

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

**Hinsdale School District  
Focused Monitoring Summary Report**

**2009-2010**

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## II. 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.

### A. District Profile

The goal of the Hinsdale School District has and always will be to provide students with a quality education and to prepare them for the challenges that face them as productive members in a 21<sup>st</sup> century world. The Hinsdale School District is distinctly different from the other four members that comprise SAU 38: the Monadnock Regional School District, the Surry School District and the Winchester School District. Its location in the most southern corner of New Hampshire creates an important geographical distraction since its natural borders are communities of NH, MA and VT. In some instances this has been a plus since it has adopted its own character that blends close proximity to other states but lacks any close ties to either the education or political philosophies to communities in SAU 38.

The Hinsdale School District’s past history as a school system is distinctly unique. In 2008 the district completed a fifteen million dollar project which created further independence from the other districts in SAU 38. Staff and students now have sufficient space and updated facilities to meet the challenges of educating students in a global society.

The Hinsdale School District includes grade pre-k through twelve on one campus in two separate buildings. The current district enrollment is 634. Hinsdale is a rural community of approximately 4,200 based on recent census data. The Free and Reduced lunch population at HES is 54.98%, HMS is 43.70% and HHS is 34.26%. The special education population is 22% district wide.

Hinsdale Elementary School was identified as needing re-structuring (planning year) in 2009 -2010 and Hinsdale Middle School was identified as a School in Need of Improvement in Math in 2009-2010.

### B. Achievement Data

The Hinsdale School District participated in the Focused Monitoring/School Improvement process because of its gap in NECAP scores between students with IEPs and students without IEPs (57 percentage points in reading and 44 percentage points in math). Part of the Focused Monitoring/School Improvement work includes forming a local, representative Achievement Team whose task is to investigate the reasons for this gap in scores as well as create action plans to narrow the gap.

**New Hampshire Students  
Percent Proficient 2008 NECAPs**

Reading		Math	
2008		2008	
IEP	All Others	IEP	All Others
36%	81%	30%	71%

**Hinsdale Students  
Percent Proficient 2008 NECAPs**

Reading		Math	
2008		2008	
IEP	All Others	IEP	All Others
22%	79%	14%	58%

In 2008 Hinsdale students had an achievement gap of 57 percentage points in Reading and 44 percentage points in Math compared to the state results of 45 percentage points in Reading and 41 percentage points in Math.

Three of the root causes leading to the achievement gap between students with and without disabilities identified in this process were:

1. Insufficient collaboration between regular and special educators
2. Instruction not differentiated to meet the needs of students with IEPs
3. Data is not effectively used to inform instruction

**C. Mission and Beliefs**

*A Community of Life-Long Learners*

We, the members of the Hinsdale School District, are committed to meeting the needs of all students in a respectful, safe and secure environment that encourages individual learning and instills the value of learning. Together, school and community strive to nurture life-long learning to promote an informed society.

**Elementary School Goals for 2009-2010**

- *Adding Staff to the Early Grades:* A second pre-school classroom and an additional first grade were approved as part of the school budget approved by voters in March 2009. This action was taken to reduce class size as well as to identify and provide interventions as early as possible, plus to reduce special education referrals at the same time.
- *Significant Changes in Special Education:* A special education coordinator was hired to serve at HES to provide leadership and coordinate all special education activities dealing with families, teachers and service providers. This additional layer represents an administrative restructuring to allow the principal to focus on the overall management and supervision of staff, enabling him to work collaboratively with the district’s curriculum director, technology director and curriculum/data team to analyze current data and implementation of new and established instructional content. A strategy will be adopted wherein case managers will be responsible for support staff services. In the efforts to manage smaller caseloads, provide greater service to students, and better coordinate with classroom teachers, an additional case manager was hired. Special Education and Title I staff will now be meeting bi-weekly with their instructional teams and members of the administrative team for planning and assessment.
- *Changes in the Master Schedule:* More elongated instructional blocks that will support greater collaboration and a teaming approach by all parties: classroom teachers, Title I personnel, Special Education personnel, and support staff.
- *Instruction:* The amount of time devoted to instruction in mathematics and language arts was increased significantly (see table below). Time devoted to specials was reduced from 45 to 40

minutes per week; science and social studies will be taught on four days (in a six day schedule) for 40 minutes each.

	2009-2010	Instruction (required)					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Language Arts	160 mins	160 mins	110 mins	135 mins	120 mins	125 mins	daily
Math	80 mins	80 mins	110 mins	110 mins	120 mins	120 mins	daily
Science	40 mins	40 mins	40 mins	40 mins	40 mins	40 mins	4 of 6 days
Social Studies	40 mins	40 mins	40 mins	40 mins	40 mins	40 mins	4 of 6 days

- Common Planning and Differentiation:* Introducing the school to the Professional Learning Community model (DuFour, 2006) requires time to organize and work cohesively. The master schedule was changed to provide two critical elements: a) common planning time for grade level colleagues; and b) parallel core curriculum (i.e., mathematics and language arts classes happen at the same time at each grade level to allow for strategic grouping of students between rooms). Bi-weekly meetings with the instructional teams (same grade level teachers, special education, Title I, and support staff) will review progress, assessment data, and make any instructional adjustments needed to improve achievement. The grouping practices in reading, writing, and math will be reviewed and adjusted as necessary to create a spiral movement of students based on their ability to master instructional content.
- Professional development:* Priority was placed on the successful implementation of the “Reading Street” basal program (Pearson), the Everyday Mathematics program (University of Chicago, Wright Group/McGraw-Hill), and the Collins Writing program (Collins Education Associates). Professional development throughout the year will focus on supporting the implementation of these three programs. The principal, curriculum director, and assistant superintendent will work cooperatively to develop a cohesive staff development plan. Training programs on SMART Boards, electronic report cards, Thinking Maps (coordinated cognitive development), CPI (Crisis Prevention Institute), and Second Step (classroom behavior management) will be continued at lower priority levels.
- Technology:* The recent purchase of new computers and the planned addition of SMART Board technology will enhance instruction in all subject areas. Both Reading Street and Everyday Mathematics have strong web-based support systems and classroom resources. Performance Tracker was the initial means to utilize technology as a district tool to investigate data.
- Technology-based Intervention:* Fast ForWord and Reading Assistant software were purchased and installed in the school’s computer lab (2008-2009), and have been very successful during the 2008-2009 school year. The lab was staffed with two highly skilled paraprofessionals. The programs focus on phonics, vocabulary development, comprehension and fluency; in addition, the software provides weekly progress reports to parents, teachers, and IEP teams.
- Leadership:* The leadership team will be meeting on a regular basis with members from SERESC, who will provide oversight and guidance. This represents a restructuring process following the guidelines from the New Hampshire Department of Education (NHDOE). The district team will provide a combination of efforts to address the four year AYP status as well as Focused Monitoring. The assistant superintendent will be directly involved in the management of the school, as will the Curriculum Director in matters concerning professional development and curriculum. Technology and data management will be supervised by the Director of Technology. The Title I coordinator will be an important member of the team. An Achievement Team, including parents, community members, certified staff, support staff, and administrators will be assembled in the fall of 2009 to monitor the 2009-2010 SINI (Schools in Need of Improvement) Plans, and to develop the school’s first Restructuring Plan. In addition the team will develop a Focused Monitoring School Improvement

Plan encompassing future plans and initiatives with the intent of narrowing the student achievement gap.

- *Science Instruction:* A half-time teacher was hired to provide hands-on, lab-based science. The strategy was to hire a science teacher to work on specific science skills and assist classroom teachers in their science instruction.
- *Building Motivation:* Little can be achieved without student participation. For the past two years, the principal and the staff have been working hard on involving the students by building excitement for learning. Monthly community meetings serve as opportunities for students to present poetry, music, art, dance, and more. The events are attended by many parents, and in increasing numbers. Students receive “gold” medals for reading 1000 pages voluntarily, and a trophy for 3000 pages. Mastery of the multiplication tables also results in a “gold” medal award. Honor roll awards are given quarterly, along with family ice cream parties. The yearly “Celebration of Learning” brings an enormous crowd into the school. All this activity and recognition matters a great deal to the students. Motivated students work harder, enjoy learning, and achieve at higher levels. This represents a cultural change and has been most successful in bonding teachers, students and parents as students move through the elementary grades.

### **2009-2010 Middle/High School Goals**

- *Special Education:* Last year the Life Skills program became a reality and has had a positive impact on lowering the tuition costs spent previously for out of district placements. Staffing additions include:
  - Two additional support staff for High School Life Skills Program
  - Team Chair from half time to full time
  - Half time middle/high special education position case manager
- *Technology:* With the purchase of computers and SMART Boards the goal will be to continue the integration with instruction and assessment training. Fast ForWord and Reading Assistant to be implemented this year.
- *Reading Specialist for the Middle School*
- *Other goals and activities:*
  - Instruction
    - John Collins Writing Program District-wide
    - Continuation of staff development activities for:
      - Wilson Reading/Fundations
      - Thinking Maps instructional approach to cognitive student learning
    - Fast ForWord programming for students
    - Technology Expansion with computers and SMART Board Technology
    - Expansion of Career Designed Programming
      - Exploration of Partnering with the Brattleboro HS Career Center
      - Extended Learning Opportunities for Students
        - ✓ Work Study Programming
        - ✓ Job Shadowing
        - ✓ Career Exploration
        - ✓ Senior Work Study Program
    - Implementation of K-12 Curriculum Committees for all content areas
    - Analysis of Current Music Program and level of participation
    - Restructuring of HMS/HS course selection and staffing

- Academic, social and civic expectations for the Hinsdale Middle/High School have been developed. (See Appendix L)
- As a result of reviewing the goals we realized we needed a timeline for activities and a data management system. The administrative team met and planned the calendar of activities for Hinsdale Elementary School and summarized our need for data management. (See Appendix M)
- *Assessment Data Management:* Performance Tracker provided the district with an opportunity to examine NECAP data; additionally it became a means of managing, collecting and analyzing student formative and summative data to make collective instructional decisions. The Content Library in Performance Tracker provided teacher access to released NECAP items to create practice tests that could be tailored to student strengths and weaknesses. The decision was made to administer MAP testing three times a year to assist making individual student learning decisions and overall progress of implemented instructional practices. Other assessment data management practices included school-wide DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments, Brigance, DRA (Diagnostic Reading Assessment), Reading Streets assessments, and Everyday Math assessments.

#### **D. Essential Question**

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

**Date of Report:** May 25, 2010

#### **Statutory Authority for New Hampshire Department of Education Monitoring**

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

The summary report for the Focused Monitoring districts is intended to serve as a record of the work of the Achievement Team during the 2009-2010 school year, and more importantly will contain a limited number of well defined goals that will help focus the district's work by setting a target for student achievement or addressing the factors that impact student achievement. The document is intended to be a synthesis of what the Achievement Team has accomplished, which supports an improvement plan with clear goals, research-based interventions and actions 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.

#### **E. Team Memberships**

##### **New Hampshire Department of Education Technical Assistants**

Mary Anne Byrne, SERESC  
 Kathryn Skoglund, SERESC  
 Deb Connell, NH DOE

**Leadership Team Members\***  
**Achievement Team**

Team Member	Role
*Dr. David Crisafulli	Asst. Superintendent
*Kathy Wyman	SAU District Representative
*Jurg Jenzer	Principal HES
*Joe Boggio	Asst Principal HMHS
*Pat Shippee	Special Ed Coordinator HES
*Ann Freitag	Curriculum Coordinator
*Debbie Trabucco	Technology Coordinator
Inder Khalsa	Title 1 Manager
Ann King	Grade 3 Teacher
Linda DeLong	Grade 5 Teacher
Sheila Joseph	Special Ed HES
Patti Buraczynski	Special Ed HMS
Debra Noyes	Teacher HHS
Michelle Levesque	Para HHS
Zandra Reagan	School Psychologist
Sara Donahue	School Social Worker HES
Jen Ricker	Parent
Liz MacDonald	Parent
Jeana Major	School Board Representative

**IEP Review Team Members**

Preschool and Elementary School:

Sheila Joseph, Special Educator  
 Jennifer Smith, Special Educator  
 Barbara Houston, Special Educator  
 Kris Gaudinier, Special Educator  
 Debra Carrier, Preschool Classroom Teacher  
 Linda DeLong, Classroom Teacher  
 Rosemary Dolbec, Classroom Teacher  
 Kim Severance, Classroom Teacher  
 Cheryl Momaney, SLP, Speech Language Pathologist  
 Lauri Olson-Porter, OTR, Occupational Therapist  
 Sara Donahue, LICSW, School Social Worker  
 Pat Shippee, Special Education Coordinator/LEA

Middle/High School:

Patti Buraczynski, Special Educator	Tim Benson, Classroom Teacher
Sheila Cowing, Special Educator	Marilyn Strom, Classroom Teacher
Kori Leary, Special Educator	Karen Knauer, Classroom Teacher
Irene Hall, Classroom Teacher	Lynne Edwards, Classroom Teacher
Susannah Hayes, Classroom Teacher	Rebecca Sayan, Classroom Teacher
Bonnie Royea, Classroom Teacher	Dan Huntley, Classroom Teacher
Elizabeth Boggio, Classroom Teacher	Tony Yiannakos, Classroom Teacher
Katherine Haberle, Speech Language Pathologist	Bonnie Trombly, Classroom Teacher
Michelle Bemis, Occupational Therapist	Joe Boggio, Assistant Principal/LEA
Geordie Heller, Classroom Teacher	
Bill Wahlstrom, Classroom Teacher	

### III. Focused Monitoring Activities

#### A. Readiness Survey

In the fall of 2009 a Readiness Survey was conducted to gauge the perception of the staff on key factors affecting education in the district. The results identified areas of concern: Improve student outcomes; district decision-making; communication. Areas viewed as strengths were: professional development, alignment of curriculum, instruction, and assessment (See Appendix A).

At the conclusion of each Achievement Team meeting a communication plan was developed. The plan consisted of what to communicate, who would communicate it and when it would be communicated. Each plan was reviewed at the next achievement team meeting and feedback from the reaction by staff was presented.

Most communication was done through the monthly faculty meetings and school board meetings with some use of email and sharing of printed material. Achievement Team members were instrumental in communicating the work of the achievement team to their constituents with the exception of parents. In retrospect, communicating to parents and community members is an area that needed more attention.

In addition, our technical assistants and our Department of Education liaison joined faculty meetings in each building. They reported on the Focused Monitoring Process and acknowledged the hard work done by all staff members.

Network sessions at SERESC were useful in hearing that we were ahead of the curve and making steady progress through the cycle of inquiry. It was beneficial to hear that other districts had similar problems to address regarding data management and to hear about their solutions.

#### B. Organizing and Analyzing Data

##### Venn Diagram

The initial data gathered was pertaining to initiatives and programs at the elementary, middle, and high school level, as well as initiatives common within the district. Based on the information gathered from this process the following conclusions were arrived at:

1. Lack of connection of programming between elementary and middle school
2. Overwhelming number of initiatives with no evidence to show whether or not they were effective  
(See Appendix B.)

Proficiency data from the 2009 NECAP for all students tested in Hinsdale in comparison to the students tested statewide is shown below. The data indicates that our math gap has remained unchanged and our reading gap has increased by 7 points.

**New Hampshire Students  
Percent Proficient 2009 NECAPs**

Reading		Math	
2009		2009	
IEP	All Others	IEP	All Others
37%	84%	32%	72%

**Hinsdale Students  
Percent Proficient 2009 NECAPs**

Reading		Math	
2009		2009	
IEP	All Others	IEP	All Others
25%	89%	26%	70%

## Data Carousel

Student performance data, demographic data (free and reduced lunch, dropout rates and prevention, post-graduate plans), parent involvement data (Power School statistics, number of families with internet connections, participation in Open House, Math nights, Parent Teacher Conferences), curriculum instruction and program data were gathered and analyzed using the Data Driven Dialogue model (Appendix C). Conclusions drawn from this process resulted in identifying that data collection was inconsistent, making analysis extremely difficult especially when looking for longitudinal information or program evaluation. The outcome of the Carousel was that the team realized the need for a consistent and uniform system to gather, store and analyze student data.

The Achievement Team was then presented with the challenge of investigating the following questions with input from the district faculty:

- Which initiatives are directly linked to improved student learning?
- What barriers exist that might inhibit successful implementation?
- What factors may have contributed to the achievement gap between students with and without disabilities?

The results of this investigation provided the following insights:

Which initiatives are directly linked to improved student learning?

1. Provide teachers with continuous instructional content material
2. Organizational structure that allows for sufficient instructional time
3. Flexible clustering and grouping of students
4. Additional staff and teacher collaboration (develop Professional Learning Communities)

What barriers exist that might inhibit successful implementation?

1. Staff conceptual knowledge and training for a different instructional paradigm (differentiated instruction, grade level groupings, Response to Interventions)
2. Insufficient professional development activities that would foster the new instructional paradigm
3. Lacking a unified vision and mission
4. Lacking a method that would analyze data and provide consistent feedback
5. Resources that would enable sufficient instructional materials at each content area

What factors may have contributed to the achievement gap between students with and without disabilities?

1. The lack of ability to analyze data that would provide feedback as to student and programming effectiveness
2. The need for strong leadership to advocate for strong programming and teaching practices
3. The need to set high standards for *all* students and to set high standards for teaching practices

## C. Investigating Causal Factors

Fifteen factors that directly contribute to the achievement gap between students with and without disabilities were rank ordered by the Achievement team. (Appendix D)

The top three factors identified were:

1. Instruction not differentiated to meet the needs of students with IEPs (lack of training)
2. The use of data is weak; it is not effectively used to inform instruction and/or to focus on students with IEPs
3. Insufficient collaboration between regular education and special educators (lack of training)

All of the factors were shared with the district staff and a follow-up survey on the factors was prepared and administered to the faculty (See Appendix E). The purpose of the survey was to gather information on staff perception of collaboration and differentiated instruction, as well as the need for specific kinds of professional development. Teachers were asked to assess their level of performance regarding the two practices identified above (See Appendix F).

The survey made it clear that practice and perception were not connected, or that there was a lack of knowledge on current best practices in differentiated instruction and collaboration among instructional teams (Professional Learning Communities).

Among the areas that were identified as needing more connectivity to what is going on within the school district was parent involvement. A Parent Subcommittee of the Achievement Team which included two parents met to brainstorm ways to further parent involvement and information sharing. A brochure was designed for future use to inform the community about the background of Focused Monitoring and the future plans for school improvement (See Appendix G).

#### D. Determining Effective Practices and Writing the Plan

In order to facilitate research of effective practices each member of the Achievement Team was assigned an area of research related to causal factors and they reported back to the Team with their findings (Appendix H). The areas of research focus were:

##### **Differentiated Instruction**

- Principal Walk-through
- Professional Learning Communities (PLCs)
- Wise use of materials and available resources
- Smart Boards
- IEP: integration with the RtI model
- Professional Development – Rick Wormeli training on Differentiated Instruction

##### **Collection and Use of Data**

- Curriculum-based monitoring
- Data collection and storage
- Data interpretation
- RtI
- Data driven goal setting (all students)

##### **Collaboration**

- Grade level meetings
- Looking at student work
- Looking at data
- PLCs
- IEP meetings
- Child Concern Team (RtI)
- How to find time for collaboration
- Sharing curriculum knowledge with special educators
- Sharing instructional methods with general educators
- Communication among staff members

**As a result of the research the Achievement Team concluded that the specific areas that should be included in the Action Plan were Professional Learning Communities (PLC), Response to Intervention (RtI), and increasing Parent Involvement.**

Anticipated outcomes from implementing the proposed strategies and activities and anticipated changes in school and district practices:

- As a result of implementing **Professional Learning Communities (PLCs)** in the schools/district, collaboration and communication among staff members will be enhanced, time for collaboration will be established, IEP meetings can take the form of a PLC, and grade level meetings will have a structure within which to operate more effectively. Within the work of effective PLCs, wise use of materials and available resources can be improved by the careful alignment of materials and instruction to the grade level/span expectations and the identification of essential learning/standards for each grade level/content area.
- As a result of implementing **Response to Intervention (RtI)** in the schools/district, staff will improve the collection, storage, use/interpretation and communication of data. Using curriculum based monitoring, student work and other data (such as common assessments), curriculum knowledge and instructional methods will be shared among general and special educators (differentiated instruction, Smart Boards), focus will be provided for principal Walk-through, IEP design and review can be integrated into instruction of the general education curriculum, and effective and targeted intervention for at-risk students can be identified, and staff will be able to help all students to set data driven goals.

In order to research and discuss best practices on parent involvement the Achievement Team viewed two Karen Mapp videos on her philosophy of “Beyond the Bake Sale”. In it she outlines how to identify and assess how parents may be meaningfully involved in their child’s education. For example, asking parents, “What do you need?” and inviting them into the school to participate in their child’s education (i.e. speaking to a class about their career, reading to a class).

In preparation for action planning, subcommittees were formed, one for the elementary school and one for the middle/high school. Each subcommittee wrote Action Plans based on the work of the Achievement Team. The two teams coordinated their efforts in a meeting on May 5, 2010 to determine common strategies and activities and develop a cohesive plan. The district leadership team used records of all the leadership meetings, achievement meetings and other records to further develop and write the plan.

The 2010/11 Focused Monitoring Action Plan is aligned with and is an extension of the district goals in the HES SINI/Restructuring Plan and the HMS SINI plan. The goals for HES are:

1. Improve achievement in Reading
2. Improve achievement in Math
3. Develop Professional Learning Communities
4. Begin implementation of Response to Intervention (RtI)

The goals for HMS are:

1. Improve achievement in Math
2. Collect and use data effectively to inform instruction
3. Increase parent involvement

## IV. IEP Review Summary

**Special Education Compliance Component of NHDOE Focused Monitoring Process  
Hinsdale School District**

**Date of NHDOE Focused Monitoring Compliance and IEP Review: 11/4, 11/9, 11/23, 12/2, 12/21,  
2009; Out-of District File Reviews: January 19, 2010;  
Review of Policies and Procedures: March 24, 2010**

### **Introduction:**

The compliance component of the NHDOE Focused Monitoring Process includes both an internal and external review of Special Education data directly linked to compliance with state and federal Special Education rules and regulations. Data gathered through the various compliance activities is reported back to the school's Achievement Team, as well as the NHDOE, Bureau of Special Education. This is for the purpose of informing both the district and the NHDOE of the status of the district's Special Education processes, programming, and 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 Hinsdale School District on 11/4, 11/9, 11/23, 12/2, 12/21, 2009. Listed below is the data that was reviewed as part of the compliance review, all of which are summarized in this report.

- Review of randomly selected IEPs
- Review of LEA Focused Monitoring Compliance Application including:
  - Special Education Policy and Procedures
  - Special Education staff qualifications
  - Program descriptions
- Review of all district Special Education programming
- Review of Out of District files
- When appropriate, review of student records for students with disabilities who are attending Charter Schools
- Review of parent feedback collected through the Focused Monitoring data collection activities
- Review of requests for approval of new programs, and/or changes to existing programs

### **IEP Review Process: Conducted on 11/4, 11/9, 11/23, 12/2, 12/21, 2009**

As part of the compliance component of Focused Monitoring, the NHDOE worked in collaboration with the Hinsdale 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 Hinsdale School District were provided with a collaborative opportunity to review 8 IEPs that were randomly selected to determine if the documents included the following information:**

- Student's present level of performance
- Measurable annual goals related to specific student needs
- Instructional strategies, interventions, and supports identified and implemented to support progress toward measurable goals
- Assessment (formative and summative) information gathered to develop annual goals and to measure progress toward annual goals
- Accommodations and/or modifications determined to support student access to the general curriculum instruction and assessment

- Evidence of progress toward key IEP goals and the documented evidence of student gains over a 3 year period
- Transition plans that have measurable postsecondary goals ( for youth aged 16 and above)
- Evidence of required documentation for preschool programming (for children ages 3-5)

The intended outcome of the IEP Review Process is not only to ensure compliance, but to also develop a plan for improved communication and collaboration between general and special educators, parents and students in the development, implementation and monitoring of IEPs.

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

**Conclusions/Patterns Trends Identified Through IEP Review Process**

- **How has this process informed future plans for improving the writing of student IEPs?**
  1. Teachers will use NWEA/NECAP results to inform development of IEPs.
  2. All academic areas in which student needs support will be addressed in the IEP.
  3. All IEPs will include measurable goals including baseline and target point.
  4. Case managers will prepare more carefully for Transition goals: more detailed transition plans, measurable goals, outside agency involvement, direct student involvement.
  5. All IEPs will include benchmarks or objectives to assist the team in tracking student progress toward goals.
  6. Testing accommodations (district and state) will be included in IEPs and implementation of those accommodations will be assured.
  7. Modifications and accommodation will be reviewed to be sure they are accurate and are being implemented.
  8. All recent evaluations will be reviewed prior to developing an IEP.
  9. IEP development meetings will be scheduled at times to enable all appropriate input and review (grade-to-grade, school-to-school).
  10. Clearer statements of Present Level of Performance will be developed and will include student interests, performance data, and strengths/weaknesses and will have a clear connection to the goals.
  11. IEPs that include related services will be reviewed to assure that appropriate levels of services are included.
  12. Assure that related service providers have adequate time to provide input into IEPs.
  13. IEPs will include who will be responsible for measuring progress.
  14. IEPs will contain an explanation of WHY a student is being removed from the regular class to receive services.
- **Describe how individual student performance information is conveyed from grade to grade/school to school:**
  1. The pre-school is in contact with ESS and other outside agencies in a timely manner; parents are also engaged in this process.
  2. The pre-school staff is in frequent contact with the Kindergarten teachers and has the option of placing students in combination (pre-school/Kindergarten) placements based on on-going conversations with the receiving teachers.
  3. At some grade levels, IEPs are distributed at the beginning of the school year to the “receiving” teachers; teachers are briefed and IEPs are reviewed.
  4. At other grade levels, in addition to the IEP, the “IEP-at-a-Glance” may be developed and shared with appropriate teachers.
  5. Guidance Counselors may assist “receiving” teachers with the review of IEPs and student needs.
  6. Teachers may access student performance information via Performance Pathways.

7. At some grade levels, content area teachers may visit/observe students at the “sending” level.
  8. “Sending” and “receiving” case managers meet at the beginning of the school year to review IEPs.
  9. Building administration may attend IEP meetings as necessary.
- **How will the district further explore the factors that have impacted poor scores for individual students on state assessments?**
    1. In the “big picture”, these factors will be explored through the Focused Monitoring process.
    2. The district will assure that appropriate accommodations (as indicated in their respective IEPs) are provided to students taking the NECAP.
    3. Positive reinforcement around participating in the NECAPs will be maximized.
    4. All students will work on reading comprehension in all content areas and their progress will be monitored.
    5. Content of the Science NECAP assessment will be reviewed by teachers with students.
    6. IEP goals will be tied to the GLEs, which in turn are tied to the NH Curriculum Frameworks and the NECAP assessment.
    7. Teachers will work on test-taking skills and strategies with their students.
    8. Academic remediation opportunities will be increased: direct instruction, Homework Club, reading instruction, math skills, and “Tier Two” interventions.
    9. Performance Pathways will be accessed by teachers to track student progress.
    10. Weak academic skills will be targeted through direct instruction as needed.

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

***Strengths:***

- ✓ *Existence of the dedicated Preschool Outcomes Measurement evaluator, coordinator, and support staff at the preschool level*
- ✓ *Preschool staff has access to PLC teacher teams for professional development and support*
- ✓ *Full-day Kindergarten and expanded preschool program*
- ✓ *Preschool tuition waiver for students if parents agree to attend Parent Meeting Nights*
- ✓ *Split transition between preschool and Kindergarten as needed; students may have a program split between preschool and Kindergarten until they are prepared to attend Kindergarten full time*
- ✓ *Continuity of CPI (Crisis Prevention Institute’s Nonviolent Crisis Intervention) trained staff through-out the school system*
- ✓ *Preschool staff trained in content area curricula: Collins Writing Program, Every Day Math, Thinking Maps. This helps to prepare students in pre-academic areas*
- ✓ *A plan is in place to introduce the Reading Street core curriculum to preschool staff, as well*
- ✓ *Access to and use of data for both special and regular education staff*
- ✓ *Openness of staff to improving practices and recognizing “best practices”*
- ✓ *Strong awareness on the part of teachers of student needs and the value of parent/school relationships*
- ✓ *District is making strides toward using measurable goals*
- ✓ *Work has begun on improving communication and planning between Hinsdale Elementary and Middle schools*

- ✓ *Staff involved in IEP review process were knowledgeable about the students and committed to providing the necessary supports*
- ✓ *Many valuable Extended Learning Opportunities are available at Hinsdale Middle and High School*
- ✓ *Student programs and supports move forward in spite of high staff turnover*
- ✓ *Revised special education staffing and caseloads (Hinsdale High School) is improving communication among staff*
- ✓ *The presence of the school psychologist at IEP meetings has been supportive to staff*
- ✓ *The Assistant Principal of HMHS is strong and actively committed to his special education role*
- ✓ *Math learning options for students with poor math skills have increased dramatically at Hinsdale Middle School*
- ✓ *Grade level team meetings include special education staff (elementary school)*
- ✓ *A culture of “continuous improvement” is evident in the district*

**Suggestions:**

- ✓ *Maintain continuity of pre-school coordinator*
- ✓ *Formalize the necessary components of a written pre-school curriculum*
- ✓ *Assure that measurable goals are contained in all IEPs and include a baseline and a target or include baseline in the goal’s present level of performance (PLOP)*
- ✓ *Complete the interagency pre-school Memorandum of Understanding (in process)*
- ✓ *Consider developing a centralized “arena”-type screening for Child Find at least annually and explore ways to increase preschool contacts for screenings*
- ✓ *Address all areas of academic need in IEPs and revise as necessary as the student makes progress*
- ✓ *Assure understanding by staff and parents of the difference between accommodations and modifications*
- ✓ *Standardize the process for gaining parent input into the IEP, possibly including sending drafts home well before the IEP meeting date (as Hinsdale Elementary School has begun to do), use of parent questionnaires, etc*
- ✓ *Use state or district assessment data in developing the student Profile, Present Levels of Performance*
- ✓ *Consider ways to make IEP progress reports clearer and more meaningful to parents and teachers; use and report data to measure and interpret progress*
- ✓ *Involve students as early as possible in IEP development and, as is age/situation appropriate, have them in their IEP meetings.*
- ✓ *Include student interests and strengths in the student Profile*
- ✓ *Include specific content areas, i.e. Math, Reading, Written Language, in IEP goal sections rather than labeling them “Academic”*
- ✓ *Include objectives or benchmarks for each goal unless the parent has agreed that they are not necessary (parent agreement must be documented)*
- ✓ *Improve communication and collaboration between special education and regular education staff where necessary to monitor delivery of special education services and progress*
- ✓ *Continue to improve collaboration and communication between HES and HMS staff to facilitate student transitions*
- ✓ *Assure that Transition planning occurs for students turning 14 year of age DURING the implementation of the current IEP and that a Statement of Transition Service Needs is included in the IEP.*
- ✓ *Include as appropriate a more specific explanation of why a student is to be removed from the regular education classroom*

- ✓ *Be sure all Transition goals are measurable.*
- ✓ *Cease the practice of ROUTINELY testing students with IEPs without accommodations. If an IEP Team determines that an assessment without the required accommodations should occur, it may occur as long as the full team agrees. However, it should not be a general practice for all students with IEPs. The existence of an educational disability generally requires testing accommodations and to assess those students without accommodation is tantamount to the denial of FAPE.*

**District Wide Commendations:**

- The presence of a dedicated (full-time) POMS evaluator and pre-school coordinator is of significant support to the preschool staff and assures the delivery of appropriate services and supports to students in the preschool program.
- The fact that the preschool staff has access to the PLC teacher teams at the elementary school enhances their knowledge of academic preparation of students at the preschool level.
- A full-day Kindergarten and an expanded pre-school program provide extensive early intervention and improved preparation of students coming into the elementary grades.
- Optional pre-school tuition waiver agreements enable parents to attend Parent Meeting nights in support of their children's education.
- A possible split pre-school/Kindergarten placement allows developmentally appropriate placement for students needing additional time before entering the primary grades.
- Pre-school staff have received professional development in the elementary content areas (Collins Writing, Every Day Math, Thinking Maps, planned preparation to introduce the Reading Street core curriculum) enriching their ability to prepare students in pre-academic and academic areas.
- There is increasing evidence that both special education and regular education teachers are accessing and using student performance data to inform curriculum and instruction.
- The Extended Learning Opportunities being offered through Hinsdale Middle School are supportive of students with IEPs and enhance the academic learning that occurs.
- Although there has been a high level of staff turnover, existing staff are able to pick up students and move them forward in their programs, often with no discernable lag.
- Hinsdale administration has improved special education staffing and caseload assignments with a resulting benefit of improved communication between special and regular educators, as well as teacher-to-teacher communication.
- The presence of the School Psychologist at IEP meetings has been supportive and informative to staff as well as helpful in assuring the delivery of appropriate services through an IEP.
- The Assistant Principal at Hinsdale Middle/High School is strongly and actively committed to his special education role and very supportive of staff and students in ways that result in improved student outcomes.

**LEA Focused Monitoring Compliance Application:**

As part of the Focused Monitoring data collection activities, the LEA Plan, which includes Special Education procedures, was reviewed on March 24, 2010. 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.

The LEA Plan (Special Education Policies and Procedures) was reviewed and meets requirements. Review of the Personnel Roster shows all staff are appropriately certified for the positions they hold.

Out of District File Review Conducted on January 19, 2010

Three (3) randomly selected student files for children with disabilities placed out of district were reviewed. Of the three, two students were ages 16 or older. Review of these files showed inconsistent oversight of students' in out-of -district programs.

**Students with Disabilities Attending Charter Schools: None**

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

No requests for approval of new programs were made at this time.

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

Preschool	1
Elementary School	3
Middle School	4
High School, Age below 16	0
High School, Age 16 or above	3**
Total Number of IEPs Reviewed	11

\*\* During the review of the out-of-district files, one IEP had insufficient data to determine progress due to high transiency

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

As a result of the 8 IEP's that were selected for the IEP Reviews on 11/4, 11/9, 11/23, 12/2, and 12/23/09 the following findings of non-compliance were identified:

**Ed 1109.01/34CFR 300.320: Measurable Goals.** Of 8 IEPs reviewed preschool through secondary, 8 out of 8 did not contain measurable goals.

**ED1109.01/34 CFR 300.320 and 300.43: Measurable Transition Goals.** The IEP reviewed requiring Transition Goals did not contain measurable Transition goals.

**ED 1109.01 (10): Statement of Transition Service Needs.** The IEP reviewed requiring a Statement of Transition Service Needs did not contain this Statement.

**Ed 1109.01(6)/34CFR 300.320: Objectives or Benchmarks.** Of 8 IEPs reviewed, 1 out of 8 did not contain objectives or benchmarks for each goal.

**Findings of Non-Compliance Identified as a Result of the Out of District File Review**

**Ed 1109.01/34CFR300.320: Contents of the IEP**

None of the IEPs contained present levels of performance.

Two out of three IEPs did not contain measureable goals.

Two out of three IEPs did not state how the disability affects the student's participation in appropriate activities.

**Ed 1103.01 (a)/34CFR 300.321: IEP Team**

One out of three IEPs did not reflect appropriate IEP team composition.

**Ed 1111.02 (a)/CFR 300.116: Placement Decisions**

Two out of three IEPs did not have evidence that the Least Restrictive Environment had been discussed nor was there a plan to transition to a less restrictive environment.

PLEASE NOTE: Two out of three files did not contain copies of any evaluations, so it was impossible to ascertain status of compliance with Ed 1107.01, .05, or Ed 1108. Additionally, the Hinsdale district has found it very difficult to obtain records on the one student who was court placed.

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

## **V. Conclusions:**

The IEP review process conducted in the Hinsdale school district was fully supported by the building administration and enthusiastically received by the building staff. Staff actively participated in the reviews and was well prepared. It was evident that the staff was attuned to student needs and was conscientious about providing necessary supports and services. It was also evident that the teaching staff was open to the review process and was eager to discuss best practices regarding IEP development and monitoring. Special education coordinators participated in the review process on all days. The results of this review are accurate and realistic and many are already being addressed or implemented by Hinsdale special educators.

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

SAU#: 38		NAME OF SAU: Hinsdale School District			SUPERINTENDENT/EXECUTIVE DIRECTOR: Dr. David Crisafulli				
SPECIAL EDUCATION DIRECTOR: Judith Bischoff				DATE OF PLAN: June 15, 2010					
THE NHDOE, BUREAU OF SPECIAL EDUCATION, REQUIRES THAT ALL FINDINGS OF NONCOMPLIANCE BE CORRECTED AS SOON AS POSSIBLE, BUT NO LATER THAN ONE YEAR FROM THE FINAL REPORT DATE – BY May 28, 2011									
<b>FINDINGS OF NONCOMPLIANCE:</b> Findings of noncompliance are defined as deficiencies that have been identified through the Focused Monitoring IEP Review Process, which are in violation of state and federal special education rules and regulations.								For Use By Technical Assistant At Follow Up Visit	
FINDINGS OF NONCOMPLIANCE	IMPROVEMENT ACTIVITY	PERSON(S) RESPONSIBLE	EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE	TIMELINE (Check appropriate columns below to indicate expected completion time for each activity.)					Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):
				8/10	11/10	2/11	5/11		Note as Met, In Process or Not Met
<b>Ed 1109.01/34CFR 300.320: Measurable Goals.</b> Of 8 IEPs reviewed preschool through secondary, 8 out of 8 did not contain measurable goals.	<b>Training on Writing Measurable Goals for all Case Mgrs</b>	<b>Joe Boggio Pat Shippee Carol Kosnitsky (Trainer)</b>	<b>By May 12, 2011, 100 % of IEPs reviewed at random will have measurable goals.</b>	X			X		
<b>ED1109.01/34 CFR 300.320 and 300.43:</b> Measurable Transition Goals. The IEP reviewed requiring Transition Goals did not contain measurable Transition goals.	<b>Training on Writing Measurable Goals for all Case Mgrs</b>	<b>Joe Boggio Pat Shippee Carol Kosnitsky (Trainer)</b>	<b>By May 12, 2011, 100 % of IEPs reviewed at random will have measurable goals.</b>				X		
<b>ED 1109.01 (10):</b> Statement of Transition Service Needs. The IEP reviewed requiring a Statement of Transition Service Needs did not contain this statement.	<b>Consult with Bruce Thielen</b>	<b>Joe Boggio</b>	<b>All IEPs of students turning age 14 will have a Statement of Transition Service Needs</b>				X		

<p><b>Ed 1109.01(6)/34CFR 300.320: Objectives or Benchmarks.</b> Of 8 IEPs reviewed, 1 out of 8 did not contain objectives or benchmarks for each goal.</p>	<p><b>One Case Manager misinterpreted the new Federal Law</b></p>	<p><b>Special Ed Coordinator and Case Manager</b></p>	<p><b>By September 15, 2010 all IEPs will be reviewed by case managers; appropriate steps will be taken to amend IEPs without objectives or benchmarks.</b></p>		X			
<p><b>Ed 1109.01/34CFR300.320: Contents of the IEP</b> None of the IEPs contained present levels of performance. Two out of three IEPs did not contain measureable goals. Two out of three IEPs did not state how the disability affects the student's participation in appropriate activities.</p>	<p><b>Training with out of district schools/out of state schools of NH regulations</b></p>	<p><b>Case Manager, Special Education Coordinator</b></p>	<p><b>By May 30, 2011 a random selection of out of district IEPs will contain appropriate present levels of performance, measurable goals and how the student the student's disability affects participation.</b></p>		X			
<p><b>Ed 1103.01 (a)/34CFR 300.321: IEP Team</b> One out of three IEPs did not reflect appropriate IEP team composition.</p>	<p><b>Training with out of district schools/out of state schools of NH regulations</b></p>	<p><b>Case Manager, Special Education Coordinator</b></p>	<p><b>By May 30, 2011 all Records of Team Meeting will reflect the required composition for a legal team.</b></p>		X			
<p><b>Ed 1111.02 (a)/CFR 300.116: Placement Decisions</b> Two out of three IEPs did not have evidence that the Least Restrictive Environment had been discussed nor was there a plan to transition to a less restrictive environment.</p>	<p><b>Training with out of district schools/out of state schools of NH regulations</b></p>	<p><b>Case Manager, Special Education Coordinator</b></p>	<p><b>By May 30, 2011 correct paperwork will be utilized as evidence that LRE was discussed during a meeting as well as plans for future transition.</b></p>		X			

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

SAU#: 38	NAME OF SAU OR PRIVATE SCHOOL: Hinsdale School District	SUPERINTENDENT/EXECUTIVE DIRECTOR: Dr. David Crisafulli			
SPECIAL EDUCATION DIRECTOR: Jude Bischoff		DATE OF PLAN: 6/15/2011			
<p><b>SUGGESTIONS FOR IMPROVEMENT:</b> 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>					<p>For Use By Technical Assistant At <b>Follow Up Visit</b></p>
SUGGESTIONS	IMPROVEMENT ACTIVITY	PERSON(S) RESPONSIBLE	EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE	TIMELINE	Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):
					<b>Note as Met, In Process or Not Met</b>
Maintain continuity of pre-school coordinator	School Social Worker will be moved into the role of preschool coordinator to facilitate the continuity of interagency contact already established through the social worker; roles and responsibility will be defined in regard to how the change will affect the role of the special educator	Pat Shippee, Spec. Ed. Coordinator; Sara Donahue, LICSW, Sch. SW; Sheila Joseph, Special Educator	Roles and responsibilities will be clearly defined in job descriptions on file	9/2010	
Formalize the necessary components of a written pre-school curriculum	Using the NH Early Learning Curriculum Guidelines & Preschool Outcomes for Young Children with disabilities ages	Preschool Teachers, Preschool Special Educator, Curriculum Coordinator	A formalized written curriculum will be implemented and available for review	9/2010 – 5/2011	

	3-5, a formalized preschool curriculum will be written to include the Collins Writing, Everyday Math, and Reading Streets programs currently being implemented in preschool				
Assure that measurable goals are contained in all IEPs and include a baseline and a target or include baseline in the goal's present level of performance (PLOP)	Training on Writing Measurable Goals for all Case Mgrs	Joe Boggio Pat Shippee Carol Kosnitsky (Trainer)	Training occurs Aug 12& 13, 2010 and 100% of random IEPs reviewed reflect measureable goals and include a baseline present level of performance.	8/2010 to 5/2011	
Complete the interagency pre-school Memorandum of Understanding (in process)	In Process – Continued participation in meetings with Michelle Lewis	Sara Donahue Sheila Joseph Pat Shippee	Completed Memorandum of Understanding	Progress to be reviewed at quarterly visits with SERESC Tech. Ass't	
Consider developing a centralized “arena”-type screening for Child Find at least annually and explore ways to increase preschool contacts for screenings	School Social Worker will coordinate and oversee process for Child Find to include home visits and arrangements with appropriate agency personnel and specialists for “arena” type screenings	Sara Donahue, Sheila Joseph, Preschool Teachers, Speech Language Pathologist, Occupational Therapist, and others as deemed appropriate for child's needs	Notice of Child Find announcements, phone log contact with agencies and doctor's offices, and notification(s) of screenings will be available for review on a quarterly basis	9/2010 – 5/2011	
Address all areas of academic need in IEPs and revise as necessary as the student makes progress	AIMSWEB implemented for progress monitoring purposes. Review of disability and verify academic needs are being met.	Pat Shippee Liz Dunn	Training occurs and AIMSWEB in use by 9/2010	9/2010 TO 5/2011	
Assure understanding by staff and	Develop mini	Liz Dunn	Sign in sheets	9/2010 to	

parents of the difference between accommodations and modifications	workshop series to help general educators understand the entire process more fully to include the differences of accommodations and modifications. Ensure difference is explained at annual IEP Meetings.	Joe Boggio Pat Shippee Case Mgrs.	Evaluation forms – Positives, Concerns, Insights (PCI) IEP meeting minutes show accommodations/modifications discussed.	5/2011	
Standardize the process for gaining parent input into the IEP, possibly including sending drafts home well before the IEP meeting date (as Hinsdale Elementary School has begun to do), use of parent questionnaires, etc	Implement use of parent questionnaires from Train the Trainer workshops. Develop best practice of IEPs reviewed one week prior to meeting.	Liz Dunn Joe Boggio Pat Shippee Case Mgrs	File Review shows documentation activity occurred.	5/2011	
Use state or district assessment data in developing the student Profile, Present Levels of Performance	In process	Pat Shippee Joe Boggio Liz Dunn	State and district data used in 100% of IEPs	5/2011	
Consider ways to make IEP progress reports clearer and more meaningful to parents and teachers; use and report data to measure and interpret progress	Use of Progress Monitoring tools developed from AIMSWEB and Train the Trainer including graphs	Pat Shippee Joe Boggio Liz Dunn Case Mgrs.	IEP reviews shows growth towards goals over a 3 year period. Graphs presented to parents and General Ed teachers.	5/2011	
Involve students as early as possible in IEP development and, as is age/situation appropriate, have them in their IEP meetings.	In process nearly 100 % attendance at Hinsdale Middle High School	Joe Boggio Liz Dunn Case Mgrs.	Evidence in IEP that students attend the meeting beginning in grade 6	5/2011	
Include student interests and strengths in the student Profile	In process	Pat Shippee Joe Boggio Liz Dunn Case Mgrs Classroom Teachers	Student interests and strengths documented in 100% of IEPs reviewed.	5/2011	
Include specific content areas, i.e. Math, Reading, Written Language, in IEP goal sections rather than labeling them	In process	Pat Shippee Joe Boggio Liz Dunn	Specific goals in each content area where the students' disability impacts	5/2011	

“Academic”		Case Mgrs	progress in the general curriculum in 100% of IEPs reviewed.		
Include objectives or benchmarks for each goal unless the parent has agreed that they are not necessary (parent agreement must be documented)	In process	Pat Shippee Joe Boggio Liz Dunn Case Mgrs	New Hampshire law requires this. One case manager misinterpreted the federal law.	9/2010	
Improve communication and collaboration between special education and regular education staff where necessary to monitor delivery of special education services and progress	Professional Learning Communities as part of the Focused Monitoring Action Plan and SINI plans.	Administration Pat Shippee Liz Dunn Joe Boggio	Meeting minutes of PLCs. RtI meeting minutes	9/2010 to 5/2011	
Continue to improve collaboration and communication between HES and HMS staff to facilitate student transitions	District wide efforts in terms of Professional Learning Communities and Response to Intervention are part of the Focused Monitoring Action Plan.	Administration Pat Shippee Liz Dunn Joe Boggio	Meeting minutes of PLCs. RtI meeting minutes	9/2010 to 5/2011	
Assure that Transition planning occurs for students turning 14 years of age DURING the implementation of the current IEP and that a Statement of Transition Service Needs is included in the IEP.	Review age of current IEPs identifying those turning 14 and amend as necessary.	Liz Dunn Joe Boggio	File Review of middle school IEP students.	9/2010	
Include as appropriate a more specific explanation of why a student is to be removed from the regular education classroom	As present levels of performance become more detailed a more specific explanation will be developed.	Case Mgrs	File Review of students removed from regular classroom.	5/2011	
Be sure all Transition goals are measurable.	Training with Bruce Thielen	Middle/High School Case Mgrs.	Transition Outcomes Project shows 100% Compliance	5/2011	
Cease the practice of ROUTINELY testing students with IEPs without	In Process. The intent is to measure progress	Middle/High School Case Mgrs.	Evidence that students receive accommodations	5/2011	

<p>accommodations. If an IEP Team determines that an assessment without the required accommodations should occur, it may occur as long as the full team agrees. However, it should not be a general practice for all students with IEPs. The existence of an educational disability generally requires testing accommodations and to assess those students without accommodation is tantamount to the denial of FAPE.</p>	<p>versus NOT provide accommodations. Students may be re-tested with full accommodations.</p>		<p>deemed necessary in all testing situations. Use of AIMSWEB to accomplish progress monitoring.</p>		
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## V. Action Plan

### HINSDALE SCHOOL DISTRICT FOCUSED MONITORING ACTION PLAN

**MEASURABLE STUDENT LEARNING GOAL:** In order to narrow the gap in reading and math between students with disabilities and their non-disabled peers, the percentage of students with disabilities reaching their growth targets on the NECAP will **increase by 10 percentage points annually** in Reading and in Math.

On the Fall **2010** NECAP, the percent of students with disabilities reaching their growth target in **Reading will increase from 48.5% to 58.5%**; and in **Math, from 52.2% to 62.2%**.

On the Fall **2011** NECAP, the percent of students with disabilities reaching their growth target in **Reading will increase from 58.5% to 68.5%**; and in **Math, from 62.2% to 72.2%**.

**HINSDALE SCHOOL DISTRICT FOCUSED MONITORING ACTION PLAN, OBJECTIVE #1: To implement RtI in HSD.**

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES budget, human, 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
1. Professional Development for district wide cohort through NHDOE: a. Entry Level b. Fall 2010 c. Spring 2011	District Curriculum Budget for each training; \$100/person (\$2000 for team of 20 people) plus travel, materials \$1500	Z. Reagan plus team	a. July 7-9, 2010, followed by regroup mtg b. Fall 2010 followed by regroup mtg c. Spring 2011 followed by regroup mtg.	What & by whom	When	What & by whom	When
				Training is completed, and district cohort reconvenes to plan implementation in district after each NHDOE formal training. Z.Reagan	School year 2010-2011	Evaluation forms (PositivesConcernsInsights format) on training, Agendas and minutes from meetings On-going: Z Reagan	After each workshop
2. Professional Development on site, via: a. Training Overview by Z. Reagan b. NHDOE consultant c. AIMS Web d. Virtual Visits to districts who have model middle and high school RtI programs in math, followed by reflection on best practices	a. Curriculum Budget c. ARRA funds AIMS Web d. supplies (\$500), substitutes (\$1000)	a Z. Reagan b. Z. Reagan & A. Freitag c. P Shippee d. J. Boggio	Fall 2010- - Spring 2011	a. Training agenda completed, A. Freitag b. Invite E. McNulty to speak to staff c. AIMS Web training completed, P. Shippee d. Sites visited, and refection completed, A. Freitag/J. Boggio	School year 2010-2011	a. Pre and Post staff self-assessments: Z. Reagan b. Staff eval on visit by speaker c. Document use of AIMS Web, P. Shippee d. Visits; J. Boggio	a. Fall 2010 b. fall 2010 c. School year 2010-2011 d. 2010-2011

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES budget, human, 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
3. Inventory of Interventions and Needs, with research on best practices: a. Writing b. Math c. Reading d. Social and Emotional	FM Grant: \$5000	SPED Coordinators plus: a. K. Knauer & L. DeLong b. J.Boggio & A. King c. B. Aguirre & B. Wold d. Z. Reagan S. Donahue T. Drogue D. Sommer	Fall 2010 Inventory Jan 2011 Identify Needed Materials and Purchase Spring 2011 Use new interventions	What & by whom	When	What & by whom	When
				SPED Coordinators plus: a. K. Knauer & L. DeLong b. J.Boggio & A. King c. B. Aguirre & B. Wold d. Z. Reagan S. Donahue S. Gilday T. Drogue D. Sommer	Fall 2010	List compiled and evaluated by SPED Coordinators plus: a. K. Knauer & L. DeLong b. J.Boggio & A. King c. B. Aguirre & B. Wold d. Z. Reagan S. Donahue S. Gilday T. Drogue D. Sommer	Jan 2011
4. Universal Screening a. Guidelines and Protocols for Progress Monitoring b. Identification, discussion and decisions about student performance levels c. System to collect data d. Develop Class Proficiency Plan	a. Dr C plus Admin Team  b. MAP data, reading fluency assessments, teacher made assessments, NECAP, Curriculum Based Monitoring (CBM)  c.\$18, 693.40 plus training 2830.00, RLIS  d. time for grade level team meetings to work with data	a.Dr C plus A Team  b. D. Trabucco, B. Aguirre, Title 1 personnel and instructional teams  c. D.Trabucco  d. J. Boggio And Grade level teams	a. Summer and fall 2010  b.MAP testing in Sept 2010, Jan 2011, May 2011  c. summer 2010 d. June 2010 and Jan 2011	a. Written description of Student of criteria for concern and cut-offs for tiered instruction, and protocols for using interventions, Dr. C b. Completion of MAP testing. D. Trabucco c. Inform implemented with training, D. Trabucco d. Written proficiency plans supported by data, J.Boggio	Sept 2010- June 2011	a. PLC minutes note use of protocols  b. Completed assessments documented c. Training evaluations, on-going d. Completed and used proficiency plans	2010-2011 school year

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES budget, human, 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
5. Parent Training/Information on Rtl a. Needs Assessment b. Develop a Communication Plan c. Pre and Post Surveys	a. Select a needs assessment tool and a delivery method. b. \$1000 for mailings/brochures from FM grant c. Pre and post surveys for training events that are developed by the facilitator.(Survey Monkey)	a. Parent rep. & D. Trabucco b.FM Leadership Team c. Training facilitators TBD	a. Sept. 2010 b. Begin in September and update quarterly c. Fall 2010	a. Completed surveys D. Trabucco b. The communication plan- FM Leadership Team C. Facilitators will submit surveys to the FM Leadership Team	a.10/2010 b.9/2010 c. after training sessions are offered.	a. Communicating results to the Achievement team- D. Trabucco b. Achievement Team and end of year parent survey to assess if needs have been met. c. Surveys will be reviewed by the FM Leadership Team	a.11/2010  b. 6/2011 c. quarterly during 2010-11

**HINSDALE SCHOOL DISTRICT FOCUSED MONITORING ACTION PLAN, OBJECTIVE #2: To implement PLCs at HSD.**

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES budget, human, 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
1. Build Mission and Vision a. Establish written mission and academic goals  b. Clarify norms of collaboration and protocols for looking at data and student work. Align curriculum with GLEs/GSEs.	a.RtI and PLC teams and time will be needed to further develop the mission and vision at faculty meetings and grade level PLCs  b. guidelines for norms, protocols etc included in teacher handbook	a. Dr. C., RtI team, PLC team  b. Building principal with input from the district administrative team and carried out by grade level PLCs.	a.7/2010-9/2010	a.Minutes and agendas from PLC meetings sent to building principals.	a.2010-2011 school year	a. Look at minutes and agendas and impact on student achievement. The FM Achievement Team will review data.	a.Quarterly meetings
			b. 9/2010-11/2010	b.Minutes and agendas from PLC meetings sent to building principals.	b.2010-2011 school year	b. Look at minutes and agendas and impact on student achievement. The FM Achievement Team will review data.	b.Quarterly meetings
2. PLC orientation and training: a. Disseminating results of training April 14 & 15 b. District-wide overview of PLCs including community members.	a.Time for team to meet to plan and disseminate PLC info;  b.Locate and fund presenter; schedule presentation; Published materials;	a. Joe B(HMS) Pat S/Deb T.(HES)  b. Inder K.	a. June 15, 2010  b. By beginning of 2010/11 school year.	a. Written feedback and brief explanation from PLC participants; Joe, Pat, Deb collaboratively.  b. HSD Power Point on PLC and presentation	a. End of June, 2010  b. Sept., 2010	a. PCI form for all faculty; compile feedback and report back. Restructuring Skill Sets based on student needs. b. Quarterly “assessments”: how are we doing now? Minutes of PLC meetings, etc, in PLC Notebook. PLC info in Teacher Handbook and/or HSD PLC “handbook”.	Quarterly meetings

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES budget, human, 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
3.HMHS a.Readiness Assessment	a.Survey (Learning ByDoing/DuFour, NSRF protocol)	a. J.Boggio and all staff	a.Beginning of school year 2010	a.Survey results analysis and feedback: J. Boggio	a.Fall 2010	a. Look at minutes and agendas and impact on student achievement. The FM Achievement Team will review data.	a.Quarterly meetings
HES and HMHS: b.Professional Development/Research; 1.Book Studies: <u>Whatever It Takes</u> 2.Videotapes 3.School Visits	b.Books and time \$2180 from FM grant	b.A. Freitag. and J. Sullivan., S. Lyman	b.On-going 2010-2011	b.Agenda and minutes;	b.2010- 2011 school year	b. Look at minutes and agendas and impact on student achievement. The FM Achievement Team will review data.	b.Quarterly meetings
c. Develop PLC schedule at HMHS.	c.Time and revised (written) schedule	c.J. Sullivan. & J. Boggio	c. Summer '10	c. Schedule samples	c.Fall 2010	c.Schedule Analysis, J.Boggio & J. Sullivan	c.Oct 2010
d. Develop plan for implementation at HMHS	d.Time and revised (written) schedule	d. Dr. C., J. Sullivan., J. Boggio.	d. By June 2011	d. Schedule shared with faculty, PCI forms submitted, J. Sullivan, J. Boggio	d. Fall 2010	d. Data on PCI forms evaluated, J. Sullivan., J. Boggio.	d. Fall 2010
e. Develop and access electronic "center" for PLC minutes	e. Model use of Folders on server	e. D. Trabucco	e. Fall 2010	e. Monitor document submission to folders, and PCI feedback from faculty, D. Trabucco & S. Lyman	e.2010- 2011 school year	e.PCI on effectiveness completed by faculty,	e.Quarterly meetings

## **VI. Next Steps**

These are the focus areas we will monitor: see the Action Plan for more detailed information.

- Professional development on RtI
- Inventory of interventions and needs
- Universal screening
- Parent training
- Building a mission and vision
- PLC orientation and training

Year II quarterly updates on Action Plan (See Plan for detailed information)

# Appendix A

## Readiness Survey and Results

### Focused Monitoring District System Readiness Tool

Grade level(s) \_\_\_\_\_ SAU#/District \_\_\_\_\_ Date \_\_\_\_\_

Check one:     General Educator             Special Educator             Related Service Provider  
                   Paraprofessional             Administrator             Parent

This rubric-type District Self-Evaluation scale represents a range from 1 to 4 or Beginning to Advanced levels. Please select the number from 1 to 4 that most closely matches your assessment of the district’s level in each of the 11 categories.

Area	Beginning Level	Rating & Evidence	Advanced Level
1. Improved Student Outcomes	The district has not yet developed a plan to narrow the district’s achievement gap between students with disabilities and their typical peers.	1   2   3   4	The district has succeeded in narrowing the achievement gap between students with disabilities and their typical peers to a marked degree.
2. Continuous Improvement	The district has not yet developed a long-range plan for systemic improvement that includes continuous evaluation and improvement of all district programs.	1   2   3   4	Through its planning process, the district has established a culture of continuous improvement in its approach to systemic change across all district programs
3. Common Mission - Literacy & Numeracy	There is widespread inconsistency within buildings and across the district regarding the mission and philosophy of teaching literacy and numeracy.	1   2   3   4	The district has developed and implemented a common literacy and numeracy mission and philosophy across all buildings, levels and programs.
4. Collaboration – General & Special Educators	General and special educators tend to do their work separately and in isolation. Students with disabilities are viewed as the primary responsibility of special educators.	1   2   3   4	There is a culture of collective responsibility within the district due to close collaboration between general and special educators in the instructional support provided to students with disabilities.
5. District Decision-Making Process	Issues of governance are controlled in a top-down, chain-of-command decision- making process. Administrators control the planning and decision-making environment, and educational staff are rarely consulted for their input and recommendations.	1   2   3   4	A charter or constitution exists within each school that governs its decision-making process, spelling out who is to be responsible for what, the composition of decision-making bodies, the decisions to be made, and the process to be used. Selection process for representation on school councils, roles, norms for meetings and communication process are clearly documented.
6. Communication Across District	There is a low level of communication between departments and buildings and between administration and staff leading to	1   2   3   4	Communication systems and mechanisms are in place to ensure continuous, effective communication between

	inconsistency of practice and policy implementation across the district.		departments and buildings and between administration and staff.
7. Professional Development	Professional development opportunities are driven by individual staff interests, are not tied to student learning needs and are not aligned with district and building goals.	1 2 3 4	Professional development opportunities address the needs of all students and are aligned with district and building goals and district planning.
8. Use of Data	Educational decisions are typically based upon hunches or assumptions that are not supported by evidence. Tradition and past practice drive district decision-making about curriculum, instruction and assessment issues.	1 2 3 4	Educational decisions are typically based upon the analysis of relevant data. The district has developed a reliable and effective system of data collection and analysis through the application of appropriate technology. Generalized training in data use has been provided to district personnel, which enables access and application at the classroom level.
9. Public Reporting of District Progress	The district has no formal mechanism for publicly reporting student progress year-to-year across district programs and buildings.	1 2 3 4	District has developed a report card that is distributed annually to the educational community. The report card enables the district to show student progress year-to-year across district programs and buildings.
10. Parent/Community Participation	The district conducts its ongoing educational decision-making process without seeking parent and community input. District planning is conducted without the assessment of parent and community needs and expectations.	1 2 3 4	Parents and community members are engaged in the district educational needs assessment process. Parents and community members are frequently provided with a variety of ways to participate directly in district planning and educational decisions through frequent interviews, forums, focus groups and surveys.
11. Alignment of Curriculum, Instruction, Assessment	District curriculum is not aligned with NH grade level expectations. Curriculum is not delivered consistently to all students. Classroom teachers tend to select instructional activities based upon personal interest and educational background. Assessment activities are not curriculum-based.	1 2 3 4	The results of multiple student formative and summative assessments drive curriculum development and instructional practice at the district and classroom level. Curriculum, instruction and assessment are aligned with NH grade level expectations. Curriculum essentials are consistently given instructional priority by educators across the district.

## **Focused Monitoring District System Readiness Tool**

### **Purpose:**

This evaluation rubric is intended to serve as a baseline measure of a district's readiness for system change across 11 system criteria. The rubric measures the level of system development against the following characteristics:

- Improved Student Outcomes
- Continuous Improvement
- Common Mission - Literacy and Numeracy
- Collaboration – General and Special Educators
- District Decision-Making
- Communication Across District
- Professional Development
- Use of Data
- Public Reporting of District Progress
- Parent/Community Participation
- Alignment of Curriculum, Instruction, Assessment

This evaluation tool provides a four-point rubric, with descriptors provided for point 1 (Beginning Level) and 4 (Advanced Level). Points 2 and 3 represent intermediate levels of development. A district may administer this rubric periodically to determine system growth over its baseline in relation to each criterion.

### **Procedure:**

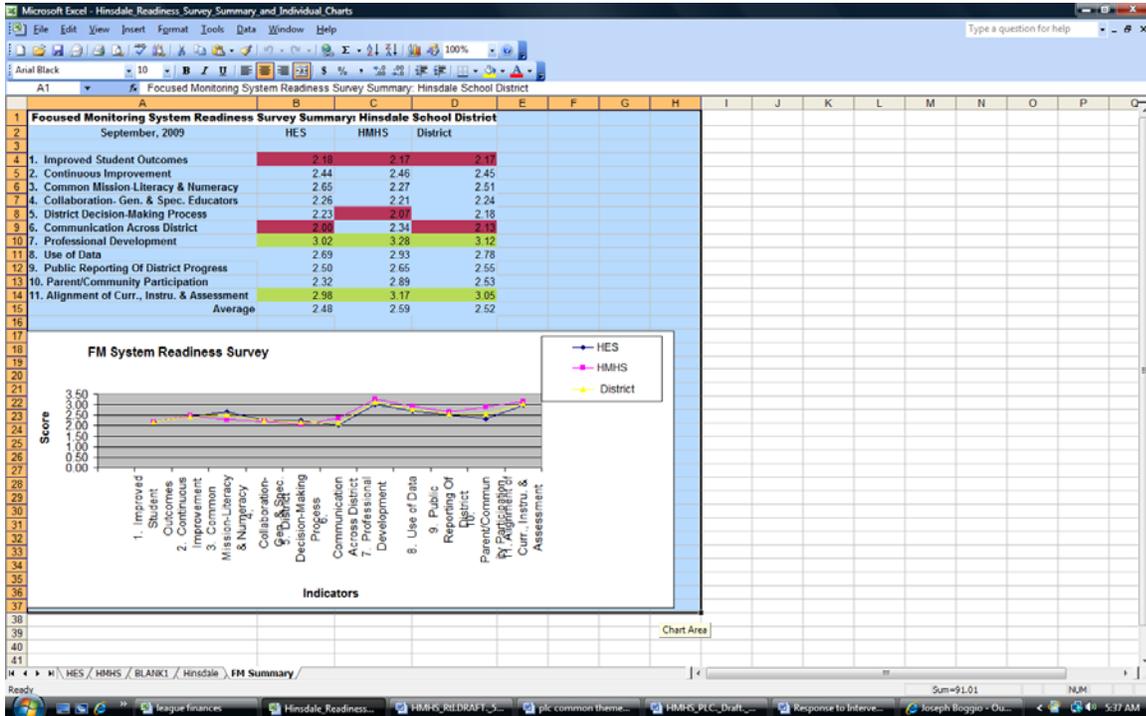
This tool may be used as a system-wide survey, or it may be administered to a representative group or team within the system. Participants are asked to complete the rubric from their individual perspectives – i.e. they are asked to give their individual assessments of the system with regard to each characteristic at this point in time.

After each participant has completed the evaluation, the facilitator collects and aggregates the data by characteristic and level. Each response is recorded and then tallied by multiplying the number of responses times each rubric level. Total value is added together and then divided by the number of participants to determine the average response for each characteristic.

### **Analysis:**

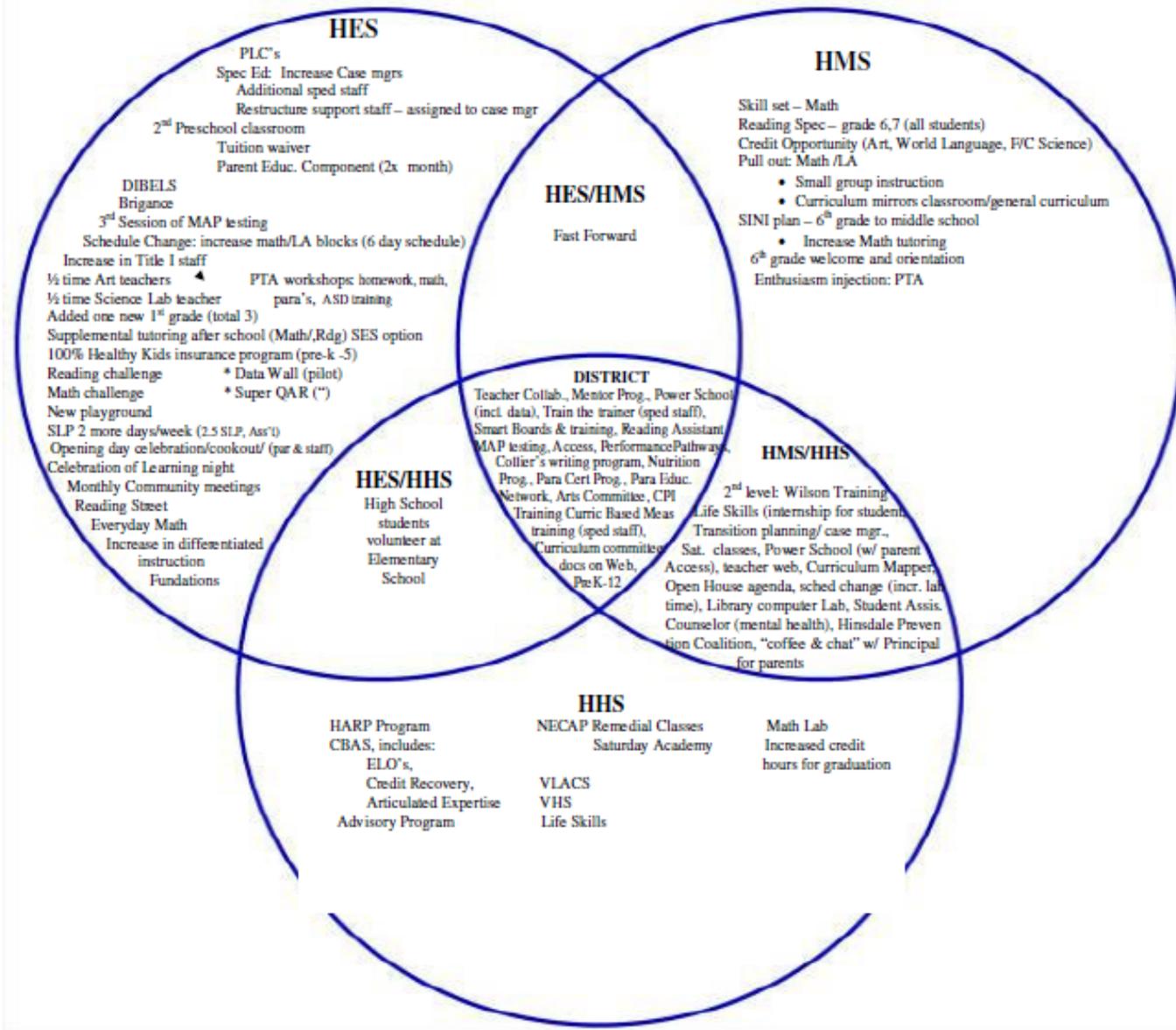
A group discussion of the data should follow, once the data summary is completed. A data dialogue activity, such as the “Data-Driven Dialogue” process, may be used to help the group form tentative conclusions from the data about the baseline status of the system and its readiness to undergo system change. The discussion should focus on system strengths and areas in need of improvement.

# Focused Monitoring District System Readiness Results



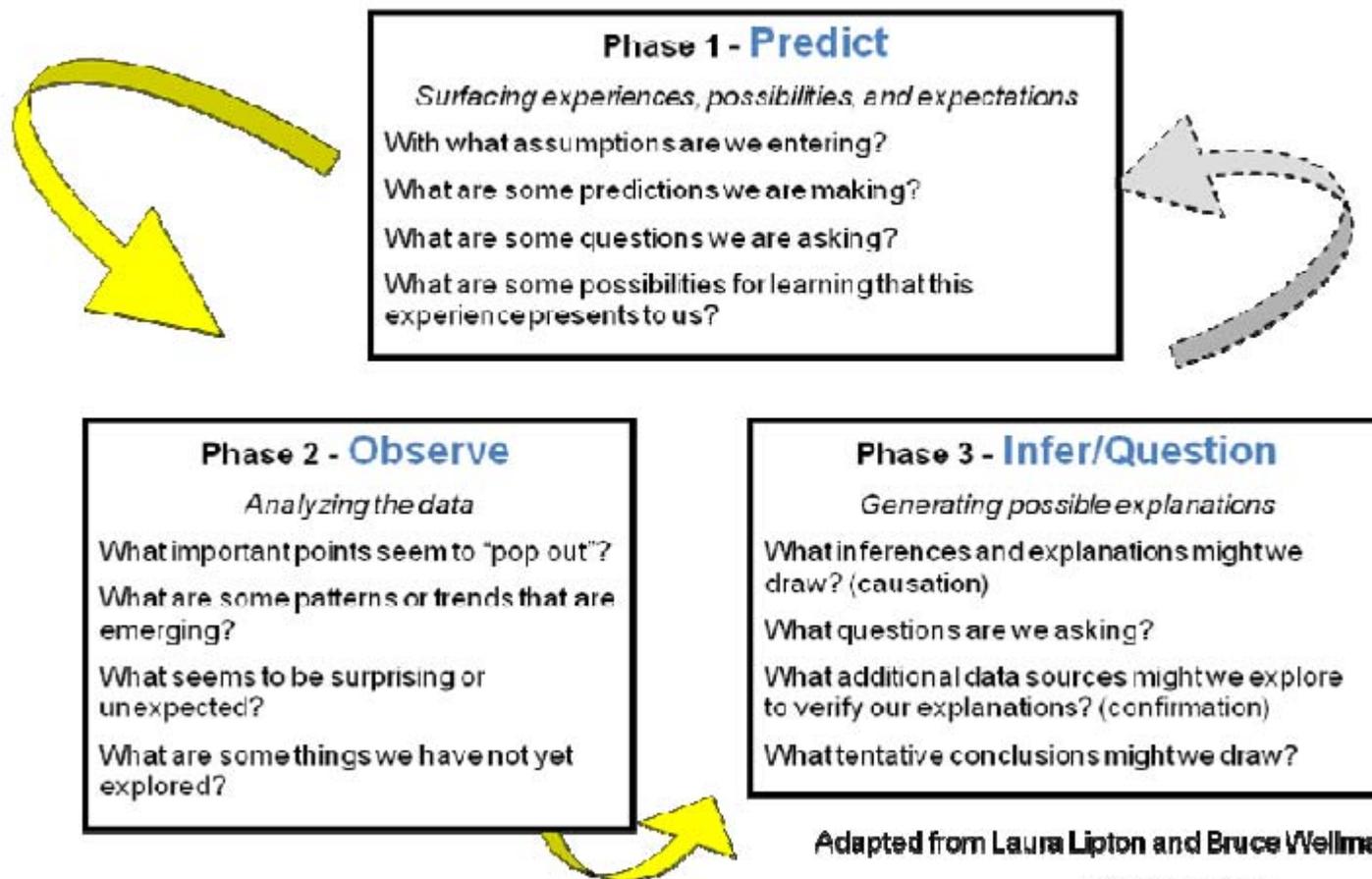
# Appendix B

## Venn Diagram of Current Initiatives and Programs 2009



## Appendix C Data Driven Dialogue

# Data-Driven Dialogue



## Appendix D

### Factors Impacting Student Achievement Survey Results

Factor Considered	Rank
Lack of consistent, transparent decision making process	0
Ineffective communication, district wide	1
Use of data is weak; not effectively used to inform instructions and/or to focus on students with IEPs	13
Instruction not differentiated to meet the needs of students with IEPs( lack of training)	14
IEP goals not aligned with GLEs	0
Low Expectations of students with IEPs	2
Need for targeted (not spiral) curriculum in Math	0
Inconsistent special education services; students being removed from class during content instruction	1
Insufficient collaboration between regular and special educators (lack of training)	12
Difficulty gaining parent involvement	3
Lack of training for paraprofessionals	1
Low student self esteem	1
Lack of exposure to curriculum	0
Alignment of curriculum with GLE and curriculum fidelity	4
Teacher training in how to use spiral curriculum	2

## Appendix E Differentiated Instruction and Collaboration Staff Survey

### Hinsdale School District Focused Monitoring Achievement Team

This survey is being conducted in support of the Focused Monitoring and School Improvement requirements from the NH Dept of Education. The Hinsdale School District is participating in the Focused Monitoring/School Improvement process because of its gap in NECAP scores between students with IEPs and students without IEPs (*57 percentage points in reading and 44 percentage points in math*). Part of the Focused Monitoring/School Improvement work includes forming a local, representative Achievement Team whose task it is to investigate the reasons for this gap in scores as well as create action plans to close narrow the gap. The questions asked on this survey will assist the Achievement Team in learning about factors impacting student performance in Hinsdale. Your input is very important to us and we thank you for participating in the survey. We will make the results available to you as soon as possible.

The Focused Monitoring/School Improvement Achievement Team

**Hypothesis:** One of the causes of the achievement gap between students with and without disabilities is that instruction is not differentiated to meet the needs of students with IEPs.

Thinking in terms of collaboration and the collaborative process and using the following scale, please assess your level of agreement (first two statements) and use (all other statements in this section).

	1. Have a beginning understanding, but don't practice it	2. Do practice this unintentionally or occasionally	3. Understand theory and sometimes practice it	4. Intentionally practice this on a regular basis
<b>Collaboration is...</b> Sharing responsibility among all staff				
Using data to make instructional decisions				
<b>I use the following forms of collaboration to address the hypothesis:</b>				
Casual conversations in the classroom, hallway, or office				
Directed discussion through grade level meetings				

Email				
	1. Have a beginning understanding, but don't practice it	2. Do practice this unintentionally or occasionally	3. Understand theory and sometimes practice it	4. Intentionally practice this on a regular basis
Phone conversations/ message left on voice mail				
IEP meetings				
Student/Child Concern meetings				
Request for form completion				
1:1 conversation, agreed upon meeting time				
PLCs				
Other:				

**Please provide us with your feedback on the following questions:**

1. What is effective collaboration?
  
2. What are the barriers to effective collaboration?
  
3. In terms of collaboration, describe your role in relation to Special Education.
  
4. In terms of collaboration, describe your role in relation to General Education.

## Survey on Differentiated Instruction

**Hypothesis:** One of the causes of the achievement gap between students with and without disabilities is that instruction is not differentiated to meet the needs of students with IEPs.

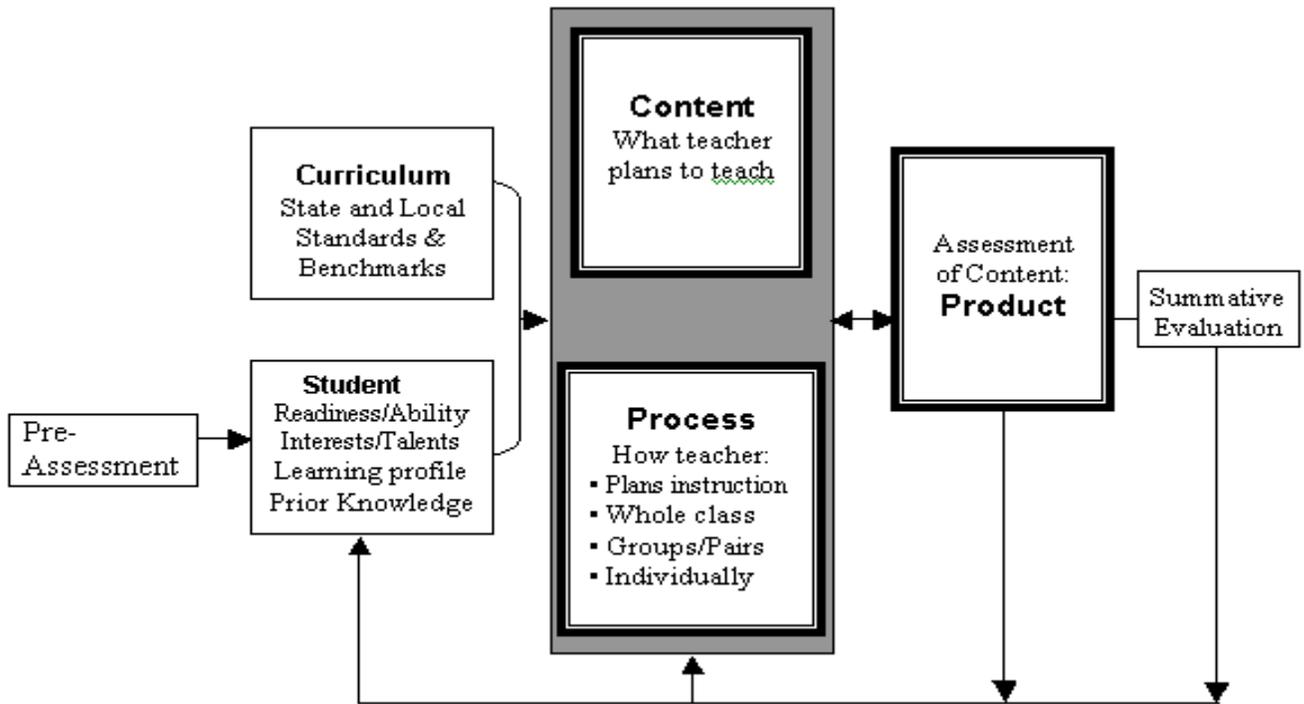
**As a teacher, assess your level of doing the following professional practices:**

	1. Have a beginning understanding, but don't practice it	2. Do practice this unintentionally or occasionally	3. Understand theory and sometimes practice it	4. Intentionally practice this on a regular basis
Begin where the students are.				
Engage students in instruction through different learning modalities.				
Enable a student to compete more against himself or herself rather than others.				
Provide specific ways for each individual to learn.				
Use classroom time flexibly.				
Act as a diagnostician, prescribing the best possible instruction for each student.				
Use classroom space flexibly.				

Please read the definition of differentiation below, and study the flow chart:

**Definition ~ To differentiate instruction is to:**

- Recognize students' varying background knowledge, readiness, language, preferences in learning, and interests.
- React responsively to this variety.
- Use a process to approach teaching and learning for students of differing abilities in the same class.
- Maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.



Based on the definition and the process shown above, please identify your:

**Teaching strength(s):**

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**Area(s) in need of professional development:**

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## Appendix F Differentiated Instruction and Collaboration Staff Survey Results

### Hinsdale School District Focused Monitoring Achievement Team

This survey is being conducted in support of the Focused Monitoring and School Improvement requirements from the NH Dept of Education. The Hinsdale School District is participating in the Focused Monitoring/School Improvement process because of its gap in NECAP scores between students with IEPs and students without IEPs (*57 percentage points in reading and 44 percentage points in math*). Part of the Focused Monitoring/School Improvement work includes forming a local, representative Achievement Team whose task it is to investigate the reasons for this gap in scores as well as create action plans to close narrow the gap. The questions asked on this survey will assist the Achievement Team in learning about factors impacting student performance in Hinsdale. Your input is very important to us and we thank you for participating in the survey.

#### Hinsdale Elementary School results:

	1. Have a beginning understanding, but don't practice it	2. Do practice this unintentionally or occasionally	3. Understand theory and sometimes practice it	4. Intentionally practice this on a regular basis
<b>Collaboration is...</b> Sharing responsibility among all staff				3.5
Using data to make instructional decisions				3.2
<b>I use the following forms of collaboration to address the hypothesis:</b>				
Casual conversations in the classroom, hallway, or office				3.7
Directed discussion through grade level meetings				3.5
Email				3.1
	1. Have a	2. Do practice this	3. Understand	Intentionally

	beginning understanding, but don't practice it	unintentionally or occasionally	theory and sometimes practice it	practice this on a regular basis
Phone conversations/ message left on voice mail				2.8
IEP meetings				3.4
Student/Child Concern meetings				3.1
Request for form completion				1.9
1:1 conversation, agreed upon meeting time				3
PLCs				2
Other:				

	1. Have a beginning understanding, but don't practice it	2. Do practice this unintentionally or occasionally	3. Understand theory and sometimes practice it	4. Intentionally practice this on a regular basis
Begin where the students are.				3.6
Engage students in instruction through different learning modalities.				3.5
Enable a student to compete more against himself or herself rather than others.				3.4
Provide specific ways for each individual to learn.				3.7

Use classroom time flexibly.				3.7
Act as a diagnostician, prescribing the best possible instruction for each student.				3.1
Use classroom space flexibly.				3.5

### High School Results

Collaboration	1	2	3	4	Sum	Average
1	0	0	8	9	17	3.529412
2	0	3	8	6	17	3.176471
3		0	5	11	16	3.6875
4	0	1	6	9	16	3.5
5	1	2	5	5	13	3.076923
6	4	1	7	5	17	2.764706
7	1	1	5	10	17	3.411765
8	1	3	7	6	17	3.058824
9	6	1	3	1	11	1.909091
10	2	2	5	6	15	3
11	4	0	0	2	6	2
12	Rehab Asst		0			
Diff Instr.		0				
1	0	0	5	9	14	3.642857
2	0	1	6	8	15	3.466667
3	0	1	6	7	14	3.428571
4	0	0	4	9	13	3.692308
5	0	0	4	10	14	3.714286
6	1	1	7	5	14	3.142857
7	0	1	6	8	15	3.466667

# Appendix G Parent Brochure

## 7. Who do I contact if I have more questions?

Dr. David Crisafulli, Assistant Superintendent of Schools

### Hinsdale Elementary School:

Mr. Jurg Jenzer, Principal

Ms. Pat Shippee, Special Education Coordinator, HES

### Hinsdale Middle and High School:

Mr. John Sullivan, Principal

Mr. Joe Boggio, Assistant Principal

## 8. How will I know the results of the FM Process?

You will find information in:

- the local papers
- School Board minutes
- Principals' letters
- Informational mailings
- You can also call your child's school and speak to any of the people listed above.

**THANK YOU  
FOR YOUR INTEREST!**

## Hinsdale Schools Mission Statement

We, the members of the Hinsdale Elementary School, Middle and High Schools are committed to meeting the needs of all students in a respectful, safe and secure environment that encourages individual learning and instills the learning process. Together, school and community strive to nurture life-long learning to promote an informed society.

### Telephone Contact Information:

Hinsdale Elementary School 336-5332

Hinsdale Middle/High School 336-5984

SAU #38 District Office 352-6955

### More Questions?

E-mail:  
First InitialLast name@ hnhsd.org

Or  
Visit the Schools' Website  
<http://www.hnhsd.org>

## Focused Monitoring in Hinsdale School District

Parent and Community  
Communication  
Brochure **Draft 3**



**Our Schools Our Community**

## Frequently Asked Questions about Focused Monitoring

### 1. What is Focused Monitoring ?

Focused Monitoring (FM) is a process that uses the information gathered from State testing (NECAPs) and compares the achievement gap that exists between students with disabilities and their non-disabled peers. The purpose of FM is to improve the educational results for ALL children.

The FM Process answers this Essential Question: *“What are the factors contributing to the achievement gap between students with disabilities and their non-disabled peers and how may this gap be narrowed?”*

### 2. Why is the Hinsdale School District participating in Focused Monitoring?

The Hinsdale School District is participating in the FM Process because of the large gap in NECAP scores between students with and without disabilities. The Focused Monitoring work will connect with school improvement work already being done in Hinsdale.

### 3. When will Focused Monitoring happen?

The FM Process began in Hinsdale in August of 2009 and will continue through June, 2011. The first year of FM is intense and involves monthly meetings with building and central office administrators, teachers, paraprofessionals, parents, School Board and community representatives who work together to develop an Action Plan. The second year is committed to implementing the Action Plan.

### 4. How will the Focused Monitoring work be done?

The Hinsdale district has assembled an Achievement Team that represents the school community. The team meets regularly to collect and analyze student test scores and other data in order to answer the Essential Question (see question #1). The Team will identify good teaching practices to improve student achievement. An Action Plan including those practices will be developed. This plan will be in place for the 2010-2011 school year. Two Technical Assistants provided by the New Hampshire Department of Education work closely with the Achievement Team.

### 5. Why is FM important to me and my family?

The education of ALL students in the Hinsdale School District will be affected by the work of the FM Achievement Team.

The work done by the Team focuses on teaching skills, curriculum, and student testing. Teachers are encouraged to work together to share the responsibility of their students. A strong school district is valuable to any community and the FM work supports that goal.

### 6. How can I get involved in the FM process?

There are several ways you can be involved:

- speak with your child’s principal ;
- complete any surveys that come to you;
- volunteer in the schools;
- let your School Board representatives know you are concerned about the progress of Hinsdale students
- Help your child with their homework
- stay in touch with your child’s teacher

**Appendix H**  
**Effective Practices Worksheets**  
Hinsdale School District  
Effective Practices  
Collaboration **JOE**

Effective Practice	Research Resources	Person(s) Responsible	Format for presentation on March 16, 2010
Grade level meetings	Local Resources	Patti	Handout/discussion
Looking at student work	Local Resources	Joe	Sample NECAP review skit
Looking at data	Local Resources	Joe	Steps from research
PLCs	Internet Resources	Inder	Outline of how it worked List positives
IEP meetings		Patti	Handout/discussion
Child Concern (RtI) Team		Zandra	PowerPoint
How to find time for collaboration		Michelle	Handout
Sharing curriculum knowledge with Sped		Michelle	Handout
Sharing instructional methods with general educators		Joe	PowerPoint
Communication between staff members		Inder	Talk

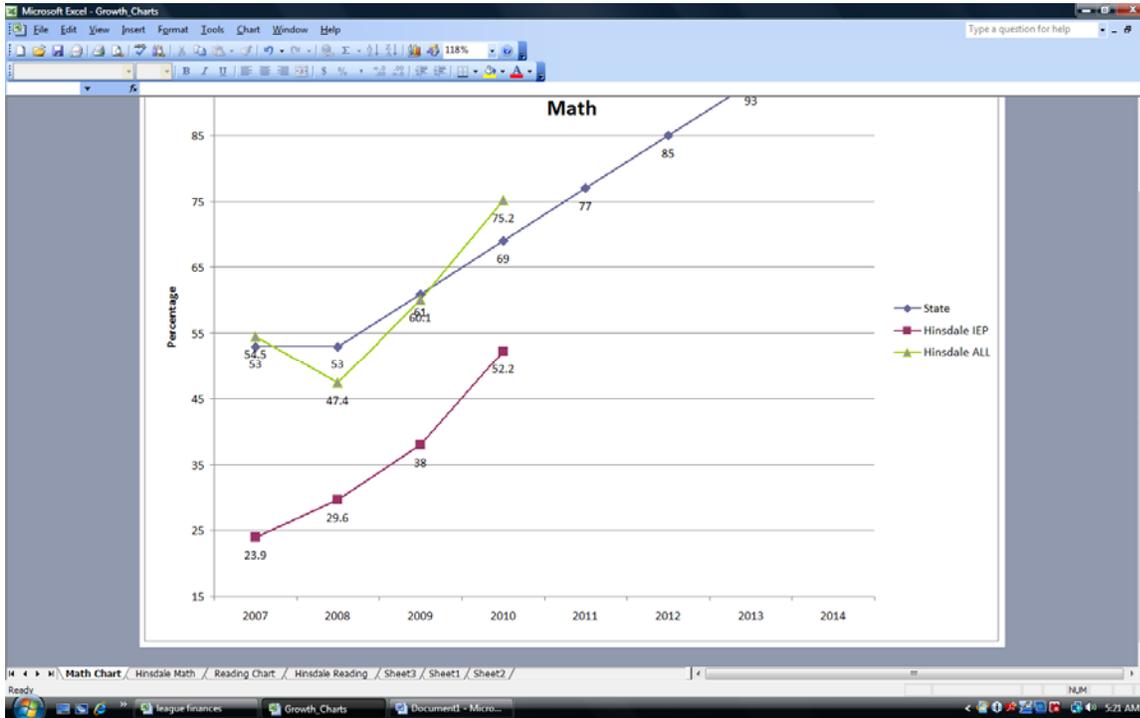
**Hinsdale School District  
Effective Practices  
Collection and Use of Data**

Effective Practice	Research Resources	Person(s)Responsible	Format for presentation on March 16, 2010
Curriculum Based Monitoring	AimsWeb	Pat Shippee	Handouts
Data collection and storage	Inform Project Tapestry Excel	Debbie Child-Trabucco	Handouts
Data Interpretation	Internet Resources	Ann King	Talking points
Response to Instruction (RtI)	Internet Resources	Zandra Reagan	Talking points
Data driven goal setting (all students)	NHDOE	Sheila Joseph	
Communicating the data	NWEA Performance Pathways	Linda DeLong	Talking points

**Hinsdale School District  
Effective Practices  
Differentiated Instruction**

Effective Practice	Research Resources	Person(s)Responsible	Format for presentation on March 16, 2010
Principal walk-throughs	What Works Clearinghouse	Jurg	Handouts
PLCs	DuFour Institute (April)	Jurg	Handouts
Wise use of materials and available resources for RtI	ASCD	Ann F.	Handouts
Smart Boards	Robert Marzano	Debra	Handouts
Assistive (assistance or assistive technology? MAB) with technology training	Google: Learning Styles Readiness/ability Learning profiles Prior knowledge	Debra	Handouts
IEP: Design and review process & integration with RtI	Interests and Talents NHDOE (RtI site)	Liz	Handouts
PD Rick Wormeli training on D.I.	Upcoming workshop	Ann F.	Talking points

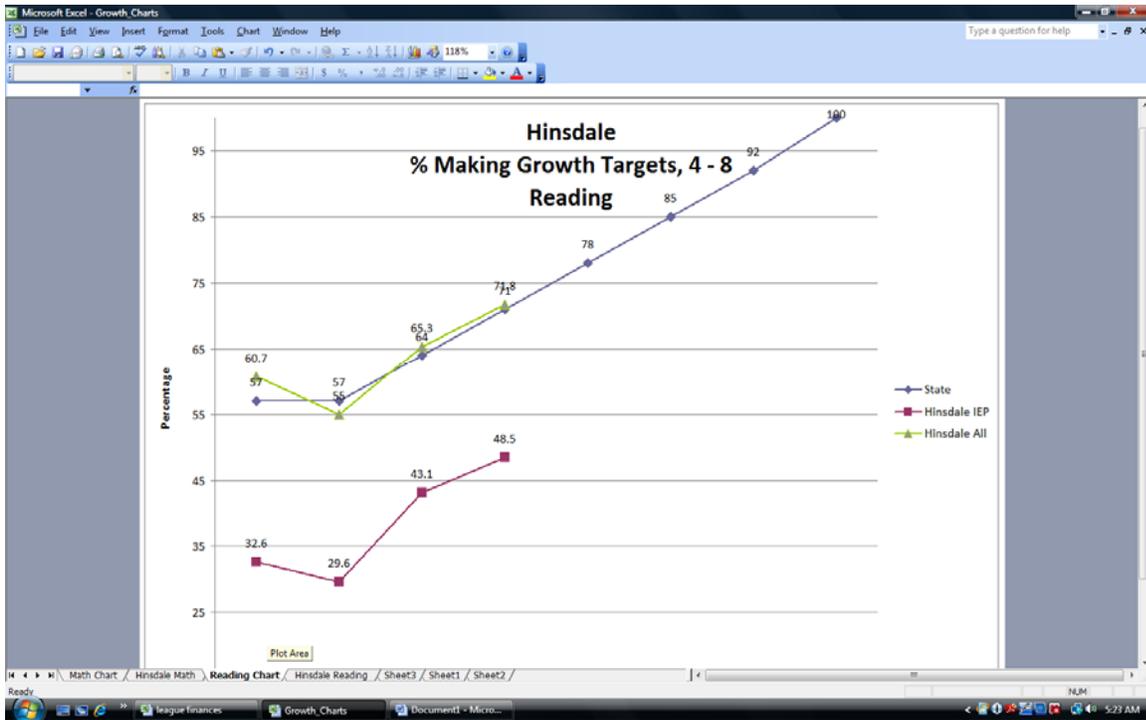
## Appendix J Growth Charts Reading and Math



School District:

Hinsdale

	2007	2008	2009	2010	2011	2012	2013	2014
State	53	53	61	69	77	85	93	100
Hinsdale IEP	23.9	29.6	38	52.2				
Hinsdale ALL	54.5	47.4	60.1	75.2				



School  
District:

Hinsdale

	2007	2008	2009	2010	2011	2012	2013	2014
State	57	57	64	71	78	85	92	100
Hinsdale IEP	32.6	29.6	43.1	48.5				
Hinsdale All	60.7	55	65.3	71.8				

**Appendix K**  
**Template for Investigating Factors**  
**INVESTIGATION RECORDING FORM**

---

Focus Area: \_\_\_\_\_

Effective Practice: \_\_\_\_\_ Team Members: \_\_\_\_\_

Identified Need: \_\_\_\_\_

<b>Description</b>
<b>Impact on Teachers, Students, and Materials</b>
<b>Relationship to Findings and Goal</b>
<b>Evidence of Effectiveness With Students Similar to Ours</b>
<b>Approximate Cost of Implementation</b>
<b>Implications of Implementation</b>

**Sample completed investigation form:**  
**INVESTIGATION RECORDING FORM**

---

**Focus Area:** Differentiated Instruction to improve student achievement in math \_\_\_\_\_

**Effective Practice:** What Works Clearinghouse: Assisting students struggling with mathematics: Response to Intervention for elementary and middle schools  
**Team Members:** Ann , Inder, Jurg, Michelle, Debra \_\_\_\_\_

**Identified Need:** need for materials and training on DI

**Description** Tier 2 and Tier 3 Recommendations with strong levels of evidence:

- **Instruction during the intervention should be *explicit and systematic*. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. The following math proficiencies should include: operations, concepts, problem solving, and fact fluency.**
- **Interventions should include instruction on solving word problems that is based on common underlying structures.**

### **Impact on Teachers, Students, and Materials**

- **Teachers and paras need training on systematic and explicit instruction with Everyday Math, its tier 2 components, and addition tier 3 resources not yet selected/identified explicitly or used school-wide.**
- **Students in tier 2 would need monitoring of progress at least once a month.**
- **Materials**
  - **need to be systematic and explicit, with numerous clear models of easy and difficult problems, and accompanying teacher think-alouds.**
  - **should provide students with opportunities to solve problems in a group and communicate problem-solving strategies.**
  - **should include cumulative reviews in each session.**
  - **Should model the structure of various problem types, how to categorize the types, and how to determine solutions based on the type**
  - **Should enable students to recognize the common underlying structure between familiar and unfamiliar problems and how to transfer solution methods**

### **Relationship to Findings and Goal**

**The *systematic and explicit* use of instructional strategies and materials for both tiers 2 and 3 has been shown to improve student achievement in mathematics, as well as a recurring theme in valid scientific research on “what works”.**

### **Evidence of Effectiveness With Students Similar to Ours**

**Strong level of effectiveness based on WWC ratings.**

### **Approximate Cost of Implementation**

**Implications of Implementation**

**Training for teachers and paras, establishing a school-wide intervention team, and selecting a broader scope of materials are needed.**

## **Appendix L**

### **Academic, social and civic expectations for Hinsdale Middle/High School**

#### Academic, Our students:

1. will read and respond critically to works of literature.
2. will be a mathematical problem solver.
3. will effectively communicate in both written and verbal forms.
4. will explore the creative and expressive arts.
5. will understand and use the principles of scientific inquiry.
6. will be able to use the current technologies and develop skills to adapt to today's rapidly changing technologies.
7. will understand the principles of democracy and practice them.
8. will be able to gather information , analyze the information and make informed decisions.
9. will have the opportunity to pursue fluency in a world language.
10. will experience a variety of practices to develop and maintain a healthy life style.

#### Social, Our Students:

1. will contribute to our society through participation in meaningful community and/or school activities.
2. will take responsibility for their own behavior.
3. will learn from their successes and failures.

#### Civic, Our Students:

1. will understand individual's rights, responsibilities, and roles in the community.
2. will respect and understand people of different backgrounds in our diverse society.

## Appendix M

### Hinsdale Elementary School Calendar of Activities

Activities & Strategies	September	October	November	December	January	February	March	April	May	June
Development of master schedule that focuses on instructional goals	Review & modify if necessary				Review & modify if necessary				Review & modify if necessary	
Philosophy/mission/goals	Preliminary discussion				complete task					
Building professional learning communities	Information will be shared with all grade level teams & staff development activities during staff meetings									
<b>Data Management Systems</b>										
****Performance Pathways		DOE facilitated workshops		school based data team to process & strategize the organization & analysis of data						
****Gradebook gr 3-5	Grades 3-5 training for implementation of electronic report card			*Philosophical agreement on report card outcomes development of grade level criteria based on the standards					*Continued	
****Gradebook k-2				*Grades K-2 training for implementation of electronic report card *Beginning report card template continue to build and modify for qtr 1 2010-11 *Philosophical agreement on report card outcomes					*Philosophical agreement on report card outcomes	
****Excel				Training as needed as we develop data management system						
****Everyday Math web based				Currently utilizing paper management system as identified in text. Need to investigate electronic management system						
****Reading Street web based				Currently utilizing paper management system as identified in text. Need to investigate electronic management system, Success Net, and related training as necessary.						
<b>Data Management Strategies</b>										
****K-5 store data				**Identify what data needs to be collected(Large picture data: MAP, NECAP, DIBELS, DRA. Using Performance Pathways as data warehouse.						
**Identify data points to collect by grade level				Formative data in content areas, using Success Net or EM data management systems. Grade level folders on the server will be used for sharing by team members.						
**** Strategy for formatting data				Performance Pathways, Grade Level Folders, Success Net, EM Data Management, Excel, Tapestry, AIMS Web all under study.						
**** Data Management Team				The formation of a data management team comprised of grade level, specialists, and administration will meet to formulate and adopt consistent data formatting, management strategies, and analysis protocols. The team needs to investigate those management systems/strategies to establish data records and a streamlined process to evaluate programs.						
<b>Staff meeting schedule</b>				4 Monthly staff meetings on Wednesday: (2) grade level/team, 1 full staff to disseminate						

Activities & Strategies	September	October	November	December	January	February	March	April	May	June
<b>Professional Development</b>										
***Collins Writing	Training for HES	Training for HES			Training for HES, K-5					
****EveryDay Math										
***Instructional Coaching			Identified staff (5) participating in training		Determination of the Coaching Model and Implementation					
***Scott Foresman				Reading Street and My Sidewalks with T. Rollins, PK-5. (12/17)						
***PowerTeacher Gradebook				Grades K-2 training on Power Teacher. Implementation ASAP, but no later than 4th quarter.						
***Rti								Summer Training scheduled		
****NWEA							NWEA trainer Stepping Stones	Summer Training for additional MAP for Primary Grades		
***PLC					Staff training on certain aspects of building learning communities and the necessary communication practices. More formalized training will be planned during the summer.					
***Curriculum Based Measurement					Training for SPED staff to use in diagnostic curriculum and instruction with Rti. Planned for spring 2010.					
<b>Reporting &amp; Communicating DOE activities</b>										
***Restructuring Team (Indicators by NHDOE)	Restructuring Team is reviewing indicators of Best Practices for School Improvement. This information will be transferred and developed into the school restructuring plan with DOE guidance.									
***SINI Team	The Corrective Action Plan, with the SINI Progress Report, was submitted to DOE.									
***Preschool	Information was submitted for DOE approval.									
<b>Focus Monitoring</b>										
***Leadership Team	Meets each month for 3 hours and plans agendas for the achievement team. Other responsibilities include data analysis, communication, training, and Best Practice strategies in collaboration with other schools in the state.									
***Achievement Team	Meets each month for 6 hour sessions to determine program viability based on data collected: Demographic and Instructional.									
<b>Title I</b>										
***School wide	Population data (F&R) is now at 50% which enables us to investigate and determine eligibility as a school-wide Title I status school.									

## Appendix N Meeting Dates

Meeting Date	Purpose
May 13, 2009	Introduction to FM
June 22, 2009	Introduction to Hinsdale School District
August 6, 2009	Leadership Team
September 1, 2009	Leadership Team
September 15, 2009	Achievement Team
October 6, 2009	Networking
October 20, 2009	Achievement Team
November 3, 2009	Leadership Team
November 10, 2009	Achievement Team
November 23, 2009	IEP Review Middle High School
December 1, 2009	Networking
December 2, 2009	IEP Review Middle High School
December 8, 2009	Achievement Team
January 5, 2010	Leadership Team
January 19, 2010	Achievement Team
February 9, 2010	Leadership Team
March 2, 2010	Achievement Team
March 16, 2010	Leadership Team
March 31, 2010	Achievement Team
April 13, 2010	Leadership Team
April 28, 2010	Middle High School Action Planning
April 29, 2010	Elementary Action Planning
May 5, 2010	Middle High School Action Planning
May 12, 2010	Elementary Action Planning
May 13, 2010	Achievement Team
May 18, 2010	Leadership Team