

**New Hampshire Department of Education
Bureau of Special Education
Special Education Program Approval and Improvement Process
Focused Monitoring Districts 2013-2014**

Winnisquam Regional School District

**WINNISQUAM REGIONAL SCHOOL DISTRICT
SCHOOL ADMINISTRATIVE UNIT #59
433 West Main Street
Tilton, NH 03276**

June 24, 2014

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1. Introduction

Winnisquam Regional School District

Mission:

The mission of the Winnisquam Regional School District is to engage students, parents, and the community in creating a safe environment, providing a rigorous curriculum with relevant and appropriate learning opportunities to inspire all students for taking ownership in challenging themselves, and exceling beyond their potential.

Vision of Success:

WRSD's goal is to graduate highly skilled students by meeting the learning needs of all students.

These educational opportunities are clearly tied to the real world and show students' progress will be measured and assessed by teachers, students, and parents.

Consistent collaboration and communication will foster a strong and trusting relationship resulting in a positive experience.

Winnisquam Regional School District is comprised of the towns of Northfield, Sanbornton, and Tilton. The district's enrollment is approximately 1500 students in grades Preschool through 12. There are approximately 250 students who receive special education and related services through Individualized Education Programs (IEP's) and approximately 100 students who are supported under Section 504 of the Rehabilitation Act of 1973. The configuration of the district schools are Sanbornton Central School (K-5), Union Sanborn School (Preschool – 2), Southwick School (3-5), Winnisquam Regional Middle School (6-8), and Winnisquam Regional High School (9-12).

Essential Question: How will the school district close the achievement gap for special education students in the areas of English language arts and math?

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 2013-2014 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.

New Hampshire Department of Education Technical Assistants:

Maryclare Heffernan and Joseph Miller

Leadership Team Members: Maryclare Heffernan, Joseph Miller, Pam Miller, and Lori Krueger

Achievement Team Members:

Maryclare Heffernan	SERESC
Dr. Joseph Miller	SERESC
Dr. Tammy Davis	Superintendent
Dr. Pam Miller	Assistant Superintendent
Lori Krueger	Director of Student Services
Bonnie Jean Kuras	Principal, Sanbornton Central School
John Cormier	3 rd grade teacher, Sanbornton Central School
Britini Shields	Special education teacher, Sanbornton Central School
Paula Young	5 th grade teacher, Sanbornton Central School
Linda Chapin-Guitar	Reading Specialist, Sanbornton Central School
Rich Hines	Principal, Southwick School
Karen Dow	Reading Specialist, Southwick School
Rebecca Foulkes	Special Education teacher, Southwick School
Stephanie Parker	3 rd grade teacher, Southwick School
Suzanne Bergman	District Writing Coach
Cynthia Proulx	Principal, Union Sanborn School
Charlene Deuso	Kindergarten teacher, Union Sanborn School
Michelle DelSignore	Reading Specialist, Union Sanborn School
Chelsea Barrett	Special education teacher, Union Sanborn School
Robert Seward	Principal, Winnisquam Regional Middle School
Kathy Beliveau	Math Coach, Winnisquam Regional Middle School
Deborah Martinson	Math Tutor, Winnisquam Regional Middle School
Maria Simoes	ELA Coach, Winnisquam Regional Middle School
Morgan Lemmon	Special Education teacher, Winnisquam Regional Middle School
Andrew Baurch	Assistant Principal, Winnisquam Regional High School
Ruth Nelson	English, Winnisquam Regional High School
Peter Fogg	Math, Winnisquam Regional High School
Geoffrey Tomlinson	Special Education teacher, Winnisquam Regional High School
Cyndy Currier	Technical support via NH DOE

2. Focused Monitoring Activities

Initial Organization:

In May of 2013 the district administration met with the educational consultants to plan the organization and structure to the Focus Monitoring process for the upcoming school year. The purpose was to align the process with other district initiatives which included Focus schools (Southwick School and Winnisquam Regional Middle School) and the development of the district strategic plan.

The committee was formed with equalized representation of the each school. The school teams included administration, special education teacher, classroom/content area teacher, and an interventionist. The leadership team consisted of the Assistant Superintendent and Director of Student Services.

The Winnisquam School District received grant money in the sum of \$10,000 to spend during the 2013-14 school year to assist with funding the focus monitoring activities. The funds were used for the purchase of the book Annual Growth for all students, Catch-Up Growth for those who are behind by Lynn Fielding, Nancy Kerr, and Paul Rosier. In addition funds supported professional development opportunities to further enhance intervention strategies across the district.

2013-14 Achievement Team Meeting

September 19, 2013

- Overview of Focus Monitoring Process, Data-Driven Dialogue process, and Five Step Inquiry Process
- Looking at Winnisquam Regional School District NECAP data
- Consensus Activity for Focus Monitoring Activities.

October 28, 2013

- Review of PCIs and the priority areas for the year
 - Curriculum and Instruction
 - Time
- Committee work on data collection for the priority areas
- Review of best practices

December 12, 2013

- Focus was on digging deeper
- Sub-committee work on narrowing the focus for additional data collection

January 28, 2014

- Review of district work on the district development of the update strategic plan
- Digging Deeper the data. Look at survey responses to time and audit of current RTI practices in the district.

March 7, 2014

- Review of district strategic plan and Focus school work for WRMS and SS
- STAR assessment presentation
- Sub-Committee work on RTI and Time, including analysis of collected data

April 1, 2014

- Review of Response to Instruction/Intervention for a common understanding
- Analyze data generated around current RTI implementation

- Generate recommendations for curriculum and instruction – making priorities of recommendations.

May 7, 2014

- Creation of action plan for upcoming school year

3. Action Plan:

Winnisquam Regional School District Action Plan

MEASURABLE STUDENT LEARNING GOAL: Increased student achievement on in reading and math through the implementation of Response to Instruction frameworks in each district building.

OBJECTIVE #1 Implementation of universal benchmark assessment

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
K-12 Implement Star assessment for all students <ul style="list-style-type: none"> Add progress monitoring to assessment plan. 	Purchase of program, computers, laptops, iPads,	Assistant Superintendent, Director of Student Services, Building Principals	July 2014	<ul style="list-style-type: none"> Training for building liaison All students take assessment 4-5 times a year based on building plan 	Summer 2014 School year 2014-15	<ul style="list-style-type: none"> Building achievement teams review data after each universal assessment District Achievement team reviews district data Student achievement targets will be set pending STAR data from 2014. 	<ul style="list-style-type: none"> 4-5 times per year per building plan At 4 yearly meetings
				<ul style="list-style-type: none"> Building liaison, Student Improvement Coordinator at USS, 	Ongoing in 2014-15		
Provide professional development for all teachers in utilizing the STAR data	Through coaching purchased with the STAR	Assistant Superintendent, Director of Student Services,	Ongoing through 2014-15	<ul style="list-style-type: none"> Building liaison, Student Improvement Coordinator at USS, 	Ongoing in 2014-15	School and District data teams	Ongoing

	program	Building Principals		SS, and WRMS			
Develop a process for utilizing scores to determine which students are in need of intervention		Assistant Superintendent, Director of Student Services, Building Principals, School Improvement Coordinator	Fall of 2014 when baseline data is collected.	<ul style="list-style-type: none"> Development of cut scores at each building based on fall 2014 data 	Fall of 2014	Assistant Superintendent, Director of Student Services	Fall of 2014
Create collaboration time for teachers: <ul style="list-style-type: none"> Time study team in each building 		Building Principals, Teachers	School Year 2014-15	<ul style="list-style-type: none"> Make schedule recommendation 	Spring 2015	Assistant Superintendent, Director of Student Services to see if teams come with recommendations	Spring 2015

OBJECTIVE #2 Implement Response to Instruction

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
Develop schedules of protected instruction for reading and math.	School teams	Building Principals	Spring – Summer 2014	<ul style="list-style-type: none"> Building teams School schedules 	School year 2014-15	<ul style="list-style-type: none"> Building and District review meetings Evidence of student growth from fall to spring 	School year 2014-15
Develop a schedule with intervention	School teams	Building Principals	Spring – Summer 2014	<ul style="list-style-type: none"> Building teams School schedules 	School year	<ul style="list-style-type: none"> Building and District review 	School year 2014-15

times built into each day				<ul style="list-style-type: none"> • Students are assigned to intervention time 	2014-15	meetings <ul style="list-style-type: none"> • Evidence of student growth from fall to spring for those students who have received interventions. • Evidence of the closing of the achievement gap for students who receive interventions. 	
Ensure all students have full access to the core curriculum	School teams	Building Principals	Spring – Summer 2014	<ul style="list-style-type: none"> • Building teams • Schedules 	School year 2014-15	<ul style="list-style-type: none"> • Building and District review meetings • Student achievement gains 	School year 2014-15
Research intervention programs to meet student needs in reading and math	Intervention teams	Assistant Superintendent, Director of Student Services, Building Principals, School Improvement Coordinator	Through the spring of 2015	<ul style="list-style-type: none"> • List of interventions 	School 2014-15	<ul style="list-style-type: none"> • Building and District review meetings • Student achievement gains 	School year 2014-15

4. Next Steps

- ✓ Professional Development – ongoing through 2014-15
- ✓ Implementation of universal benchmark assessment (STAR) in all schools – ongoing through 2014-15
- ✓ Implementation of school schedules to support intervention time and access for all to core instruction – summer/fall of 2014
- ✓ Development of Response to Instruction process in all school – ongoing through 2014-15
- ✓ Development and implementation of instructional programs and practices to support intervention to close the achievement gap – summer 2014 & school year 2014-15

5. Appendix

- ✓ Meeting agendas
- ✓ PCIs (Positives, Concerns, Interesting Insights)

**WINNESQUAM SCHOOL DISTRICT
 FOCUSED MONITORING ACHIEVEMENT TEAM MEETING
 New Hampshire Department of Education & Bureau of Special Education
 Essential Question:**

**October 28, 2013
 8:30 – 2:30
 Getting Ready for Inquiry**

Time	Topic	Description
8:30 – 9:00 a.m.	Book Study	
9:00 – 9:30	Welcome and PCI <ul style="list-style-type: none"> • 	<p>Goal for the Year</p> <ul style="list-style-type: none"> • To determine the root causes of the achievement gap between students with disabilities and their non-disabled peers • To develop an action plan to address the root causes and narrow that gap <p>Goals for the day:</p> <ul style="list-style-type: none"> • To dig deeper into the achievement data for Winnisquam. • To come to consensus on the FM priority areas. • To generate an initial list of data sources and plan for collecting data related to priority areas. <p>PCI</p> <ul style="list-style-type: none"> • Review the PCIs from last meeting.
9:30 – 9:45	Roles and Norms	<p>Assign roles</p> <ul style="list-style-type: none"> • Timekeeper • Note taker • Jargon buster • Process observer(s) <p>Review norms and select focus norm</p> <ol style="list-style-type: none"> 1. Pausing 2. Paraphrasing 3. Posing questions 4. Putting ideas on the table 5. Providing data 6. Paying attention to self and others 7. Presuming Positive Intentions
9:45 –	Definition of Consensus	Review the definition of consensus

9:50		
9:50 - 12:00	Growth Model and Other Data Analysis (include a short break)	Understand the NH Growth Model Use Data-Driven Dialogue to analyze additional student achievement data
12:00 – 12:30	Lunch	
12:30 – 12:45	Confirm FM Priority Areas	Priority Areas Identified in September: <ul style="list-style-type: none"> • Curriculum and Instruction • Time <p>Are these still the most important factors for the Achievement Team to study?</p>
12:45 - 1:30	Identify Best Practices within FM Priority Areas	Break into subcommittees to begin the study process: <ul style="list-style-type: none"> • Review supporting materials • Brain storm and define "best practice" with respect to the focus area • Report out to whole group
1:30 - 2:15	Data collection plan	Break out into subcommittees: <ul style="list-style-type: none"> • Identify what data would give insight into current practice in Winnisquam • Plan data collection strategy • Agree tasks between now and December meeting
2:15 - 2:30	Meeting close	<ul style="list-style-type: none"> • Process observer report out • PSU course • Talking points • PCI

WINNESQUAM SCHOOL DISTRICT
FOCUSED MONITORING ACHIEVEMENT TEAM MEETING
 New Hampshire Department of Education & Bureau of Special Education
 Essential Question:

December 12, 2013
8:30 – 2:30
Getting Ready for Inquiry

Time	Topic	Description
8:30 – 9:00 a.m.	Book Study	
9:00 – 9:30	Welcome and PCI	<p><u>Goal for the Year</u></p> <ul style="list-style-type: none"> • To determine the root causes of the achievement gap between students with disabilities and their non-disabled peers • To develop an action plan to address the root causes and narrow that gap <p><u>Goals for the day:</u></p> <ul style="list-style-type: none"> • <p><u>PCI:</u></p> <ul style="list-style-type: none"> • Review the PCIs from last meeting.
9:30 – 9:45	Roles and Norms	<p>Assign roles</p> <ul style="list-style-type: none"> • Timekeeper • Note taker • Jargon buster • Process observer(s) <p>Review norms and select focus norm</p> <ol style="list-style-type: none"> 1. Pausing 2. Paraphrasing 3. Posing questions 4. Putting ideas on the table 5. Providing data 6. Paying attention to self and others 7. Presuming Positive Intentions
	Instructional Practice – Digging Deeper	
12:00 – 12:30	Lunch	

12:30 -	Subcommittee – identifying data sources and collection strategies	
1:45 -	Report out on subcommittee work	
2:15 - 2:30	Meeting close	<ul style="list-style-type: none"> • Process observer report out • Talking points • PCI

**WINNESQUAM SCHOOL DISTRICT
FOCUSED MONITORING ACHIEVEMENT TEAM MEETING**
New Hampshire Department of Education & Bureau of Special Education

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

**January 28, 2014
8:30 – 2:30**

Investigate Factors Impacting Student Achievement

Time	Topic	Description
8:30 – 9:00 a.m.	Book Study	
9:00 – 9:30	Welcome and mid-year review	<p><u>Goal for the Year</u></p> <ul style="list-style-type: none"> • To determine the root causes of the achievement gap between students with disabilities and their non-disabled peers • To develop an action plan to address the root causes and narrow that gap <p><u>Goals for the day:</u></p> <ul style="list-style-type: none"> • Review results of Mid-Year Check-In • Hear update on Winnisquam Strategic Planning • Hear overview of Response to Instruction Framework • Continue Subcommittee work <p><u>Mid-Year Review</u></p> <ul style="list-style-type: none"> • Mid-year review
9:30 – 9:45	Roles, Norms, and Summary of past subcommittee work and current	<p>Assign roles</p> <ul style="list-style-type: none"> • Timekeeper • Note taker • Jargon buster • Process observer(s) <p>Review norms and select focus norm</p> <ol style="list-style-type: none"> 1. Pausing 2. Paraphrasing 3. Posing questions 4. Putting ideas on the table 5. Providing data 6. Paying attention to self and others 7. Presuming Positive Intentions <p>Summary of Subcommittee Work</p>

Time	Topic	Description
		<ul style="list-style-type: none"> • What have the subcommittees done • Work completed between December meeting and January meeting • Work planned for today
9:45 - 10:00 a.m.	Strategic Planning Update	Update on the Winnisquam Regional School District strategic plan
10:00 - 11:00	Response To Intervention – Digging Deeper	Overview of Response to Intervention (RTI) and audit of RTI in Winnisquam.
11:00 - 11:15	Break	
11:15 - 12:00	Subcommittee Work - analyzing data, identifying data sources, and planning next steps	
12:00 – 12:30	Lunch	
12:30 - 1:45	Subcommittee – Continued	
1:45 - 2:15	Report out on subcommittee work	Subcommittees report out and take questions.
2:15 - 2:30	Meeting close	<ul style="list-style-type: none"> • Process observer report out • Talking points • PCI

WINNESQUAM SCHOOL DISTRICT
FOCUSED MONITORING ACHIEVEMENT TEAM MEETING
 New Hampshire Department of Education & Bureau of Special Education
 Essential Question:

March 7, 214

8:30 – 2:30

Determine Effective Practices and Write a Plan

Time	Topic	Description
8:30 – 9:00 a.m.	Book Study	Chelsea Barrett and Britini Shields
9:00 – 9:15	Welcome, Goals for the Day and PCI feedback	<p><u>Goal for the Year</u></p> <ul style="list-style-type: none"> • To determine the root causes of the achievement gap between students with disabilities and their non-disabled peers • To develop an action plan to address the root causes and narrow that gap <p><u>Goals for the day:</u></p> <ul style="list-style-type: none"> • Review results of Mid-Year Check-In • Hear update on Winnisquam Strategic Planning • Hear overview of Response to Instruction Framework • Continue Subcommittee work • <p><u>PCI Feedback from the 1/28/14 FM Meeting</u></p>
9:15 – 9:45	Roles, Norms, and Summary of past subcommittee work and current	<p>Assign roles</p> <ul style="list-style-type: none"> • Timekeeper • Note taker • Jargon buster • Process observer(s) <p>Review norms and select focus norm</p> <ol style="list-style-type: none"> 1. Pausing 2. Paraphrasing 3. Posing questions 4. Putting ideas on the table 5. Providing data 6. Paying attention to self and others 7. Presuming Positive Intentions

		<p>Summary of Subcommittee Work:</p> <ul style="list-style-type: none"> • What have the subcommittees done since the last meeting? • Work planned for today?
9:45 - 10:00 a.m.	Strategic Planning Update	Updates: Strategic Planning Process Focus Schools
9:45 - 10:15	STAR Assessment Presentation	Overview of the STAR Assessment Process – Cynthia Proulx
10:15 – 10:30	Break	
10:30 – 10:45	Goal Setting	Measurable Goal – By June 2017 the Winnisquam Regional School District....
10:45 – 12:00	Subcommittee Work	<p>Curriculum and Instruction –</p> <ul style="list-style-type: none"> • RTI Integrity Rubric and Self Assessment • Gathering intervention materials from other schools • RTI Structures needed • RTI Implementation Plan • Be prepared to make initial recommendations <p>Time –</p> <ul style="list-style-type: none"> • Analyze data by level • Make observations • Prioritize issues (class time, non-instructional time) • Explore solutions • Be prepared to make initial recommendations
12:00 – 12:30	Lunch	
12:30 - 1:45	Subcommittee – Continued	<p>Curriculum and Instruction –</p> <ul style="list-style-type: none"> • Be prepared to make recommendations <p>Time –</p> <ul style="list-style-type: none"> • Be prepared to make recommendations
1:45 - 2:15	Report out on subcommittee work	Subcommittees report out and take questions.
2:15 - 2:30	Meeting close	<ul style="list-style-type: none"> • Action Items • Process observer report out • Talking points • PCI

WINNESQUAM SCHOOL DISTRICT
FOCUSED MONITORING ACHIEVEMENT TEAM MEETING
 New Hampshire Department of Education & Bureau of Special Education
 Essential Question:

April 1, 2014
8:30 – 2:30

Prioritize Effective Practices and Write a Plan

Time	Topic	Description
8:30 – 9:00	Annual Growth – Catch Up Growth Book Study	Facilitators: – Suzanne Bergman and Stephanie Dehner
9:00 – 9:30	Welcome, Goals for the Day and PCI feedback	<p><u>Goal for the Year</u></p> <ul style="list-style-type: none"> • To determine the root causes of the achievement gap between students with disabilities and their non-disabled peers • To develop an action plan to address the root causes and narrow that gap <p><u>Goals for the day:</u></p> <ul style="list-style-type: none"> • Deepen common understanding of Response to Instruction Framework • Develop an understanding of the gap between current practice and ideal practice around RTI. • Generate recommendations for curriculum and instruction. <p><u>PCI Feedback from the 3/7/14 FM Meeting</u></p>
9:30 – 10:30	Response to Instruction/Intervention (RTI) – Common understanding	<p>Deepen Understanding of Response to Instruction/Intervention (RTI).</p> <ul style="list-style-type: none"> • Core components of RTI • What are the characteristics of fully implemented system? (RTI Integrity rubric/examples from the field)
	Break	
10:45 – 11:30	Response to Instruction/Intervention (RTI) – Where are we now?	Individually assess where you think your school currently is on each dimension of the RTI Integrity Rubric.
11:30 – 12:00	Response to Instruction/Intervention	Analyze the data generated around current RTI implementation.

	(RTI) – Analysis of Gap Data?	
	Lunch	
12:30 – 1:15	Recommendations – Generating recommendations for curriculum and instruction	The Achievement Team will generate and clarify recommendations regarding curriculum and instruction
1:15 – 2:00	Recommendations – Prioritizing recommendations for curriculum and instruction	The Achievement Team will prioritize recommendations regarding curriculum and instruction
2:00 – 2:15	Meeting close	<ul style="list-style-type: none"> • Action Items • Process observer report out • Talking points • PCI

**WINNESQUAM SCHOOL DISTRICT
 FOCUSED MONITORING ACHIEVEMENT TEAM MEETING
 New Hampshire Department of Education & Bureau of Special Education
 Essential Question:**

**May 9, 2014
 8:30 – 2:30**

Prioritize Effective Practices and Write a Plan

Time	Topic	Description
8:30 – 9:00	Annual Growth – Catch Up Growth Book Study	Facilitators: – Lori Krueger
9:00 – 9:30	Welcome, Goals for the Day and PCI feedback	<p><u>Goal for the Year</u></p> <ul style="list-style-type: none"> • To determine the root causes of the achievement gap between students with disabilities and their non-disabled peers • To develop an action plan to address the root causes and narrow that gap <p><u>Goals for the day:</u></p> <ul style="list-style-type: none"> • Prioritize objectives and activities for FM Action Plan • Develop the Winnisquam School District FM Action Plan <p><u>PCI Feedback from the 4/1/14 FM Meeting</u></p>
	Roles and Norms	Note taker, time keeper, process observer, jargon buster Pausing,
	What we know so far	A brief summary of key ideas and findings this year.
10:00	Prioritization	<ul style="list-style-type: none"> • Clarify strategies/objectives • Establish criteria for prioritizing • Prioritize objectives/strategies and activities
10:15	Break	
10:30–12:00	Prioritization Continued	<ul style="list-style-type: none"> • Clarify strategies/objectives • Establish criteria for prioritizing • Prioritize objectives/strategies and activities
12:00	Lunch	
12:30 –	FM Action Planning	Objectives, Strategies and Activities Person Responsible Timeline Monitoring of implementation

		Evaluating Results
2:00	FM Action Plan Report Out	
2:15	Meeting close	<ul style="list-style-type: none">• Action Items• Process observer report out• Talking points• PCI

P= What did you like?

C= What are your concerns?

Date: September 19, 2013

PCI Feedback Form

Winnisquam School District

<i>P</i> <i>Positives</i>	<i>C</i> <i>Concerns</i>	<i>I</i> <i>Interesting Insights</i>
<ul style="list-style-type: none"> • ****Consensus discussion/building • Good use of the norm of the day. I really do believe that your focus was backed up by action. • Use of norms, discussions, etc. • ***Wonderful process – discussions, open and honest. engaging • Organization – using/learning protocols • Non-judgmental review of Reading/Math NECAP scores • Comfortable to share – safe. • Helpful to hear who, what, how we will deliver data and change to assessment. • Hearing that there may be weaknesses in the test reporting. Glad the state was here to hear our concerns. • ****District-wide collaboration as opposed to single building. • **Hearing ideas from the middle and high school. • **Great opportunity for discussion district wide • **The diversity of people who are involved from all levels. • Great conversations. • Thoughtful team members. • Group discussions on data and sharing of ideas of what may/may not affect results • Started to take a look at areas of concern, 	<ul style="list-style-type: none"> • PACE...a bit fast • Giving time for the data work as I feel it is what will drive us. • We are all busy people – adding readings etc. as we continue – the students need our focus, planning time. • Worried about getting overwhelmed with the many issues that we need to address. • My own issues with “time” divided throughout the year – classroom teaching, commitment to all committee workings. • Time as a focus – what is the real question regarding time - Not enough time to do what?; flexibility of time for intervention or instruction; time to <u>drop</u> some things/making the decisions as to what to drop to make time for... • Using general ed curriculum to close/lessen the gap between identified and regular ed students. • What data will be used? • Concern that it isn’t only the special education students not showing growth. Our review of past data shows students are hitting plateau or some going backwards. • How can we effectively restructure our system and schedules to reach higher achievement based on student needs? • How will we solve a problem when it’s a scheduling issue? 	<ul style="list-style-type: none"> • K-12 we are all in it together • Looking at the individual IEP students and their progress • Hadn’t thought about the small group that is targeted (IEP group) • The data and the fact that so many of us, from so many levels, feel the same way and have the same concerns... • Look forward to see how this team can change any scores. • Seeing the outcomes as we unfold and align initiatives. • Time allotted for reading minutes. • Agreements between levels • Seems like a diverse group willing to work toward improving students’ achievement. • Very interesting to hear and talk about what is happening in the other grades. • Keeping in mind that programs that we have implemented may have contributed to higher test scores. • Concerns similar regardless of grade levels • Drop in math scores at the HS...perhaps the type of reading involved is the biggest problem. • Can’t wait to see it all come together • Bringing the plan to life. • Focus school/Focused Monitoring/Title I leads into whole school vision/mission ----to

<p>weaknesses and low NCEAP scores</p> <ul style="list-style-type: none"> • The grouping itself • Opening activity and the mingling • Feels like we're starting on the right track • Outcome oriented – what can we do to impact student achievement - Great support to make sure we know how to do that. • The way the whole process was spelled out throughout the day. • Organized, structured. <ul style="list-style-type: none"> • The whole activity/discussion around consensus, dialogues, Inquiry cycle • **Brainstorming as many ideas/concerns as possible and documenting and seeing everything written out. • Discussion with peers regarding longitudinal data and formation of a plan for the future – re: narrowing the gap • Variety of staff (levels/discipline) participating on team • All administrators are present • Insight of teachers <ul style="list-style-type: none"> • To have Rob Seward on team to share his experiences from previous Focused experience. • Good use of team. • Good group. • Good participation from many of the group. • Pacing was good – longer than thought but people had more contributions • Instructors approach – sharing experience of other districts • Well formatted. • Presenters were good. • District generated problem solving with 	<ul style="list-style-type: none"> • Too much testing of our special ed population. Can we choose a few things then focus on instruction? • Jargon maybe needs to be identified ahead (glossary maybe?) so we are all on the same shore... • I'm hoping that we will relax into "no blame/no judgment" stance. We're all here to work to improve/impact this reality, not lay blame...(just caught whispers, honestly, but really hope it will be relaxed out). • Difficult to compare some of the data in charts (apples/oranges) in/out, only proficient scores...didn't show improvement over time for individual students • How the data reviewed may be used – need to be opened to accept whatever the data indicates. <ul style="list-style-type: none"> • Making the right choices for our kids • The we stay focused and don't take on too much • Staying focused • Are we focusing on the right themes? • After we come to a consensus will the teachers' voice be heard in the future? • Hope teachers do not get micro-managed. • How to communicate to other teachers that whole group is essential as a core curriculum. Will staff buy in? <ul style="list-style-type: none"> • How? I have a big how. • We need to act in concert. • Smarter Balanced test appears much more difficult than NECAP test based on 2013 pilot. • Compare students from year to year instead of following quasi-cohort group. • Reducing the number of district/school 	<p>strategic plan</p> <ul style="list-style-type: none"> • Next steps falling into place (strategic planning) • We all seem to have a consensus on issues district-wide that may be causing "the gap" – the sticky note feedback categories similar. • The consensus discussions • The 2 consensus points of curriculum/instruction and time that the group will focus. <ul style="list-style-type: none"> • Hearing opinions/ideas from the others (different positions/levels) • Nice modeling of best practices. • Norms of Collaboration • How will we create measures to sustain our work? • Bonnie Jean suggested we use Google docs form so groups can input their work and it can be shared by everyone in an excel form. Saves inputting from the Post-it notes. Just an idea.
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<p>guidance</p> <ul style="list-style-type: none"> • Identifying the focus areas (Instruction/time) • Look to integrate into district strategic plan. • We are on the cusp of aligning all arrows (strategic planning) • Types of assessments needed for comparison • School size vs. AYP • Working with staff across the district • The delivery of the meeting – well organized with team building • Love the book – excited to read it again. 	<p>building initiatives and focus on student achievement.</p> <ul style="list-style-type: none"> • Room grouping – Administrators vs. Teachers • Glad we are trying a different venue next time. Felt disconnected from front of the room • May think of regrouping strategies next time – vertical, school etc. • People first please ask/write the individual than the disability 	
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P= What did you like?

C= What are your concerns?

Date: October 28, 2013

PCI Feedback Form

Winnisquam School District

<i>P</i> <i>Positives</i>	<i>C</i> <i>Concerns</i>	<i>I</i> <i>Interesting Insights</i>
<ul style="list-style-type: none"> • Starting to narrow down our concerns and focus on an action plan • We're getting down to some real issues • I think we have the potential to make some great changes as a district • It feels like we might eventually have an impact on student learning. We have direction • Able to voice concerns • I appreciated the articles presented. They were very informative • Group work was wonderful today! • Varying the groups has allowed for a variety of view point to be shared. • I love that we have gotten to appoint where we now see where this team is headed • Focus and positive discussion • More clear today...process made more sense • People comfortable sharing ideas • Overlapping ideas • Identified important facets to learning • Narrowed the focus • Good discussions, questions and comments from group • Great facilitation of the meeting • Creates ownership from all people in the room • This process is giving momentum, thought and a sense of urgency to improve student achievement • I loved the "Final Word" activity to discuss the chapters • Great discussions with good focus 	<ul style="list-style-type: none"> • Are teachers going to be stressed out about changes that may be coming • Are we really going to make real schedule changes to provide "Tier 2" and "Tier 3" models? • How can we send the message to district staff without overwhelming staff • A bit overwhelming. Is our focus too big? • How to explain to staff back at school? • I would have liked more time to finish reading the article we received and a bit more time to discuss the book • How what we plan to change and how to move forward will be presented and accepted by the staff • Giant amount of categories in each focus area to tackle • Differentiated instruction is going to be more difficult than people realize • Test vs. Programs/Initiative...rooting out causes of difficulty • N/A • Time to complete new direction for this group • Reading etc... • No concerns • Are we able to make the changes we want happen? • Not sure how to effectively use time dedicated to analysis of data for grades that don't include any high school information • The idea that 11th grade NECAPs are still called high stakes testing, but we don't take results into 	<ul style="list-style-type: none"> • We are already doing a lot of the best practices • Building need to collaborate about their practices • The clarification of NH NECAP data • It was helpful to see the way Joe modeled student percentiles • The book is extremely interesting and insightful • Time and curriculum group had <u>many</u> overlaps! • Listening to others' insights give me more insight • Looking forward to going deeper with the focus points of time and curriculum and instruction • Common concerns for student growth or lack thereof... • We have a lot of work to do but the team appears very willing to work together to create the best learning environment and experiences for our students • Talking points – time, curriculum and instruction • Starting data collection on current use of time • Some key points made in annual growth – annual growth and catch up growth • Review of data indicated some key areas of focus i.e. grade 4-6 and transition from 6 to 7 • Would like to visit other schools to see "the actions take place" • This is a very positive grouping of invested individuals. Great people with whom to work • Happy to see some of what we are already putting into practice = suggested practice • Having special ed teachers be "content specialists" rather than grade level specialists =

<ul style="list-style-type: none"> • Communication of all “thoughtful” sharing • Participation of administration in groups and discussion • Everyone geared to making things better • Generating ideas of what’s working and not working • We found two target areas (ideas to approach them) • Positive discussion • Engaging conversations • Data used and the data provided • Articles used • Annual growth – highlights for chapters 1-4 • Great discussion on the book – well organized and focused • Discussion on the WRSD data was productive. Process for understanding SGP was very helpful • Great facilitating – even though it was difficult to hear when the HVAC system kicked on • We narrowed our focus to 2 points (curriculum and time) and began to explore and discuss these issues • Book discussion protocol brought together interesting groups • Working with this team • Solidify main areas – curriculum/instruction, time • Feel like changes will be effective • Break out groups were both focused and effective • Meeting facility was comfortable • The choice of focus areas • The jigsaw book study using final word technique! Bravo, Kathy! • Structure of the day • Explanation of the state growth model 	<p>consideration here because they are a bit less...informative? When students take the test the year before??</p> <ul style="list-style-type: none"> • Couldn’t hear. Ask John to bring voice enhancement system – red cat. • Adding <u>more</u> initiatives without removing any • Do we still need to look at our data? • Ready to go deep • Time and the productive use of it • Differences between levels; elementary, middle and secondary 	<p>more quality instruction and easier collaboration</p> <ul style="list-style-type: none"> • Conversation on time interesting views shared from individuals
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<ul style="list-style-type: none">• “Expanded time” article in Time group• Data analysis• Book talk well done• Good conversation on all levels• Like splitting into different groups• More focused on the task at hand• Years of experience at all levels		
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P= What did you like?

C= What are your concerns?

Date: 12-12-13

PCI Feedback Form

Winnisquam School District

<i>P</i> <i>Positives</i>	<i>C</i> <i>Concerns</i>	<i>I</i> <i>Interesting Insights</i>
<ul style="list-style-type: none">• Good collaborating with members of the same school – discussion on specific school issues• Today there was a lot of great information shared that felt very relevant• Looking deeper at good instruction and RTI• We've gone deeper!• Real RTI models• Enjoy the work by Hattie• Focused attention work sessions is becoming more concise• Formed thoughts and ideas into actions• Will be able to identify use of instruction time with data collection• Excellent conversations• Loved the use of time data tool and the influence of high, low and medium from Hattie!• Honest feedback and discussions• Good book talk and again good discussion• Great short video – even the cue we were not supposed to see!• Nice job with the book study Geoff!• The curriculum group had a nice, well rounded discussion on RTI• Book group discussions• Working in instructional group• Coffee and lunch• Rating activity – what is high/med/low (influences)	<ul style="list-style-type: none">• Getting the rest of the school on board with big changes i.e. scheduling at the middle school• I am feeling concerned about the amount of time this process is taking• Time asked of me outside of this meeting• Overwhelming ourselves and possible resistance from our school community• Scheduling adjustments really need serious consideration• Rollout for staff• Concern about “time” to get all tasks done• Full implementation of plans will take years. Need to do this well before adding other initiatives• Will other faculty members buy into our ideas• Not to take on too much• It is cold in the room!• Many teachers do planning and preparation at home (on their own time). This is difficult when they have to collaborate with other staff. If collaboration is a must, the teacher plan time must be long enough to support the task of good planning.• Mass customization• Teacher support to implement whatever we decide	<ul style="list-style-type: none">• How much time is actually allotted for academics – is it used effectively for the entire period?• That time may not be able to be fixed in the end• We are not the only ones with the same concern• Hattie's visible learning – what is most effective• This is good data• The feedback video• Carefully consider how you praise a student• Carefully consider how you grade a student• Groupings low for impact yet RTI is high impact• Hattie's compilation of data had interesting results• Discussion on mass customization learning. Where can this lead us?• Lots of great ideas from great minds• Our schools are at different places and need different focus• Feedback that is comments alone is more effective than comments and grades• Interest in differentiation

FEEDBACK 2013-2014

Winnisquam School District FM Leadership Team Meeting

Date: January 28, 2014

RATING SCALE

Please rate today's symposium on the following categories:	1= little/none	2 = minor	3 = moderate	4 = very good	5 = major /significant
Appropriateness of Content				Avg 4.47	
Effectiveness of Approach Used to Address Today's Content				Avg 4.33	
Potential for Impact and Use Back at the District Level				Avg 4.18	

PCI	Comments
POSITIVES	<ul style="list-style-type: none"> • Discussions more focused • Subcommittee work narrowing downward • Narrowing of our focus areas • Non-threatening review of time usage and starting discussion on how to improve • Looking deeper at what's allotted and what's used and more importantly, what's effective or optimal • Looked at data • Focused in on what data we're looking at • Great discussion. finding common problems across schools • Good RTI overview • We got a lot of great dialog going about time and curricula • A good team effort, well organized • Made some progress • GREAT conversation! Great data presentation • Collaboration, organization • Great video about using STAR data to inform RTI • Videos are helpful to see a process in action • Conversations • Excellent conversations coming from others about "time" utilization in the classroom • We are working well together and it is wonderful to hear that for the most part we are all on the same page with each other • Review of PCIs to help us reframe/revise/narrow our focus • Many good ideas are being mentioned • Discussion + ☺ • Analysis of structure, instruction time and impact on student learning

CONCERNS	<ul style="list-style-type: none"> • Are we getting close • How do we get to our plan • Making sure teachers do not feel “attacked” when we deliver our findings and recommendations • Will we follow through and do what we need to improve all student outcomes • Being able to address and problem solve each area by the end of this • Will we be able to come to an answer • So much work to do! • Coming up with schedules and models that will change/improve student growth • Implementation • Need more time and less “programs” • Structure of time to close gaps for individual students not addressed • Teachers don’t have resources to differentiate still mentally that we need to cover too much material • Maybe we should do more classroom data analysis since the current ones were “not correct” • Not sure how we will use this to close the gap between special ed and regular ed • Getting all teachers on board (not overwhelming with “new/more initiatives”) • Time to put things into practice • How to get these conversations to happen with other stuff • We have quite a bit of work to do and I am curious to see staff reaction to all of it • Plan to roll-out “big ticket” info/plans to get teacher community buy-in – how is it all going to play out • There seems to be a lot more work to be done before we propose ideas to the group • Would like to get a clearer direction on where we are going • How! • Are we spinning our wheels?
INTERESTING INSIGHTS	<ul style="list-style-type: none"> • Liked RTI presentation • There are so many little things we can already do to optimize instruction if we have the opportunity to share and observe great teachers in this district • I feel we are all on the same page with great ideas! People seem eager to get started and becoming more organized • How much teaching time is interrupted ☹️ • The different school levels are starting to appreciate and understanding one another’s needs • Time management daily • Instructional and “administrative” • We all feel very comfortable and non-threatened but this has been developed as evident by a new persons comments • Is homogeneous grouping giving us the results we intended?

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| | <ul style="list-style-type: none">• Mass customized learning going together with RTI• It is helpful to hear ideas from others throughout the district and to be able to help with questions they have as well• Time data |
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FEEDBACK 2013-2014

Winnisquam School District FM Leadership Team Meeting

Date: March 7, 2014

RATING SCALE

Please rate today's symposium on the following categories:	1= little/none	2 = minor	3 = moderate	4 = very good	5 = major /significant
Appropriateness of Content				Avg 4.69	
Effectiveness of Approach Used to Address Today's Content				Avg 4.53	
Potential for Impact and Use Back at the District Level				Avg 4.69	

PCI	Comments
POSITIVES	<ul style="list-style-type: none"> • Great job with text protocol • Bringing up some big issues that need to be addressed to change student performance • Starting to feel we are headed in the right direction • Hard working group of professionals • The Time subcommittee narrowed it's objectives and can now have more focused discussion • Yes, have narrowed down the focus! • Narrowing big issues and concerns • Continue to become more fine-tuned. • Dovetailing within both sub-committees as well as strategic plan. • Great consolidation of ideas • Enthusiasm for the topic • Collaboration between Administration and Teachers • Loved the collaboration, willingness to problem solve, and comfortable atmosphere that makes everyone feel safe to share. • Love where it looks like we are going • Good collaborative effort • All schools seem to have similar concerns. • Focus on RTI • RTI Essential components Integrity worksheet – Really helped us organize our thoughts. • Love committee work • Groups have goals – moving on • Reflected on current status and made recommendations • Seems more concrete for both teams. ☺ • Organized

	<ul style="list-style-type: none"> • Communication is open • Identification of main talking points • Willingness to work together/supportive • Very well run/facilitated. • Focus and collaboration top notch
CONCERNS	<ul style="list-style-type: none"> • Not enough \$ to really pay for what we need done. • Do we have enough time to implement this? Time is flying by! • Amount of time to implement plan. • How the details of creating an actual plan will come together. • Coming to a clear applicable plan by May. • Creating teams to go to each school to spread the message in consistent fashion • Convey message to teachers • Allowing time for teachers to understand timeline of implementation. • How do we as a group “play down” panic mode when we “roll this out...” • Are both teams working on the same thing? Should we come together with schedule considerations to delineate the conversation to one team? • Actual use of Differentiation in the mainstream classroom. • Will we have enough “man power” to truly implement an RTI model? • Need to work together (sub-groups) to structure recovery time. • What budget to work with for next year? • Getting it all pulled together. • Didn’t get far in time. • Will we get there? • Reactions to time/schedule changes. • None. 😊
INTERESTING INSIGHTS	<ul style="list-style-type: none"> • Nice that there is so much in common between the schools. Feels like we are united. • That we are already on the way to making necessary changes to our district. • Each school continues to have the same basic issues. • The entire group conversation came back to one main talking point – schedules! • How much the two groups have in common. • How the work we’re doing connects to the Strategic Plan. • Both focus groups goals are tightly aligned! Let’s make catch-up growth! • Ready for two groups to collaborate.

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| | <ul style="list-style-type: none">• Aha moments – schedules and time• The intertwinement of concerns and topics.• It's hard to talk about issues without solutions!• I have met some truly interesting and enlightening individuals who have opened my eyes to all levels' concerns, understandings, and enthusiasms in reference to all of process offers.• "There is no point in testing if you don't look at the data, don't understand them, and don't change." |
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FEEDBACK 2013-2014

Winnisquam School District FM Leadership Team Meeting

Date: April 1, 2014

RATING SCALE

Please rate today's symposium on the following categories:	1= little/none	2 = minor	3 = moderate	4 = very good	5 = major /significant
Appropriateness of Content				Avg 4.47	
Effectiveness of Approach Used to Address Today's Content				Avg 4.4	
Potential for Impact and Use Back at the District Level				Avg 4.4	

PCI	Comments
POSITIVES	<ul style="list-style-type: none"> • Recommendation lists, categorized, summarizing and reporting ☺ • Organized, collaborative • Got a lot done today. good conversations • Levels had interesting discussions • Plans generated • Ready for staff input • More accountability to those not making adequate progress • Working by building on today's topics • I am feeling very privileged to be a part of this group • We are ready to make a change • Two groups and specific school had the opportunity to collaborate • Great team work collaboration! • We are all "seeing" areas that need change and agreeing! • We came up with the same recommendations that we have been talking about for a long time. this is the vehicle to get it done with more buy-in • Feels like it is coming together • Teamwork • Feeling clarity • Moving forward • Narrowing the focus • Open forum • Open discussion • Feeling better about process

	<ul style="list-style-type: none"> • Text protocol • More clarity • Collaboration was very beneficial • It helped to collaborate with others from out school to develop our goals • I really enjoyed the book talk this morning • I like working as a school rather than C+I/time groups • Breaking out into building-based groups to address concerns/issues specific to our levels of learner • Working together as a school, identifying issues related to <u>our</u> school • Feel like we are designing a plan...now have potential objectives • This group wants to do it RIGHT! Prepare, train, and implement! • Aligning recommendations between schools • Great collaboration and respect for ideas • Good discussion • Good focus on RTI • Like that we got into elementary, middle and HS groups
CONCERNS	<ul style="list-style-type: none"> • So much to do!! • What is left to do seems like more than one more meeting • Will we finish? 😊 • What does the final plan look like? • Buy-in • Potential barriers to implementation • Buy in from all members • Feeling anxious that we are only devoting one day to writing a plan • Need full day to do the plan (work session) • Reaction of staff to the recommendations thus far... • Getting it all done • Will it ever get done? • Communicating to people (staff) that are not here • Implementing a plan with fidelity • Worried about communicating to staff • Not overwhelming people with this process • Completing on time • Preparedness to pilot • Implementing some of these goals with staff will be interesting • Staff buy in of “the plan”

	<ul style="list-style-type: none"> • (still) little information specifically focused to the high school level...<u>BUT</u> we were given a bit of print material to look at (thank you!) • Not enough time to formalize/complete this process • Organizing effective schedule that gives teachers enough <u>support</u>! • Enough time to meet with staff with: district items, strategic planning and Focused Monitoring along with staff needs with professional development • TIME to do a GOOD job with our plan • Core curriculum – <u>when</u> will this be looked at?
<p>INTERESTING INSIGHTS</p>	<ul style="list-style-type: none"> • People seemed open to share ideas • The differences how each level went about developing the final plan • Love a tier 4 idea – parents • Seems to be common concerns across all schools that the action plan can help with • We all perceive high school ...has the best job for “catch up” – focus on earliest grades most imperative! • Ties into district strategic plan > which comes first...holding on one to complete the other • Everyone has great ideas • Seeing eye to eye with all. Yay! • I appreciated the RTI model and its structure – thinking of it as supplemental should also help when communicating this with other staff • Overlap between focus monitoring and other district goals/plans • Lots of collaboration between levels and individuals led to many new insights/ideas • Still learning so much each time • Even though we worked on a school basis and created goals specific to our own schools...the various schools came up with some similar goals • I love consideration of parent support!!!! • <u>Fidelity</u> – is the core curriculum delivered with fidelity? If we don’t have a solid curriculum can this be done?