-Loy-Board Member and Parent

3. Focused Monitoring Activities

Statement of District Vision and Mission Statement: The mission of Lisbon Regional School is to prepare students to become lifelong learners who strive for excellence, respect themselves and others, contribute to their community, and appreciate the beauty and diversity of our changing world. Inherent in this educational program is the concern for the physical, social, and emotional well-being of every student.

Mission Statement: All students will be proficient in math and reading.

Goals: Through the implementation of RTI and improved scheduling students w/ disabilities reaching their growth targets will increase from 27% to 45% on the NECAP math test in 2010-2011. Through the implementation of RTI and improved scheduling students with disabilities reaching their growth targets will increase from 60% to 78% on the NECAP reading test in 2010-2011.

Lisbon: Meeting Dates

Leadership Team

September 10, 2009
October 8, 2009
November 12, 2009
December 10, 2009
January 14, 2010
February 11, 2010
March 11, 2010
April 8, 2010
May 13, 2010

Before October 6th
December 1st
February 9th
May 4th

Achievement Team

September 17, 2009
October 15, 2009
November 19, 2009
December 17, 2009
January 21, 2010
February 18, 2010
March 22, 2010
April 15, 2010
May 20, 2010
June 9, 2010

Parent February 4th
April 8th
RtI January 21st
January 27th
March 31st

September 17, 2009

Meeting:

- ✦ Chalk Talk- Group
 - What can Lisbon do to improve Student Performance?
- ✦ Data Driven Dialogue
 - NECAP DATA
- ✦ Test Admin. Test Accommodation
- ✦ Focused Monitoring Readiness Tool
- ✦ Mapped District Initiatives
- ✦ Communicating the Results: Sharing & Communication

October 15, 2009

- ✦ Data Driven Dialogue
- ✦ Parent Involvement Rubric ☞ Adapted
- ✦ Venn Diagram of District Initiatives
- ✦ Established subcommittees ☞ Based on priority areas chosen
- ✦ *Read beyond the Bake Sale*
- ✦ IEP Review

December 17, 2009

- ✦ Subcommittees Team Minutes
- ✦ General Hypothesis per Subcommittee
- ✦ Established Time Lines for Subcommittees

January 21, 2010

- ✦ Subcommittee work
- ✦ Literacy Universal Checklist
- ✦ Action Plan for Completion of Start-up Activities
- ✦ Reviewed & Discussed: Planning & Evaluation
- ✦ Tool for Effective School-wide Reading Programs ☞ Revised PET-R (Univ. of Oregon)

February 18, 2010

- ✦ Data Driven Dialogue
- ✦ Finalized (Parent) Survey
- ✦ Developed RtI Mission Statement

March 22, 2010

- ✦ Reviewed Parent Survey Results
- ✦ RtI ☞ Evaluation Tool
- ✦ Began Action Planning

April 15, 2010

- ✦ Presentation RtI Manual
- ✦ Began Writing Action
- ✦ Presentation: Reviewed Parent Survey Results

4. IEP Review Summary

Special Education Compliance Component of New Hampshire Department of Education Focused Monitoring Process

Lisbon School District

Dates of Focused Monitoring IEP Compliance Review: December 8, 9 and 17, 2009

Introduction:

The compliance component of the New Hampshire Department of Education (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.

Data Collection Activities:

As part of the NHDOE Focused Monitoring Process a Special Education compliance review was conducted in the Lisbon School District on December 8, 9 and 17, 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 random Individual Education Plans (IEPs)
- 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:

IEP Review Process: Conducted on December 8, 9 and 17, 2009

As part of the compliance component of Focused Monitoring, the NHDOE worked in collaboration with the Lisbon 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 Lisbon School District were provided with a collaborative opportunity to review four (4) 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.

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

Building/District Summary of IEP Review Process

Total Number of IEPs Reviewed: four (4) Number Preschool: one (1) Number Age 16+: 1

	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)	4	
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)	4	

Conclusions/Patterns Trends Identified Through IEP Review Process

- **How has this process informed future plans for improving the writing of student IEPs?**
 1. Teams recognize the need for training in Performance Pathways.
 2. Teams recognize the need for ongoing training in New England Common Assessment Program (NECAP) accommodations for all students.

- **Describe how individual student performance information is conveyed from grade to grade/school to school:**
 1. Since Lisbon Cooperative School is a small, multi-level school (K-12), teachers and para-educators have students for multiple years. There are weekly staff meetings across grades to discuss students, review NECAP and North West Evaluation Association (NWEA) data and beginning in January there are specific discussions with regard to the next grade placement. In addition, at the middle/high school there are Spring interdisciplinary units of study that allow

teachers to observe and interact with next year's students. There is frequent communication and conversation between Sending teachers/Receiving teachers.

- How will the district further explore the factors that have impacted poor scores for individual students on state assessments?
 1. Lisbon continues to expand the Response to Intervention (RtI) model in the school from elementary school to upper grades.
 2. Additional accommodations and motivational factors will be explored to improve student performance.
 3. Recent test data will be celebrated and shared throughout the community including parents.

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

Strengths:

- *Team members are knowledgeable about students and understand student needs and abilities.*
- *Student data is rich and varied and includes comprehensive assessment information.*
- *Files are organized, comprehensive and reflect current assessment data and progress monitoring.*
- *Use of community resources and outside agencies at the pre-school level through high school is evident.*
- *Parent communication begins at the preschool level and continues through high school.*

Suggestions:

- *Students need additional vocational supports through technology resources, including software and website, prior to grade 11.*
- *Provide documentation of hearing deficits and difficulties.*
- *There is a need for a comprehensive quarterly assessment for students at preschool level.*

- *Greater specificity for IEP goals at the preschool level is needed.*
- *Strengthen curriculum link and transition between Kindergarten and pre-Kindergarten.*
- *Student participation in IEP meetings should be encouraged and fostered and should include a written student invitation to the meeting.*

Findings of Non-Compliance Identified as a Result of the IEP Review Visit:

As a result of the four (4) IEP's that were reviewed December 8, 9 and 17, 2009 the following findings of non-compliance were identified:

There were no findings of non-compliance as a result of the IEP Review Visit December 8, 9 and 17, 2009.

District Wide Commendations:

- *There is strong collaboration among staff and between regular and special education teachers.*
- *Differential instruction is used across all levels.*
- *Teachers are skilled at accommodating ALL students and incorporate the accommodations into everyday teaching practices.*
- *Students are held to high standards and expectations.*
- *Access to laptops and technology for staff and students is commendable.*
- *Ratio of students with disabilities and non-disabled at community preschool is approximately 4:1.*
- *Strong advocacy for students by staff at preschool is evident.*
- *School-wide incentive plan is in place for motivating students for high stakes testing.*
- *Special education policy and procedures were reviewed and meet compliance.*

- *Personnel rosters were reviewed and it was determined that all special education staff and related service providers are qualified for the position they hold.*

LEA Focused Monitoring Compliance Application

As part of the Focused Monitoring data collection activities, the LEA Plan, which includes Special Education procedures, was reviewed. In addition, personnel rosters were submitted to verify that staff providing services outlined in IEPs are qualified for the positions they hold. Also, program descriptions were reviewed and verified, along with follow up and review of any newly developed programs or changes to existing approved Special Education programs.

Out of District File Review

Based on the random review of one (1) student file for children with disabilities placed out of district:

There are no findings of Non-Compliance with the Out of District File Review.

Commendations:

1. Extensive efforts are made by staff to communicate with out of district facilities and attend meetings.
2. All staff work toward insuring parent participation as well as inclusion of surrogate, foster parent and Guardian ad Litem.
3. LEA provides ongoing assistance to students and providers in out of district settings.
4. Based on one randomly selected file, there were no findings of non-compliance

Students with Disabilities Attending Charter Schools:

No students from Lisbon currently attend 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 Lisbon School District in the review of the following changes to existing approved programs:

There were no New Programs or Program Changes applied for in the Lisbon School District.

Conclusions:

The IEP review process conducted in the Lisbon School District was fully supported by faculty and administration. The visiting team was welcomed and staff actively participated in the IEP review process. Preparation for the review process was thorough and it was clear that staff and administration were interested in participating in a dialogue about the process of IEP development and monitoring of student progress. The collaboration of regular and special education staff was evident in the IEP documents presented and was further supported by staff willingness to actively participate in the Focused Monitoring Process. It is clear that Lisbon has fostered a culture and community that is responsive to the needs of all students and particularly those with disabilities. The results of this review were an accurate representation of what occurs on a consistent basis for all students with disabilities at the school.

Corrective Action Plan

SAU#: 35	NAME OF SCHOOL DISTRICT: Lisbon School District	SUPERINTENDENT/EXECUTIVE DIRECTOR: Paul F. Macmillan								
	SPECIAL EDUCATION DIRECTOR: Patricia Eddy, Special Education Resource Consultant	DATE OF PLAN: February 17, 2010								
<p>THE NHDOE, BUREAU OF SPECIAL EDUCATION, REQUIRES THAT ALL FINDINGS OF NON-COMPLIANCE BE CORRECTED AS SOON AS POSSIBLE, BUT NO LATER THAN ONE YEAR FROM THE FINAL REPORT DATE – BY February 17, 2011</p>										
<p>FINDINGS OF NON-COMPLIANCE: Findings of non-compliance are defined as deficiencies that have been identified through the Focused Monitoring Review Process, which are in violation of state and federal Special Education rules and regulations.</p>										
<p>FINDINGS OF NON-COMPLIANCE</p>	<p>CORRECTIVE ACTION</p>	<p>PERSON(S) RESPONSIBLE</p>								
<p>EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE</p>	<p>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.</p>	<p>For Use By Technical Assistant At Follow Up Visit: Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):</p>								
<p>No Findings of Non-Compliance</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">6/10</td> <td style="width: 25%; text-align: center;">9/10</td> <td style="width: 25%; text-align: center;">12/10</td> <td style="width: 25%; text-align: center;">3/11</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td></td> <td></td> </tr> </table>	6/10	9/10	12/10	3/11		0			<p>Note as Met, In Process or Not Met</p>
6/10	9/10	12/10	3/11							
	0									

NHDOE SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

CORRECTIVE ACTION PLAN

SAU#: 35	NAME OF SAU OR PRIVATE SCHOOL: Lisbon Regional	SUPERINTENDENT/EXECUTIVE DIRECTOR: Paul MacMillen
SPECIAL EDUCATION DIRECTOR: Laura Clark Special Education Coordinator, Patricia Eddy Special Education Consultant		DATE OF PLAN: 04/12/10
<p>SUGGESTIONS FOR IMPROVEMENT: Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development. While the school or district is not held accountable for follow up on suggestions for improvement, the NHDOE strongly encourages the school or district to seriously consider the suggestions, determine which are most appropriate, and address those in the corrective action plan.</p>		
SUGGESTIONS	IMPROVEMENT ACTIVITY	PERSON(S) RESPONSIBLE
<i>Students need additional vocational supports through technology resources, including software and website, prior to grade 11.</i>	<p>-Staff will begin to explore vocational options through VLACS & VHS</p> <p>-Special Education Staff will contact a vocational support person for training</p>	<p>-Vocational Coordinator, Special Education staff, principal</p>
	EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE	TIMELINE
	-More students ages 14-16 will be enrolled in vocational programs and activities as described by their IEPs	June 2011
		Note as Met, In Process or Not Met
		For Use By Technical Assistant At Follow Up Visit Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):

	-will begin to explore the option of expanding the school's internship program.					
<i>Provide documentation of hearing deficits and difficulties.</i>	-Documentation will be added to the files	Special Education Staff	-File review	June 2011		
<i>There is a need for a comprehensive quarterly assessment for students at preschool level.</i>	-School will purchase formative assessment tools appropriate to preschool	-Special Education Staff & Principal	-Quarterly assessments will be completed as evidenced by data results put into the student's file	June 2011		
<i>Greater specificity for IEP goals at the preschool level is needed.</i>	-Will provide training to preschool staff	-Special Education Consultant, Special Education Case Managers, Principal	-Documentation from the training	June 2011		
<i>Strengthen curriculum link and transition between Kindergarten and pre-Kindergarten.</i>	-Review Curriculum at both levels -Set up regular meetings for teachers to share information -Increase kindergarten curriculum time by 20%.	-Preschool Coordinator, Preschool teacher, kindergarten teachers	-Meeting minutes -copy of schedule	June 2011		

<p><i>Student participation in IEP meetings should be encouraged and fostered and should include a written student invitation to the meeting.</i></p>	<p>-Students will be added to IEP meeting invite list and will be sent a written invitation.</p>	<p>Special Education Staff</p>	<p>-Meeting invitation</p>	<p>June 2011</p>	
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5. Action Plan:

The Focused Monitoring Action Plan is intended to describe the specific Goals, Objectives and Strategies that will be implemented as a result of the year long FM Planning Process. This strategic process serves as 'roadmap' for advancing the learning for all students while projecting the specific strategies that will be address the achievement gap between students with unique learning challenges and abilities and their peers. The plan is designed as a document that can be reviewed and revised as necessary throughout the implementation year. LISBON REGIONAL SCHOOL DISTRICT 2010-2011

ACTION PLAN

MEASURABLE STUDENT LEARNING GOAL: Through the implementation of RTI and improved scheduling, students with disabilities reaching their growth targets will increase from 27% to 45% on the NECAP math test in 2010-2011.

OBJECTIVE # 1 Implement Math RTI at the K-6 level.

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Hum_an Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
		What & by whom	When	What & by whom	When		
Purchase StarMath to assess students' proficiency level in math and train staff how to use it.	\$1900.00 Staff development day	Tara Mallett All elementary and Special Education staff	03/01/10- 06/10/11	StarMath assessments will be used at monthly data team meetings to make program decisions.	Monthly data team meetings starting 09/15/10-05/25/11	Data team meeting minutes kept by Sharon M. and copy of assessment in each student's file.	Monthly data team meetings starting 09/15/10-05/25/11
Develop new elementary schedule with math intervention blocks and increase instruction time for kindergarten by reducing specials time.	Time for committee to meet to develop schedule	Leslie Houghton Tara Mallett Amy Charland Kate Richey Sharon Mellaci Meredith Boissoneault	03/01/10- 08/25/10 1 st meeting 05/20/10	Copy of schedule	08/25/10	Improved math scores on NWEA assessments and NECAP.	By 06/10/11
Add staff members (equivalent to 6 hours/day) to deliver math interventions.	Hire ½ time teacher, change schedule and duties of 2 other teachers to include math interventions	Tara Mallett Amy Charland Kate Richey Sharon Mellaci Meredith Boissoneault	08/25/10- 06/10/11	Students will make progress as shown by data collected and discussed at data team meetings.	Monthly data team meetings starting 09/15/10-05/25/11	Increased scores on NWEA assessments and NECAP.	Monthly data team meetings starting 09/15/10-05/25/11

MEASURABLE STUDENT LEARNING GOAL: Through the implementation of RTI and improved scheduling, students with disabilities reaching their growth targets will increase from 60% to 78% on the NECAP reading test in 2010-2011.

OBJECTIVE #2 INCREASE READING INTERVENTION TIME.

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	When	What & by whom	When
Increase reading intervention times to add 7 hrs./week.	Add staff to deliver reading intervention services	Sharon Mellaci Cheryl Peterson Marlene O'Brien Mary Blowey Brittany Kaiser Chelsi Evans Nikki Woods	08/25/10- 06/10/11	Students will make progress as shown by the data collected and discussed at data team meetings.	Monthly data team meetings starting 09/15/10-05/25/11	Increased scores on NWEA, DIBELS & NECAP assessments	By 06/10/11
Increase instruction time for kindergarten by reducing specials time.	None	Brittany Kaiser Kate Richey	08/25/10- 06/10/11	Copy of schedule	08/25/10	Increased scores on DIBELS and NWEA assessments when compared to previous years.	By 06/10/11
Improve accommodations and alternate assessments on the NECAP	Training for Spec. Ed. staff and guidance	Bring in consultants from the Dept. of Education to train staff.	08/25/10- 06/10/11	Staff development certificates from trainings.	01/21/11	Improved scores on the NECAP alternate assessment when compared to previous years. Improved scores on the NECAP reading assessment for students with disabilities.	By 06/10/11

LISBON REGIONAL SCHOOL DISTRICT 2010-2011 ACTION PLAN
 MEASURABLE STUDENT LEARNING GOAL: THROUGH INCREASED PARENT INVOLVEMENT, STUDENT PERFORMANCE WILL INCREASE AS EVIDENCED BY IMPROVED SCORES ON THE NECAP, CLASSROOM GRADES, MORE STUDENTS MAKING HONOR ROLL, AND FEWER DISCIPLINARY ACTIONS.
 OBJECTIVE #3 TO BETTER INFORM PARENTS ABOUT WHAT IS HAPPENING IN THE SCHOOL COMMUNITY.

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	When	What & by whom	When
There will be more Honeywell alerts.	Nothing beyond what is in place.	Steve Sexton and office staff	Sept. 2010-ongoing	Office record presented to focus monitoring Parent Group	End of semester 01/2011	Feedback from teachers as to Honeywell Alerts	04/01/11 end of 3 rd marking period
Teachers will be given more training on the full use of Edline and exploration will be done on the additional Edline components.	A qualified person/staff member -Workshop in Boston, hotel accommodations + \$380.00	Ben Jellison?	By Dec. 25 2010	Training workshop (Steve)	By Christmas 2010	More use of Edline by teachers, monitored by administration	By June 2011
There will be three literacy and math nights held during the school year.	Refreshments	Sharon Mellaci	Sept. 9, 2010 Jan. 4, 2011 May 24, 2011	Literacy night announcements and attendance	After each literacy and math night	Workshop evaluation completed by parents	After each literacy and math night

LISBON REGIONAL SCHOOL DISTRICT 2010-2011 ACTION PLAN

MEASURABLE STUDENT LEARNING GOAL: THROUGH INCREASED PARENT INVOLVEMENT, STUDENT PERFORMANCE WILL INCREASE AS EVIDENCED BY IMPROVED SCORES ON THE NECAP, CLASSROOM GRADES, MORE STUDENTS MAKING HONOR ROLL, AND FEWER DISCIPLINARY ACTIONS.

OBJECTIVE #4 FURTHER DEVELOP THE PROCESS FOR CLEARLY ADDRESSING PARENT CONCERNS

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	When	What & by whom	When
There will be an advisory board to ensure the development of a process for addressing parent concerns.	In-house Stipends or money for substitute teachers	Steve and members of focus monitoring parent group	By end of October 2010	List of committee members, notes from meetings (agendas)	By Dec. 25 2010	Focus monitoring parent group list of members	By Dec.25 2010
Create a written process for parents to address concerns.	Teachers & Parents	Members of Parent Committee, parents, community members, steering committee	By May 2011	Notes from meetings-written process as collected by the parent group.	By May 2011	Process developed; steering committee	June of 2011
Create "parent handbook"	Teachers, parents Printing costs	Members of Parent Committee, parents, community members, steering committee	By May 2011	Handbook-Elaine Sherry & Heather Joy	By May 2011	New handbook for start of 2011-2012 School board	Start of 2011- 2012

6. Next Steps

Plans for communication, sustainability, monitoring, and data collected etc . . . Most of this can be taken from the action plan

Mr. Sexton, Wendy Ho-Sing-Loy, Heather Joy, Leslie Houghton, and Laura Clark will share the plan with the school board at the June 9, 2010 meeting.

-Mr. Sexton will share the focused monitoring plan with the elementary faculty at the May 2010 faculty meeting.

-The information will also be posted on the school's website.

-Wendy will contact Andrea from the local newspaper to write an article on the progress of the focused monitoring team.

-Leadership Team Meetings will be scheduled for the following months: October, January and June.

-Heather Joy and Elaine Sherry will begin work over the summer on the parent handbook.

7. Addenda

Surveys, inventory of initiatives, etc.

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Achievement Team Meeting Minutes, Initiatives, Surveys etc.	38-73

Leadership Team Minutes-Initial Meeting

Lisbon School District

August 6, 2009

Participants:

Steve Sexton (Principal), Pat Eddy (SpEd Consultant), Susan Lucas, Cheryl Peterson, Jackie Daniels, Laura Clark, Nicole Woods

SERESC FM Consultants: Jen Dolloff , Bob Andrews

Absent: Tara (elementary), Sandy Roberts (regular ed)

Topics	Discussion	Action Item
Lisbon School District	<p>State views District as K-5, 6-8 and 9-12. Still trying to close out the previous on-site (IEP Compliance with measurable goals) Pat is contracted thru the SAU and works 2 days/week in SAU. No designation for Lisbon yet.</p> <p>Jen presented the Agenda for the meeting.</p> <p>Steve explained all of the initiatives. Elem school is a SINI. Last yr they made AYP. There is a Math/Reading SINI Plan. Middle School is a SINI last year in math. SINI plan is ready for Middle School.</p> <p>In Math there is a 2 yr K-8 Plan, an inquiry with 6 full day sessions, with Tom Scheriston from VT. Also after school tutoring. RTI in place K-6. Benchmark with Dibels 3 times a year and NWEA 3 times a year (K-12). Data Teams work with data with the benchmarks. NWEA results reviewed regularly for high school.</p> <p>Title I school wide K-5. A 14% SpEd identification Student Assistance Team weekly.</p> <p>Steve indicated that morale is good except for all of the testing that occurs.</p> <p>6 Trades School-wide writing assessment</p>	Performance pathways consultant available from NH DOE for in-service
FM	Jen explained how Lisbon was selected for the FM process and the development of an Improvement	

	<p>based on work from WestEd and Root Cause Analysis. Leadership Team and Achievement Team meet monthly. Ultimate goals to narrow the gap between students with disabilities and the non-disabled peers.</p> <p>FM Budget will allow for subs, stipends</p> <p>Jen provided the Networking Meetings dates</p>	
IEP Compliance Review	Bob explained the IEP Review Process that currently is utilized for IEP Compliance	.
LT/AT Membership and Roles	<p>Jen discussed the Leadership Team (LT) and Achievement Team (AT) and the need for adequate representation from various constituencies. Important to include Administrative participation including Superintendent Paul MacMillan. Begin with data dialog and surveys</p>	<p>Pat Eddy and Steve will contact Supt. to invite him to participate. Lisbon Staff will determine who the parent/School Board members will be to the AT.</p> <p>Laura will coordinate the membership for each Team.</p> <p>Jackie will provide Bob and Jen access to Performance Pathways</p>
PSU Course	Bob presented information on the PSU course and referred everyone to the SERESC website.	
Calendar for 2009-2010	AT meeting will be 2 nd and 3 rd Thursdays from 12:30 to 3PM	Pat will issue Staff Development Forms

Leadership Team Minutes-Initial Meeting

Lisbon School District

September 10, 2009

Participants:

Steve Sexton , Pat Eddy, Jackie Daniels, Laura Clark

SERESC FM Consultants: Jen Dolloff and Bob Andrews

Absent: Paul MacMillan

Topics	Discussion	Action Item
FM in Lisbon	<p>Meeting began at 12:15PM</p> <p>Jen presented the Agenda and explained the purpose of the LT, goals for the FM Process and align work with district efforts, as well as root cause r.t. achievement gap and develop an action plan to improve results.</p> <p>Lisbon has not received application for FM</p> <p>Lisbon provided the FM lists for LT & AT. Discussion of Steering Committee as part of LT.</p> <p>The IEP Process will be part of the FM Process</p> <p>Areas of concern will be assessed by Readiness Survey</p>	<p>-Faye@ SERESC will send FM Application to Laura Clark</p>
Lisbon Data	<p>Students with disabilities are the concern. 2007-08 results indicate that 14% vs state 31.9%. Lisbon is at about 14% (45-50 identified students). Most recent results 29% vs. state-36%.</p> <p>Dropout rate for Lisbon 50% of identified pop. vs. 71% for state. LT reports that there has not been a single dropout in the last 2 yrs. Indicator 1 rate is 50% but dropout rate is 0.</p>	<p>-Lisbon may want to look at why Alt Assessment students are not reaching proficiency.</p> <p>-Pat Eddy will check on Indicator 1 graduation rates. How was it calculated?</p>
Agenda for AT	<ul style="list-style-type: none"> - Identify Initiatives in Lisbon Cooperative -Focus with AT will be on the identified population. -Chalk talk for generating ideas 	<p>-Bob and Jen will bring the Manchester Action Plan for motivating</p>

	<ul style="list-style-type: none"> -Administer the Readiness Survey -Door prize and Team member Roles -Data driven dialog -Motivating the students -Meeting will be held in the Library-September 17th -Lunch will be provided 	<p>students for test taking</p> <p>-Look at ALL accommodations that can be used with ALL kids</p> <p>Jen will send out Agenda ahead of time</p>
Cycle of Inquiry	5 Steps were presented to LT for Year 1 and 2	
FM Manual	In order to be more "green" the manual is on the SERESC website	
Leadership	Shared leadership is encouraged	
AT Membership	Should represent all the constituencies relevant to Lisbon School District	
Priority Areas	<p>Lisbon is working with Tom Tristan for Math training (in Inquiry)for teachers over two years, as well as "coaching" training.</p> <p>In elementary area (K-6), RTI is being implemented for Reading and evidence from MAPS and Dibels. They benchmark 3 times a year and those not meeting goals are assessed frequently. Title 1 Reading and a fulltime reading asst. and a part-time as well as Para reading coach are providing interventions.</p> <p>Franklin and Rochester were visited.</p>	<p>Jen will check on additional training for Lisbon 6 Traits of Writing and Everyday Math</p>
Time line	Jen presented the timeline.	
PSU	Make AT aware of the 6 credit course related to the FM Process	
NHDOE	Jen demonstrated how to find 2007-08 Lisbon for Indicators	

Lisbon School District-SAU #35

Leadership Team Meeting

December 10, 2009 12:00-3:00PM

Participants: Pat Eddy, Jackie Daniels, Laura Clark

SERESC FM Consultants: Jen Dolloff and Bob Andrews

Absent: Steve Sexton

Essential Question: What are the factors that contribute to the achievement gap between students with disabilities and their nondisabled peers and how may the gap be narrowed?

Topics	Discussion	Action Item
Agenda	Agenda was reviewed	
AT Agenda	Jen presented the Agenda. The subcommittees will have forms and Hypotheses activity to explore the two areas of Parent Involvement/Rtl and the PLCs. The work of the subcommittees will quickly lead to the writing of the Improvement Plan. The subcommittees feel like they need more guidance. Networking material will be shared with AT.	Bob and Jen will review the IEP review with AT.
Subcommittees	The work of the subcommittees will be clarified in the FM Process.	
Performance Tracker	Training will occur on 12/22 as scheduled by Steve Sexton	
Parent Involvement	Lisbon has not completed any surveys of parents in several yrs.	2002 Parent Survey will be copied for subcommittee
Rtl	Subcommittee should be looking the implementation of Rtl at the secondary level.	Jen and Bob will contact resources for Rtl(Elaine McNulty, etc.)
Adjourn	Next AT meeting is scheduled for December 17 th . Meeting was adjourned at 1:00PM	



1/28 - access to NCEAP results

Lisbon School District

**NHDOE Focused Monitoring Process
Leadership Team**

January 14, 2010

AGENDA

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

Essential Question:

12:00 Welcome and Review of Outcomes for Today's Meeting

Update of the Performance Tracker Training

*12/17 training - Paula Churchhill Intro
NCEAP - return Feb*

Updates from Achievement Subcommittees

Brief Update of the IEP Reviews

Lisbon Team Networking Meeting – February 9, 2010

Literacy Universal Checklist

2:00PM Adjourn

Lisbon School District-SAU #35

Leadership Team Meeting

February 11, 2010 12:00-3:00PM

Participants: Steve Sexton, Pat Eddy, Jackie Daniels, Laura Clark

SERESC FM Consultants: Jen Dolloff and Bob Andrews

Essential Question: What are the factors that contribute to the achievement gap between students with disabilities and their nondisabled peers and how may the gap be narrowed?

Topics	Discussion	Action Item
Agenda	Agenda was reviewed	
AT Agenda	The Lisbon AT will meet without the TA due to "Winter Carnival" and scheduling. The LT should present recent data to AT, followed by a Data-Driven Decision Making Process	Jackie will present Data to the AT.
Subcommittees	The Rtl Hypothesis will be clarified and a second Hypothesis will be added for Math. Be mindful that the report needs to be completed by end of May. STAR Math will offer an assessment process (K-12). The Parent Subcommittee has finalized the Survey. It will be presented to the full AT. They should also timeline the administration. Results should be expected by 3/11/10.	Laura will contact Leslie to review the 2010 NECAP Plan, including having a DOE Person offer a workshop to proctors on Testing Accommodations.
IEP Reviews	The draft of the IEP Compliance Review is in process. Pat Eddy completed training Goal training Spring 2009 and then Transition training in Spring & Fall 2009.	
Adjourn	Next LT Meeting is on March 11 TH and AT meets on March 25 th . Meeting was adjourned at 1:00PM.	

Lisbon School District-SAU #35

Leadership Team Meeting

March 11, 2010 12:00-3:00PM

Participants: Steve Sexton, Pat Eddy, Jackie Daniels, Laura Clark

SERESC FM Consultants: Jen Dolloff and Bob Andrews

Essential Question: What are the factors that contribute to the achievement gap between students with disabilities and their nondisabled peers and how may the gap be narrowed?

Topics	Discussion	Action Item
<p>Agenda and Discussion</p>	<p>AT Team reviewed the Minutes from March 18th. NECAP data had been presented showing the performance of students on the Reading, Writing and Math. AYP will come out on April 11th. Lisbon is considered K-6 for Title I. There has been no clarification about Special Ed and grade 6 as elementary or middle. Still concern for high school participation rate.</p> <p>79/200 parent surveys were returned. Book Talk continued. Group also brainstormed options for increasing parent involvement including Project Night. This is part of the standards based graduation. The RTI Group worked on the hypothesis for the Improvement Team. As well as a mission statements and gals They completed the universal checklist. Star Math and Accelerated Reading is up and running and teacher training will be offered.</p> <p>The March 10th meeting included discussion was to develop a draft of the Kindergarten schedule to insure more instruction. Rtl Team also ends to talk about a Leadership Team membership.</p>	<p>Lisbon should contact Tim Kurtz for clarification of grades inclusion.</p>
<p>AT Agenda</p>	<p>Parent Group subcommittee will tabulate and summarize the Data.</p> <p>Continue work on draft for the Kindergarten schedule.</p> <p>Look at assessments to see if school is ready for Rtl. (PET-R).</p> <p>Teachers seem to be aware of accommodations for special education students, but may not be aware of</p>	<p>RTI group needs to be prepared to discuss the universal checklist.</p> <p>Bob and Jen will develop the Agenda and send out to AT members.</p>

	what is available for all students. Summarize Networking to AT Team at next meeting.	
AT Team	Next Achievement Team meeting in March 22, 2010. Be aware that this is a change from our March 25 th meeting.	
Adjourn	Meeting adjourned at 1:15PM	