

Claremont School District
District Focused Monitoring Report

June 4, 2008

Claremont School District

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Claremont, NH 03743

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Abstract:

“The Claremont school district strives for excellence in learning and educates the whole person in an atmosphere that promotes growth.”

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

The Claremont School District participated in the Focused Monitoring process throughout the 2007-08 school year to initiate a school improvement model that would address identified areas of need, specifically the achievement gap between students with disabilities and their non-disabled peers in mathematics. The district’s Achievement Team, which acted as the steering committee for the Focused Monitoring process, engaged in this data collection and analysis effort concurrently with the District In Need of Improvement and School In Need of Improvement processes. Key findings of this process included the need for improvement in the following areas: communication, collaboration, curriculum alignment, instructional strategies for students with disabilities, and an assessment system. The Claremont School District’s Focused Monitoring plan became the overarching framework for all district improvement strategies based on inquiry, data collection and analysis, and collaborative planning.

B. Introduction:

The Claremont School District participated in the Focused Monitoring process throughout the 2007-08 school year. The district's Achievement Team, which acted as the steering committee for the Focused Monitoring process, engaged in this data collection and analysis effort concurrently with the District In Need of Improvement and School In Need of Improvement processes. The intent of having the Achievement Team work on all of these processes was to align the language, goals, and outcomes of each process. The purpose of engaging in all processes was to initiate a school improvement model that would address identified areas of need, specifically the achievement gap between students with disabilities and their non-disabled peers in mathematics. Ultimately, the Claremont School District's Focused Monitoring plan became the overarching framework for all district improvement strategies based on inquiry, data collection and analysis, and collaborative planning.

1. Date of Report: 6/4/2008

2. District Profile:

The Claremont School District (CSD) is part of SAU #6, which is comprised of Claremont, Cornish, and Unity school districts. The district is located on the western border of the state, just south of Lebanon. The CSD has three elementary schools, one middle school, and one high school. The elementary schools are Disnard, Bluff, and Maple Avenue. Disnard and Bluff are both K-5 schools, and Maple Avenue is preK-5. Claremont Middle School is grades 6-8, and Stevens High School is grades 9-12. Stevens High School also has a regional technical center, the Sugar River Valley Regional Vocational Technical Center. Each of the five schools is located within two miles of one another.

There are 914 students at the elementary level. Disnard is a Title I school wide school (SWP), so all students are eligible for Title I services. Bluff and Maple Avenue are Title I targeted assistance schools (TAS), so students are selected for Title I services. To date, Title I funds are dedicated to reading intervention. All three elementary schools are planning to initiate mathematics intervention in the 2008-09 Title I program.

Claremont Middle School has 395 students, and Stevens High School has 667 students. The free and reduced lunch rate in the district is approximately 35%, a level consistent with the previous two years rate. Currently, approximately 20% of the students in the district are identified for special education services.

The Claremont School District did not obtain AYP status in math for two consecutive years in the sub-group of students identified for special education. At the elementary level, 83% of our students identified with special needs scored below proficient in math on the NECAP. At the middle school level, 95% of our students identified with special needs scored below proficient in math on the NECAP. Of the grade 10 students identified with special needs, 76% scored below proficient in math on the NECAP. While our identified students did not perform well on the NECAP, a significant number of non-identified students did not meet performance standards, as well. The Root Cause Analysis (RCA) process as part of the District In Need of Improvement (DINI) efforts indicated that three interrelated areas need focused attention: assessment strategies, curriculum development, and instruction methodologies.

While assessment data is used at all levels, there is no district-wide assessment system in mathematics. The DINI planning team noted the difficulty in using available data in a timely manner, as the majority of assessments in place are summative in nature and are sometimes difficult to access by all who need the results. The outcome will be to

develop a K-12 assessment continuum that includes both formative and summative assessments. The assessments protocol to be developed will align with the GLEs/GSEs and consistent with scientifically based research. The district will provide professional development to assist teachers in using formative assessment data to inform their instruction and monitor student learning on an ongoing basis.

The district curriculum and related materials will also be a priority for the district. The current approved district curriculum is based on the NH Frameworks, although not aligned with the GLEs/GSEs. The Curriculum Council will follow its established process for working with staff to align the curriculum with the GLEs / GSEs and to ensure that all students have access to a research-based curriculum. Curriculum materials will also be aligned with the GLEs/GSEs, including materials used with students who do not participate in the core math program due to their below grade level performance in mathematics. Many students who are identified with special needs do not have access to the core mathematics curriculum, making access to the curriculum an issue. Teachers have been and will continue to receive professional development in using the GLEs/GSEs.

Instruction is the third area of district focus. Elementary level staff has identified preparation in teaching certain math concepts as a concern. For the secondary level teachers, this is less of a concern however; the Root Cause Analysis (RCA) process reveals that teachers may not always use the most current teaching methods in mathematics. The district will provide professional development in mathematics concepts and methods for all instructional staff who teach mathematics.

In addition to the DINI and SINI improvement processes, the CSD was selected to participate in the Focused Monitoring (FM) process. The CSD was selected to participate

based on the identified achievement gap between identified students and their non-disabled peers. Additionally, the CSD was performing less well on state assessments than districts of comparable size. The FM process measures the growth of students with disabilities in comparison to their non-disabled peers. The purpose of the FM process is to improve educational results and functional outcomes for all children with disabilities by maximizing resources and emphasizing important variables in order to increase the probability of improved results. The specific gap we have addressed is the achievement gap in mathematics between students identified for special education services and their non-disabled peers. The following chart outlines the charge to the subcommittees of the FM Achievement Team.

DATA

Data is the essential element for informed decision making.

The Data Subcommittee is responsible for the collection, formulation and interpretation of District data, both qualitative and quantitative.

This is to include:

Catalog of data on student achievement, school culture/climate;

Interpretation of data to reveal trends, patterns and degree of validity for interpretation in decision making or need for further analysis and data-driven inquiry;

Recommending which elements of data inventory should be applied over time to evaluate student achievement or advances in culture/climate, over time;

Advising other sub-group on data sources and procedures for analysis relevant to their area of inquiry.

FACULTY/STUDENT ENGAGEMENT

The organizational well-being is reflective of the engagement and voice of all participants who have an interest/role in meeting the attributes essential to the organization's mission.

The Faculty/Student Engagement Sub-Committee is responsible for:

Cataloguing the available information on the perceptions of faculty, staff and students on the value of the learning environment in the Claremont School District;

Informing the faculty, staff and students about the intentions and procedures

inherent to the focused monitoring and

DINI processes undertaken. This to include informing the respective groups/

individuals about the process, procedure and intended outcomes of the FM and DINI processes and their connection to current district initiatives.

To engage faculty, staff and students in focused dialogue are select questions on the factors relevant to both FM and DINI and categorize their opinions, suggestions and concerns.

To solicit their assistance in the categories noted above.

COMMUNICATION

An informed school community is essential to understanding and support for the collective efforts to advance the achievements of all individuals within the organization and thus the organization itself.

The Communication Subcommittee is responsible for:

Determining the impact of current policies, procedures and publications which present information on issues related to organizational values, aspirations and achievements;

Assessing the opinions of faculty, staff, students and parents regarding interests in learning of efforts undertaken to advance the culture for achievement, student development and wide scale

involvement in school/district improvement;

To research and impart suggestions for advancing communications on the intentions inherent to FM/DINI.

3. District Mission and Beliefs:

Claremont School District Mission Statement: “The Claremont school district strives for excellence in learning and educates the whole person in an atmosphere that promotes growth.” This mission statement is predicated on the following guiding values:

- ☀ We believe in showing respect to the community we serve and working hard to earn the respect of the community.
- ☀ We believe in providing a comprehensive, quality education that is focused on contributing to the future growth of the community.
- ☀ We believe in teaching to high standards.
- ☀ We believe the citizens of this community have a right to an educational system that is accountable and believe that we have the responsibility to be a part of that system.

The process for developing the CSD mission statement included meetings with multiple stakeholder groups, including: Patricia Witthaus, Claremont School Board/Chair, Long Range Planning Committee; David Putnam, Claremont School Board, Chair; Lisa Gosselin, Claremont School Board, Vice Chair; Colby Casey, Claremont School Board; Holly Moody, Claremont School Board; John Napsey, Claremont School Board; Christine Terrell, Claremont School Board; Jacqueline Guillette, Superintendent of Schools; Allen Damren, Assistant Superintendent of Schools; Wendy Siebrands, Director or Curriculum & Instruction; Andy Austin, Community Member; Don Clark, Community Member; Andy Dauphin, Community Member; Clay Goss, Community Member; Robert Picard, Community Member; Ralph Swift, Community Member.

The Claremont School Board goals support this mission. (See below.)

<p>2. To improve our facilities and programs.</p>	<p>Maintain the School Reinvestment Committee to create a prioritized Master Facilities Plan for the community.</p> <ul style="list-style-type: none"> • To create the space for all day K. • To improve availability and quality of technology. • To create space that is appropriate for delivering the curriculum and instruction necessary. • To provide all security measures possible for each building. <p>Support communication and collaboration between the middle and high school within academics, athletics, and co-curricular activities.</p>	<p>Convene the School Investment Committee at least eight times during the 2007-2008 school year.</p> <p>Make minutes from Committee meetings available.</p> <p>Receive reports from the School Investment Committee at least twice by end of the 2007-2008 school year.</p> <p>Increase the achievement and participation in co-curricular activities.</p> <p>Maintain the Board's Athletic Committee which will report periodically to the Board.</p> <p>Review Athletic Plan with Board 1 time a year.</p> <p>The SPORTS groups will report to Board at end of 07-08 school year.</p> <p>Budget for any needed support.</p> <p>Gain voter approval of proposed budget items to support this goal.</p>
<p>3. To provide effective communication to our community.</p>	<p>Maintain an effective Communication Committee.</p> <p>Maintain the SRC's Outreach task Force.</p> <p>Promote the use of the website as capacity allows.</p>	<p>Make minutes from Communications Committee available.</p> <p>Review the number of outputs from the Committee, as well as assess the quality of outputs from the Committee.</p> <p>Receive reports from the Committee at least twice a year.</p>

SAU #6’s Special Education Mission Statement: “The SAU #6 special education department’s mission is to ensure a Free and Appropriate Public Education in the least restrictive environments for all students.” Our goal is to build on a foundation of devotion to social justice and global responsibility, respect for knowledge and learning for all children, and passion for the educator’s craft. Grounded in the belief that all children can learn, the special education program values specialized knowledge and understanding of children who require a different approach to learning.”

4. Achievement Team Membership:

Name	Title
Elaine Arbour	Assistant Principal, Elementary Schools
Judith Cirre	Special Educator, CMS
Paul Couture	Principal, SHS
Lisa Devalk	Principal Intern/Health Teacher, CMS
Kate Freeland	Media Generalist, SHS
Donald Hart	Principal, CMS
Susan Matteson	Grade 5 Teacher, Maple Avenue Elementary
Ruane Miller	Media Generalist, CMS
Mary Ellen Reed	Community Member
Wendy Siebrands	Director of Curriculum & Instruction, SAU #6
Frank Sprague	Parent/Director of Student Services, SHS
Karen Steinbeck	Director of Special Education, SAU #6
Sandra Wilson	Grade 5 teacher, Bluff Elementary
Angela Young	Parent /Math Teacher, SHS
Jacqueline Gillette	Superintendent, SAU #6
Tricia Taylor	English/Social Studies Dept Chair, SHS

5. Focused Monitoring Priority:

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

Based on the work of the Focused Monitoring Achievement Team (described below in #6), the team developed the following model. This diagram illustrates the components of the FM process, including the priority areas identified within each subcommittee of the Achievement Team (Communication, Faculty/Student Engagement, and Data). It is aligned with the SINI and DINI plans. Listed below the diagram are the specific findings of each subcommittee. They are integrated with the SINI and DINI processes, as the data collection and analysis processes for the SINI and DINI plans were based on the work done by the Achievement Team through the FM process. Therefore, the findings at SINI and DINI levels align with the findings in the FM process.



The DINI, SINI, and FM Process allowed for the collaborative identification of the critical areas for focused attention in the ensuing year. The following represent the components of the “Action Plan” that will guide the district’s efforts:

In the area of **Instruction**

- Determine the effectiveness of the current special education delivery model through the analysis of available data on student performance and the opinions of staff, students and parents. (note: this is an example of a more precise statement of intention)
- Guarantee uninterrupted core and intervention math time
- Provide scientifically researched based materials for math intervention
- Collaborate across disciplines to integrate math into other content areas
- Identify K-12 vertically aligned performance targets in mathematics
- Develop personalized learning goals with students, their parents, and their teachers
- Incorporate NECAP language into instruction
- Provide access to instructional accommodations
- Include math in summer academic and 21C programs

In the area of **Curriculum**

- Align our curriculum & materials with the GLEs & GSEs
- Develop a better understanding of our curriculum materials
- Inventory curriculum materials currently used in mathematics K-12
- Develop decision making protocols for selecting programs for students who are struggling in mathematics

- Identify and use math curriculum materials for students who are struggling in mathematics

In the area of **Assessment**

- Align mathematics assessment continuum K-12
- Inventory currently used mathematics assessments
- Ensure use of appropriate assessment accommodations

In the area of **Collaboration/Leadership**

- Promote respect for all by all
- Integrate the 7 Norms of Collaboration into the culture and climate of the schools
- Develop Professional Learning Communities as a means of fostering collaboration as a tool for school improvement and student achievement
- Utilize peer coaching to support teacher development and growth through collaboration
- Utilize classroom walk-throughs to facilitate instructional leadership by school and district administrators

In the area of **Culture & Climate**

- Promote a safe, welcoming learning environment by using the following tools for engaging students and creating a positive learning environment:
 - Positive Behavior Interventions and Supports (at the elementary and middle school levels)
 - Stevens High School Advisory
 - Responsive Classroom (at the elementary level)

- Family Style Lunches
- Set individual student goals with students, their parents, and their teachers to promote student success.

In the area of **District Processes**

- Develop End of Year Expectations & Competencies
- Support a professional learning community model
- Clarify protocols for use of special education accommodations and modifications during instruction and assessment
- Develop a continuum of common, compatible mathematics assessments K-12, including both formative and summative assessments
- Use data effectively to inform instruction, programming, and professional development decisions
 - Provide professional development about how to analyze and apply data
 - Develop a system for the storage of and access to data so it can be used easily by all who need it
- Develop a consistent K-12 service delivery model for special education in curriculum, instruction and assessment using the following strategies:
 - Collaborate and align instruction between general and special educators
 - Engage students and faculty in curriculum, instruction and assessment
- Develop programming and options for behaviorally challenged students

In the area of **Leadership**

- Improve communication at all levels:
 - Staff to staff
 - General education to special education
 - Paraprofessionals to staff
 - School to district
 - Parents to staff and administration
 - Students to staff
 - School to school
 - School to community

6. Focused Monitoring Process:

The District Achievement Team aligned the SINI and DINI and FM processes in the area of instruction by analyzing information and examining district practice in the areas of Instruction, Curriculum, Assessment, Leadership, Culture and Climate, and District Processes. The following chart provides a summary of how the district will integrate these areas in the SINI, DINI and FM process.

Claremont Achievement Team Subcommittee Work			
Process	Data Subcommittee	Communication Subcommittee	Faculty/Student Engagement Subcommittee
Status (Data collected, analyzed, research used, etc.)	<ul style="list-style-type: none"> ✓ NECAP math data ✓ MAP data – not yet analyzed ✓ Attendance data – not yet analyzed ✓ 90-90-90 article ✓ Root Cause Analysis process ✓ West Ed. Model 	<ul style="list-style-type: none"> ✓ Focus Group data ✓ Parent feedback from paper/phone surveys 	<ul style="list-style-type: none"> ✓ My Voice surveys ✓ Parent feedback from paper/phone surveys

Claremont Achievement Team Subcommittee Work			
Process	Data Subcommittee	Communication Subcommittee	Faculty/Student Engagement Subcommittee
Findings (Patterns, gaps, etc.)	<ul style="list-style-type: none"> ✓ Lack of continuum of data K-12 ✓ Gap between regular and special education in math ✓ Lack of clear End-of-Year performance expectations ✓ Many students (CMS) were 1-2 points away from a higher performance level on NECAP ✓ Many staff state they do not understand how to read and use data ✓ High School is data poor (math) 	<ul style="list-style-type: none"> ✓ Lack of collaboration ✓ Lack of time to collaborate 	<ul style="list-style-type: none"> ✓ Bullying (staff to staff; student to student; student to staff; staff to student) ✓ Poor communication across levels
Recommendations (Action items based on findings)	<ul style="list-style-type: none"> ✓ Develop assessment continuum K-12 ✓ Develop a system for storing and accessing all data sources across district ✓ Develop performance targets for each grade (K-8) ✓ Provide PD in reading and using data 	<ul style="list-style-type: none"> ✓ Synthesize results and get it to Achievement Team ✓ Develop a process for getting summary out to buildings. (One group was working on the letter to go with this.) ✓ DINI (C-1, I-1, I-2, I-3, I-4, I-5, I-6, I-7, I-11) ✓ Coordinate the delivery of services between regular and special education teachers and ancillary services (Need time, definition of roles within delivery of services) ✓ Develop Learning Communities with shared leadership to address identified problems of standardized tests (NECAP) (Need leadership PD, time, positive school climate) ✓ Develop an assessment schedule that addresses the needs of identified students (reconfiguration) (Need time) 	<ul style="list-style-type: none"> ✓ Address bullying issues noted by students and staff ✓ Address communication concerns districtwide

Claremont Achievement Team Subcommittee Work			
Process	Data Subcommittee	Communication Subcommittee	Faculty/Student Engagement Subcommittee
Similar Initiatives (Occurring within schools and district)	<ul style="list-style-type: none"> ✓ DINI ✓ SINI ✓ MAP (gr. 4-8) ✓ CMS – informal data analysis groups ✓ NEASC (SHS) ✓ Reading First (elementary) – research-based strategies similar to math ✓ Math dipsticking ✓ Fidelity checklists 	<ul style="list-style-type: none"> ✓ DINI ✓ SINI ✓ PD activities ✓ SIT ✓ PBIS ✓ School-Home (Parents as Teachers [PAT]; PTA/PTO; letters; newsletters; Open House; Pride nights; P/T conferences; surveys; IEP meetings; workshops; social activities) 	<ul style="list-style-type: none"> ✓ Regular Ed. math & reading fidelity checklists & dipsticking by administrators ✓ Match DINI plan (I-6, I-7, I-2, I-3)

The Claremont Achievement Team has met monthly throughout the 2007-08 school year. During these meetings, the team reviewed student performance assessments such as the NECAP (New England Comprehensive Assessment Program), MAP (Measures of Academic Progress), and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to assess how students are progressing. During these meetings the team was looking for patterns of student performance, and trying to determine reasons why a group may not have met proficiency benchmarks. The team surveyed parents at three elementary schools, the middle school and the high school and tabulated the results to guide our planning. It also tabulated teacher and student surveys to establish their perceptions of how school climate and instruction impact student achievement, particularly for the identified students. Several teams of visiting educators joined the Achievement Team to facilitate focus groups with the staff.

Claremont conducted Focus Group Discussions and utilized neutral facilitators provided by the NHDOE, and had an onsite meeting with outside personnel to obtain feedback regarding what teachers, paraprofessionals and students identify as possible

causes of students' lower than anticipated progress. The district is analyzing the special education service delivery model to identify ways in which it can have special education and general education staff work collaboratively to ensure full access to the Claremont School District's curriculum. The specific content area we have identified as needing improvement is mathematics instruction. The district has begun to address this need by providing professional development in math instruction during our teacher workshop days. Some specific workshops already provided include Unpacking the GLEs at the elementary level, Math instructional Strategies at Claremont Middle School, and Pre-algebraic Thinking for paraeducators at Stevens High School. Special education staff has attended all of these workshops with general education staff. Future professional development planned in the area of mathematics includes developing end of grade competencies K-12, math instructional strategies at the elementary level, and the National Everyday Math Users conference for selected K-5 teachers from each of the three elementary schools. One special educator from each school will be included in this number.

C. Data Inquiry and Analysis

1. Abstract

The Achievement Team is made up of the people noted above. They act as the steering committee for the DINI and Focused Monitoring processes. This group meets monthly, with a leadership team meeting monthly in addition to the full team meetings. All implementation activities will be monitored by the Achievement Team and the Achievement Team Leadership Team at these monthly meetings. These groups will work with school and district level administration to ensure that implementation is occurring as

planned, or that changes are made based on data. Efficacy of the activities will be monitored in the same way using the data specified in the activities section of this plan.

The process and timeline established for communicating the plan's goals and strategies for improvement with parents and the community to inform and encourage community members to participate in district improvement efforts is ongoing. In the short term, we are holding a communication institute to help key stakeholder groups establish a consistent communication process using the DINI plan as the vehicle for developing this process.

There is a community member and a parent on the Achievement Team, helping to get the community perspective and to communicate back to the community. Members of the Achievement team will also report progress regularly to the School Board. School Board meetings are televised and widely watched by the community, so this is an effective medium for disseminating information. Principals will also publish DINI updates and invitations for families to participate at least bi-monthly. We will also send communication home inviting families to partner with us. All improvement plans are also posted on the district website. We will establish other means for including parents, such as developing learning goals with the students, parents, and teachers.

In the process of analyzing our district data, we identified several root causes for the achievement gap. These root causes form the basis for our SINI and DINI goals, as well as our FM plan.

1. Our curriculum and curriculum materials need to be better aligned with the GLEs/GSEs, particularly for students identified with special needs.
2. Teachers and paraeducators need professional development in scientifically based instructional strategies.

3. Our assessment system needs to be aligned with the GLEs/GSEs across all levels (K-12).
4. We need to improve communication and collaboration throughout the system, particularly with regards to students with special needs.

2. Data Collection:

The data the district used for a base line were MAP, NECAP, staff and student (SHS only) focus groups, My Voice surveys from students and teachers, parent surveys, and an onsite by outside facilitators to help provide us with feedback regarding the climate of the schools and areas of strength and need as they pertain to our work with identified students. All data was analyzed over the course of the 2007-08 school year to identify patterns, and then incorporated into our improvement plans.

Parent Surveys: The questions asked follow.

Asked of Stevens High School Parent Sample

1. Assessments

Are tests or other assessments useful tools in helping you support your child's education in identifying areas of mastery and areas of need? Do you have the opportunity to work with teachers for help in understanding assessments and other student work? Do you feel assessments are most useful in measuring student achievement or effectiveness of instruction? Do you know what your child is expected to learn in each subject and how he or she will be assessed?

2. Support

Do you receive the help that you need in working with your student at home? Do you feel that your child receives adequate support at school? Do you feel there is

a clear process for resolving problems that may occur at school? Do your at home activities support and encourage learning?

3. Collaboration

Are you able to work collaborative with teachers and the school as an active participant in your child's education at Stevens High School? Do you take advantage of Open House, Cardinal Pride Night or parent conferences to meet with teachers and discuss academic progress? Do you feel that you are able to offer input into school decision making through committee work, the Stevens' PTO, or any other means?

4. Communication

Do you receive sufficient communication from teachers/staff to support your child's education at the high school? Are you involved in decisions relating to your child's education? Are you satisfied with communication and information that you receive from the high school?

Asked of Elementary and Middle School Parents

Question #1: Communication

- ✓ Are you satisfied with communication and information that you receive from your child's school?
- ✓ What are the best ways to communicate with you?

Question #2: Support

- ✓ Do you receive the help that you need in working with your student at home? Please list some specific things that are/would be helpful.
- ✓ Do you feel you have opportunities to share you thoughts about your child's school programs and activities?

Question #3: Testing

- ✓ Do you know what you child is expected to learn in each subject and how that learning will be measured?
- ✓ Do you feel informed about your child's level of achievement?

General Comments:

Focus Groups: The questions follow.

1. What formal and informal assessments do you use?
 - a. Which of these are most effective? Why?
 - b. Are these assessments used consistently within your grade or department?
2. What types of support do you have access to when working directly with identified students?
3. In what ways are you able to work collaboratively with instructional staff for planning and delivering instruction to identified students?
4. What are the communication issues that could be contributing to the achievement gap? Can you give some examples?
5. What suggestions do you have for improving communication?
6. (For K-5 staff): What are your strengths and weaknesses in teaching:
 - a. math (if a math teacher)?
 - b. mathematical concepts (if not a math teacher)?
7. (For 6-12 staff): What are your strengths and weaknesses in teaching your content area?
8. Do you have a professional development goal that relates to math?

The following is a summary of the responses to parent surveys at all levels. This was shared with the Achievement Team and incorporated into action plans.

Claremont School District Parent Survey Summary

The Claremont School District's Achievement Team asked families from the elementary, middle, and high schools to share their perceptions regarding communication with the school district. The purpose of these surveys was to help the Achievement Team answer the essential question of the Focused Monitoring process: *What are the factors that contribute to the achievement gap between the students with disabilities and their non-disabled peers, and how may the gap be narrowed?*

Below is a summary of the findings. There were 64 elementary school, 12 middle school, and 39 high school respondents. The elementary and middle school surveys were sent home with all students. The high school surveys were conducted by phone using a random sampling of the student population.

Communication:

- ✚ Satisfaction with communication varies from one level to the next, decreasing as students get older.
- ✚ Parents whose children do well believe the communication is effective and meaningful
- ✚ Parents whose children do not do well believe communication is lacking, particularly in hearing from teachers on their child's progress
- ✚ Newsletters are noted as helpful by many at the elementary level, but were rarely mentioned at the middle and high school levels.
- ✚ Parents at all levels requested more communication from their child's individual teachers.

Support:

- ✚ Satisfaction with support varies from one level to the next, decreasing as students get older. It is notably high at the elementary and middle school levels.
- ✚ Support appears to be connected to parent advocacy at the high school level.
- ✚ Parents at the elementary level specifically appreciate “homework helpers” sent home to explain how to do the homework so parents can help.

Assessment:

- ✚ Approximately ½ of the elementary and middle school parents expressed that they are aware of what their child is expected to learn. However, reports between levels varied dramatically regarding the percentage of parents who feel that they know their child’s level of performance, with the higher percentage at the elementary level.
- ✚ Very few high school parents seemed to be aware of testing and testing protocols.
- ✚ However, parents of high school students with IEPs feel well informed about their child’s progress.

General comments:

- ✚ Many responses not counted as positive were noted as neutral. Details about response are included in the attached spreadsheet.
- ✚ Several of the families who responded to the surveys have students on IEPs. These families specifically mentioned communication through the IEPs process as important to them. They also mentioned that they know about their child’s level of achievement as a result of the special education process. These observations are particularly true of the high school respondents.
- ✚ At all levels, parents expressed an interest in improving communication with the school.

3. Data Analysis:

The major themes identified through the work of all three subgroups communication, respect, district aligned curriculum and assessment, and need for professional development in using instructional strategies for teaching mathematics were the overall patterns. Professional Development which will be implemented in all areas to help us close the gap in mathematics between identified students and their non-disabled peers.

Our district can gain from broadening the circle of participation in this improvement process beyond the Achievement Team. This includes looking at service delivery models for special education, both within buildings and across the district as part of our communication and service delivery structures, as well as reaching out to the families that participate in their children's education on a limited basis.

We will also incorporate a Communication Institute which will allow Claremont to develop a model for communication and decision-making that will support all district programs and initiatives. (See attached purpose and critical factors of the Communication Institute.) The Communications Institute is planned for July 16-17, 2008. Jane Bergeron, Deb Roody, and Dick Ayers will facilitate this professional day, which will include broad representation from all stakeholder groups (e.g., parents, staff, administration, etc.).

Communications and Decision-Making, the Keys to a United Approach to Improvement

DINI/SINI/FM

Purpose: *To incorporate the priority themes from the collective district initiatives in the 2008-2009 school year through a district-wide culture that recognizes the value, importance and expectations for communication and decision-making within the educational community and to those served by our schools and school district.*

Critical Factors to meeting the purpose:

- Understanding the natural and applied connections between communications and decision-making and relating the value of an integrated approach to advancing the districts Mission
- Absorbing and determining the implications of the data that relates to communications and decision-making from the DINI/SINI/FM process
- Understanding the implications and connectivity of the priority recommendations from the DINI/SINI/FM processes
- Investigating the hypothesis on the ‘recognized’ gaps in communication and decision-making, internal and external to the district, as a extension of the data analysis leading to the recommendations in DINI/SINI/FM
- Establishing criteria for the improvement of the culture for teaching, learning and leadership through established guidelines and expectations for communications and decision-making

- Relating the guidelines and expectations to the structure, opportunity and value of Student, Parent, Faculty and Staff, and Community involvement
- Presenting a compelling announcement of the anticipated impact of the ‘full value’ of the guidelines and expectations on student performance and development, decision-making, engagement of parents and the community and professional development opportunities, and in turn, student achievement and retention

Elements of the Institute format:

- The connection of communication and decision-making to school and district improvement
- Understanding the attributes of ‘effective communication skills’
- Developing a district model for decision-making
- Practical systems for effective communication
- How to best utilize data to create and structure communications and decision-making
- Characteristics of schools who employ ‘effective communication skills’ and the notable impact of engagement, commitment, and student satisfaction and achievement
- The ‘best’ models for engaging the faculty and staff, students, parents and the greater community in the advancement of communication
- The resultant model for monitoring: implementation, data acquisition, observation and refinement
- Anticipating results, setting specific goals

D. IEP Review Process/Compliance Component:

The following citations are the result of the Claremont School District’s FM Onsite Compliance Visit. This visit was designed to help the CSD special education process more effective for all identified students, with the specific purpose of supporting the CSD in closing the achievement gap between the students with disabilities and their non-disabled peers.

<p>CLAREMONT’S Citations of non-compliance</p>	<p>ED 1109.01 (a) Required IEP Compliance, Contents of IEP Of the 9 IEPs review, 7 lacked documentation that all annual goals were measurable. All IEPs must have a statement of measurable annual goals.</p>
	<p>ED 1109.10 Monitoring and Evaluation of IEPs ED 1109.02 IEP Accountability Of the 9 IEPs reviewed, 3 of the documents indicated that the student had not advanced or had regressed academically. The district needs to ensure that processes are in place to establish accountability in convening IEP teams and revising IEPs for those students who are not demonstrating progress.</p>
	<p>ED 1119.03 (c) Curricula A child’s IEP cannot serve as a comprehensive curriculum. Currently in the Claremont School District, it is not always evident which curriculum is guiding instruction for students with disabilities, especially those who are receiving services outside of the general education classroom. In addition, it is not always clear what special education students should know and be able to do, and what learning standards are being upheld. The role of general and special education teachers also needs to be clearly defined and presented, as related to the delivery of curriculum, instruction and assessment of students with disabilities.</p>
	<p>ED 1106.01 Special Education Process The Claremont School District needs to refine the oversight and implementation of the special education process at the building level to ensure compliance in all areas. As a result of the IEP review process, numerous oversights were identified in the special education process, ranging from IEPs not meeting compliance, documentation of parental involvement, monitoring of student progress, transition planning for high school students, monitoring student progress, and amending IEPs for students who are no longer demonstrating progress.</p>
	<p>ED 1102.53 ED 1119.01 Transition Planning/Content of IEP 34 CFR 300.320(a) Definition of IEP; 34 CFR 300.320(b) Transition Services; 34CFR 321(b) Transition Services Participants: Upon completion of the IEP review process in the Claremont School District, it was clear that significant efforts are made by staff and administration in transition planning for students. Emphasis is placed on transition planning at key points in a child’s education (grade to grade, school to school); however there is no process for documenting such efforts. In addition, at the high school level, the transition plans that were reviewed did not have measurable postsecondary goals, accompanied by a coordinated set of activities related to the student’s course of studies. All high school transition plans must include all required components.</p>

	<p>ED 1119.11 Behavior Strategies and Discipline As a result of the IEP Reviews conducted in the Claremont School District, staff and the visiting team concluded that there needs to be continued emphasis placed upon the management of students with challenging behaviors. Most all staff agreed that they would benefit from additional support and professional development on positive intervention strategies. While some of the schools are implementing the PBIS model, the ongoing professional development for new staff has not always been consistent in regard to this process. Also, during the IEP reviews, there were discussions and recommendations on how to better utilize data collected on student behaviors. Such as, questions were raised as to whether or not that data is regularly reviewed and discussed at each school in the district, and further, whether or not there are consistent processes in place to address challenging student behaviors which have a negative impact upon the culture, climate and student learning. For those students with disabilities who are in need of specialized programming, the school district needs to ensure that functional behavioral assessments are conducted, written in individualized plans and included in the IEPs. This should be supported with evidence of how progress is assessed.</p>
	<p>ED 1119.08 Diplomas For high school students placed out of district, student records had no evidence that child was earning high school credits leading to a regular high school diploma</p>

<p>VASE'S Citations of non-compliance</p>	<p>ED 1119.07 Personnel Standards CFR 300.23 Qualified Personnel Upon review of the certification of staff members at VASE, it became apparent that not all staff hold appropriate credentials for the positions in which they serve. Listed below are the major issues that surfaced: The middle school teaching position has been vacant since the fall of 2007; during the 2007-08 school year the program director has served as the middle school teacher, along with a substitute teacher. This leaves the “administrative” portion of the program not fully covered, and the substitute teacher holds no teacher certification. In addition, there are no individuals at the middle levels who meet HQT requirements in the academic content areas. The high school teacher is enrolled in ALT. IV seeking certification as a general special education teacher. He is HQT in English, and is also responsible for delivering core academic content in all required high school curriculum.</p>
	<p>ED 1119.03 Curricula ED 1119.08 Full Access to District’s Curriculum CRF 300.26 ED 1119.08 Equal Educational Opportunities LRE VASE lacks evidence that students with disabilities have full access to elementary, middle and high school curriculum as outlined in the NH Minimum State Standards. Although VASE, in theory, is responsible for implementation of curriculum from both Claremont and Fall Mt. School Districts, there was not sufficient evidence that this is occurring. As a result of the March 2008 visit to VASE it was evident that curriculum offerings at the elementary, middle and high school levels are neither complete nor comprehensive. The high school does not have a course of studies and the middle school teaches only one grade level per year, (e.g. one year grade 6 curriculum is taught, the next year, grade 7, etc.) If a 6th grader is enrolled and VASE happens to be working on a grade 8 year of curriculum, this is where that individual is placed. It should also be noted that the administration reports that the</p>

	<p>curriculum is basically determined and created by individual staff members, and with the turnover in staff, the curriculum is constantly evolving based on the interest level and expertise of individual staff members. In addition, it is critical to note that several of the students enrolled are there for the entire school day, and therefore do not have access to curriculum offerings such as the arts, technology education, consumer and family sciences, library media services, and all of the other electives offered within the sending school districts.</p>
	<p>ED 1109.01 Elements of IEP ED 1109.05 Implementation of IEP ED 1115.03 Team Composition ED 1109.09 IEP Accountability ED 1109.10 Monitor and Evaluation of IEP</p> <p>The one IEP reviewed during the March 2008 visit to VASE was missing several components, as follows:</p> <ul style="list-style-type: none"> • Annual Goals were not measurable • There was no evidence the IEP team composition met requirements • Monitoring of IEP was not evident • There was no evidence that assessment data was utilized in the development and monitoring of IEP <p>It should also be noted that VASE administration reports that Claremont Case Managers are responsible for the writing of IEPs, and that there is little to no involvement of VASE staff in the IEP development process.</p>
	<p>ED 1119.08 Diplomas</p> <p>Based on the one high school student file reviewed, there was no evidence of the courses that the student was enrolled in, nor was there any evidence of credit earning status. There was no transcript on file and staff were not certain of credit status for the student.</p>
	<p>ED 1102.53 Transition Planning ED 1107.02 CRF 300.347 (b) (1) Process: Provision of FAPE ED 1109.01 CFR 300.132 Transition Services</p> <p>Transition planning is a critical area for students placed in settings outside of their home school. Based on the brief visit to VASE, there does not appear to be a clear and consistent process for creating and implementing comprehensive transition planning for students as they are placed at or discharged from VASE. Administration at VASE and SAU 6 need to review the present transition process for students and create a consistent process that provides all aspects of transition supports to the student and their families. This should include a clear process, including student goals, evaluating progress toward goals and a plan for transition to and from the program. Transition planning should include all relevant members (including the students, parents, teachers, related services, relevant outside agencies etc.). Transition planning should address academic as well as social and behavioral concerns.</p>
	<p>ED 1119.04 Equipment, Materials and Assistive Technology</p> <p>Upon visiting VASE in March of 2008, it quickly became apparent that curriculum resources, texts, and instructional materials are not adequate. What the visiting team observed were classrooms with very few instructional materials, single copy textbooks where teachers were making copies for distribution to students and very few hands on learning materials that would be expected in an alternative learning setting. Upon inquiry, it was realized that the allocation from the cooperative SAUs for the FY 07-08 school year was limited to \$1,400.00 for instructional materials across all grade levels.</p>
	<p>ED 1106.01 Special Education Process Sequence</p> <p>As a result of the March 2008 visit to VASE it became clear that there is a need for refining and updating the existing special education policy, procedures and practices. Based on</p>

	<p>interviews with staff, students and administration, and review of one student file, it was evident that there had been several procedural oversights in the special education process, and that there are some inconsistencies in compliance with basic special education requirements. This raises significant concerns, and the legal implications of non-compliance with special education rules and regulations cannot be understated.</p>
	<p>Communication There does not appear to be an established system of communication between VASE and SAU 6. On both sides there appears to be confusion, frustration, dissatisfaction and ineffectiveness felt by both staff and administration. There appears to be a breakdown in the culture of collaboration between Claremont and VASE which is essential for effective programming, staff performance, and parent and student engagement.</p>
	<p>Professional Development At VASE, there is no school wide plan for providing embedded professional development. The school has no professional development goals, and there is little to no connection/communication between the SAUs and professional development offerings. While the staff at VASE seems to be eligible to participate in professional development offerings within the SAUs, it does not appear that they are always aware of the professional development being provided. At the time of the March 2008 visit to VASE, the administration reported that each staff member at VASE has between \$300 and \$500 available to them to utilize toward professional development.</p>

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND MONITORING PROCESS
PRESCHOOL PROGRAM REVIEW FORM**

School District: Claremont	SAU#: 6	Date: April 23, 2008
Team Members: Genine Mattice, Coordinator		
Jan Millette, Teacher		
Colleen Bovi, Technical Asst.		

ACCESS TO APPROPRIATE PRESCHOOL ACTIVITIES

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

The Maple Avenue Preschool Program is the special education program for identified preschool children residing in the communities of SAU #6 (Claremont, Unity and Cornish). The program is housed in the Maple Avenue Elementary School and serves 30 children (21 identified and 9 typical). Typical peers are selected through a screening process rather than by lottery. The district does not charge tuition to the parents of the typical children. There are three preschool sessions each week: Monday, Wednesday and Friday mornings from 8:30 – 11:00; Monday, Wednesday and Friday afternoons from 12:30 – 2:45; and Tuesday and Thursday mornings from 9:00 – 11:00 for newly identified 3 year old children. Staff includes a lead teacher, 3 paraprofessionals, a sign language tutor and related services of occupational, physical and speech therapies. Children on the autism spectrum receive 20 to 25 hours per week in the existing preschool program through flexible scheduling. There is one community-based program with six slots for identified children plus the Head Start Program.

While there is no specific written curriculum, the program has written guidelines for thematic units that are presented in a routine, responsive classroom schedule – circle time, greeting, free play, directed play, gross motor movement, pre-academics. The preschool team is becoming familiar with the curricular expectations of the public kindergarten program and prepares children for this transition by differentiating instruction and conducting informal assessments to measure progress.

Parents are involved in their child’s preschool program and are kept informed of progress through review meetings. The preschool team sends home monthly newsletters so parents are aware of the program’s activities. Parents are invited to attend and participate in various preschool activities within the program.

TRANSITION

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

Ed. 1109.01 Elements of an IEP (Transition Services)

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

CFR 300.322 (b) Parent Participation

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

The preschool coordinator for SAU #6 meets three to four times a year with the Sullivan County Early Supports and Services Program to ensure developed and signed IEPs for eligible children by the student's third birthday. The two systems work well together and understand their respective roles and responsibilities. The special education referral process is initiated once the district is contacted by ESS and the time requirements established by the IDEA and NH Rules are met. Home visits are scheduled and appropriate team members are involved to ensure a smooth transition to the district's preschool program. The preschool team videotapes all children transitioning to kindergarten as a tool for the receiving team. Meetings are scheduled and specialized transition services are established as needed. There are many opportunities for parental involvement in transition, beginning with contact through the ESS system. Parents are invited to visit the preschool and may attend the initial sessions with their child. The program has an open door policy for parents.

BEHAVIOR STRATEGIES AND DISCIPLINE

Ed. 1109.02 Program

CFR 300.324

Ed. 1119.11 Disciplinary Procedures

CFR 300.530-300.536

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

CFR 300.530-300.536

20 U.S.C. 1415 (K)

Child Management – Private Schools

RSA 169-C Child Protection Act

The Maple Avenue Preschool Program supports a positive behavioral approach. Problem behaviors are identified early and plans are drafted to reinforce positive behaviors and to provide consequences for undesired behaviors. There are three trainers for the Crisis Prevention Institute's non-violent crisis intervention program who support the program and the school. The district has access to a behavior specialist who works with the team with difficult cases, assist with designing programs and training staff and parents in the implementation of a consistent behavior plan. Visual supports are developed and are transported to children in their various settings. All professional and paraprofessional staff are trained in behavioral supports. Children are observed in a variety of settings, data are collected then analyzed.

Professional development opportunities are impressive for both professional and paraprofessional staff. Staff have participated in a variety of in-service, including Picture Exchange Communication Systems (PECS), CPI and CPR trainings. Preschool staff in community settings are invited to attend appropriate professional development programs. Weekly consultation is also provided to the community outreach programs.

ASSESSMENT

<u>Ed. 1109.02 Program</u>	<u>CFR 300.324</u>
<u>Ed. 1119.11 Disciplinary Procedures</u>	<u>CFR 300.530-300.536</u>
<u>Ed. 1133.07 (a) (b) (c) (d) (e)</u>	<u>CFR 300.530-300.536</u>
<u>20 U.S.C. 1415 (K)</u>	
<u>Child Management – Private Schools</u>	<u>RSA 169-C Child Protection Act</u>

The Assessment, Evaluation, and Programming (AEPS®) was selected by SAU #6 as the tool for reporting the required preschool special education outcomes. The team has found that this assessment measure is more functional and that it is aligned to developmentally appropriate curriculum. All preschool children are assessed. While the information gathered through this assessment will support program improvement activities, the time commitment for entering the data is a challenge. In addition to this assessment, the team conducts other formal and informal assessments, including portfolios for each student.

The SAU conducts its annual Child Find in March. If the team suspects an educational disability, a referral is made and a proposal for an individual evaluation is suggested at a team meeting. The team utilizes a variety of instruments, including, but not limited to, the Mullen Scale of Early Learning, the Brigance Inventory of Early Development, Vineland Adaptive, Goldman-Fristoe Test of Articulation. Children are assessed as they transition to kindergarten with such tools as the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and AIMS web Early Numeracy and Literacy.

STRENGTHS AND SUGGESTIONS

The Maple Avenue Preschool Program offers a continuum of supports and services in both center-based and community-based programs. The staff are highly trained and are commended for their cohesive team approach and their commitment to the children in the program. IEPs are written so that all team members have responsibility for the implementation within an integrated setting. There are many opportunities for professional development for both professional and paraprofessional staff. Transitions are carefully planned. The program has a strong positive behavioral support philosophy and staff effectively implement the behavior plans. Data are collected and analyzed to ensure that students are making progress.

It is suggested that the preschool team develop a rubric for formative assessments to provide parents with measures of progress throughout the year. Given the increasing number of children on the autism spectrum, the district may wish to research models of programming to support children in appropriate learning environments. The kindergarten curriculum should be made available to the preschool team to ensure that a continuum of curriculum and instruction can better prepare children as they transition out of preschool. A strategic plan for program expansion is encouraged to meet the needs of the increasing number of identified preschool children in SAU #6.

Section II: The Improvement/Action Plan

<p>Two-Year Student Learning Goals</p>	<p>(Assessment System) 65% of all students will score proficient or above in mathematics on the NECAP by October 2009.</p>	<p>The following strategies will be implemented to achieve this goal (check all that apply):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Improvement in Curriculum and Instruction <input checked="" type="checkbox"/> Establishing or Implementing Local Assessments <input checked="" type="checkbox"/> Establishing or Implementing Processes to Follow the Progress of Each Child <input checked="" type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Changes in School Systems or Processes <input checked="" type="checkbox"/> Leadership/Governance <input checked="" type="checkbox"/> Climate/Culture (staff and/or students) <input checked="" type="checkbox"/> Implementation of Scientifically-Based Research Programs or Processes <input type="checkbox"/> Parent and Community Involvement <input type="checkbox"/> Extended-Time Learning <input type="checkbox"/> Other (please describe: _____)
<p>Strategy # :</p>	<p>See list to the right.</p>	
<p>Objectives (anticipated outcomes from implementing the proposed strategies and activities)</p>	<p>(District Processes) <i>Anticipated changes in district or school practice as a result of implementing this strategy:</i></p> <ol style="list-style-type: none"> 1. Improve the use of assessment data in math to inform collaborative data analysis and planning; provide instructional consistency across classrooms and grades. 2. Teachers will design lesson plans based on assessment data and the assessment results as they relate to the GLEs/GSEs. <hr/> <p>(Student Experiences) <i>Anticipated changes in student experiences as a result of implementing this strategy:</i></p> <p>OBJECTIVE:</p> <ol style="list-style-type: none"> 1. By June 2009, all students will show improvement over their baseline score on the identified formative assessments, based on guidelines expected for the specific assessment (assessments to be determined). 2. By February 2010 (based on October 2009 NECAP testing results) district's whole school math Group Performance Index Score will meet or exceed 88, which is the Annual Measurable Objective in mathematics for the 2009-10 school year. 	

Proposed Activities for 2007-08 <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will the activity begin/end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
A-1. Identify formative and summative assessments that are supported by research.	Math consultant; NCTM resources; Everyday Math program consultant; Connected Math program consultant	February 2008 – June 2008	Achievement Team Data subgroup; principals & assistant principals; SHS Math department chair; Achievement Team	Collection of assessments based on research; progress checks to be done monthly until completion; principal and assistant principal will engage in a debriefing process with staff	Effectiveness will really be measured after implementation in the 2008-09 school year. Short of implementation, effectiveness will be measured as the degree to which teachers see this as a useful tool; Achievement Team Data subgroup; principals & assistant principals; SHS Math department chair; Achievement Team
A-2. Plot assessments on an assessment continuum.	Math consultant; NCTM resources; Everyday Math program consultant; Connected Math program consultant	February 2008 – June 2008	Achievement Team Data subgroup; principals & assistant principals; SHS Math department chair; Achievement Team	Collection of assessments based on research; progress checks to be done monthly until completion; principal and assistant principal will engage in a debriefing process with staff	Effectiveness will really be measured after implementation in the 2008-09 school year. Short of implementation, effectiveness will be measured as the degree to which teachers see this as a useful tool; Achievement Team Data subgroup; principals & assistant principals; SHS Math department chair; Achievement Team

Two-Year Student Learning Goals	(Curriculum) 65% of all students will score proficient or above in mathematics on the NECAP by October 2009.			<p>The following strategies will be implemented to achieve this goal (check all that apply):</p> <input checked="" type="checkbox"/> Improvement in Curriculum and Instruction <input checked="" type="checkbox"/> Establishing or Implementing Local Assessments <input type="checkbox"/> Establishing or Implementing Processes to Follow the Progress of Each Child <input checked="" type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Changes in School Systems or Processes <input checked="" type="checkbox"/> Leadership/Governance <input checked="" type="checkbox"/> Climate/Culture (staff and/or students) <input checked="" type="checkbox"/> Implementation of Scientifically-Based Research Programs or Processes <input checked="" type="checkbox"/> Parent and Community Involvement <input type="checkbox"/> Extended-Time Learning <input type="checkbox"/> Other (please describe): <hr/>	
Strategy # :	See list to the right.				
Objectives (anticipated outcomes from implementing the proposed strategies and activities)	<p>(District Processes) <i>Anticipated changes in district or school practice as a result of implementing this strategy:</i></p> <ol style="list-style-type: none"> Our curriculum will align with the GLEs/GSEs. Instruction will be directly linked to GLEs/GSEs. Teachers will identify curriculum materials for struggling learners. <p>(Student Experiences) <i>Anticipated changes in student experiences as a result of implementing this strategy:</i></p> <p>OBJECTIVE:</p> <ol style="list-style-type: none"> By June 2009, all students will show improvement over their baseline score on the identified formative assessments, based on guidelines expected for the specific assessment (assessments to be determined). By February 2010 (based on October 2009 NECAP testing results) district's whole school math Group Performance Index Score will meet or exceed 88, which is the Annual Measurable Objective in mathematics for the 2009-10 school year. 				
<p>Proposed Activities for 2008-09 Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</p>	<p>Resources What existing and/or new resources will be used to accomplish the activity?</p>	<p>Timeline When will the activity begin/end?</p>	<p>Oversight Who will take primary responsibility/ leadership? Who else needs to be involved?</p>	<p>Monitoring (Implementation) What evidence will be collected to document implementation? How often? By whom?</p>	<p>Monitoring (Effectiveness) What evidence will be collected to assess effectiveness? How often? By whom?</p>

<p>C-1. All teachers will participate in professional development around the critical components of the math programs used at each level.</p>	<p>Program consultants ; time & money for PD; math consultant</p>	<p>July 2008- June 2009</p>	<p>Achievement Team Faculty & Student Engagement subgroup; principals & assistant principals; SHS Math department chair; Achievement Team; SAU PD Committee</p>	<p>Participation records; schedule of PD offered on this topic</p>	<p>The desired outcome, and therefore the effectiveness measure, of the PD is that teachers create a written common understandings document regarding what must be taught, and what can be eliminated due to time constraints.</p>
<p>C-2. Identify scientifically based curriculum materials for use with students below grade level in math that will accelerate their learning.</p>	<p>Math consultant; NCTM resources; special and Title I educators; math department chair & teachers</p>	<p>July 2008- June 2009</p>	<p>Achievement Team Faculty & Student Engagement subgroup; principals & assistant principals; SHS Math department chair; Achievement Team; SAU PD Committee</p>	<p>Collection of curriculum materials based on research; progress checks to be done monthly by administration until completion</p>	<p>Effectiveness will be measured once these are implemented and found to be useful. Implementation will occur in the 08-09 school year.</p>

<p>C-3. Develop a written protocol for determining eligibility for alternative mathematics curriculum.</p>	<p>Math consultant; NCTM resources; special and Title I educators; math department chair & teachers</p>	<p>July 2008- June 2009</p>	<p>Achievement Team Faculty & Student Engagement subgroup; principals & assistant principals; SHS Math department chair; Achievement Team; SAU PD Committee</p>	<p>Having a protocol defined</p>	<p>Effectiveness will be measured once these are implemented and found to be useful. Implementation will occur in the 08-09 school year.</p>
<p>C-4. All teachers will participate in professional development around the language of the GLEs/GSEs.</p>	<p>Math consultant; time for PD</p>	<p>July 2008- June 2009</p>	<p>Achievement Team Faculty & Student Engagement subgroup; principals & assistant principals; SHS Math department chair; Achievement Team; SAU PD Committee</p>	<p>Participation records; schedule of PD offered on this topic</p>	<p>Teachers will use language of the GLEs/GSEs in dialogue about planning and instruction; principal and assistant principal</p>

<p>C-5. Staff will inventory the assessments, programs, and curriculum used to instruct mathematics currently.</p>	<p>Time to develop inventory list</p>	<p>July 2008- June 2009</p>	<p>Achievement Team Faculty & Student Engagement subgroup; principals & assistant principals; SHS Math department chair; Achievement Team</p>	<p>Having an inventory defined</p>	<p>Effectiveness will be measured once these are implemented and found to be useful. Implementation will occur in the 08-09 school year.</p>
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Two-Year Student Learning Goals	(Instruction) 65% of all students will score proficient or above in mathematics on the NECAP by October 2009.	<p>The following strategies will be implemented to achieve this goal (check all that apply):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Improvement in Curriculum and Instruction <input checked="" type="checkbox"/> Establishing or Implementing Local Assessments <input checked="" type="checkbox"/> Establishing or Implementing Processes to Follow the Progress of Each Child <input checked="" type="checkbox"/> Addressing Specific Needs of Low-Achieving Students <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Changes in School Systems or Processes <input checked="" type="checkbox"/> Leadership/Governance <input checked="" type="checkbox"/> Climate/Culture (staff and/or students) <input checked="" type="checkbox"/> Implementation of Scientifically-Based Research Programs or Processes <input checked="" type="checkbox"/> Parent and Community Involvement <input checked="" type="checkbox"/> Extended-Time Learning <input type="checkbox"/> Other (please describe: _____)
Strategy # :	See list to the right.	
Objectives (anticipated outcomes from implementing the proposed strategies and activities)	<p>(District Processes) <i>Anticipated changes in district or school practice as a result of implementing this strategy:</i></p> <ol style="list-style-type: none"> 1. Consistent time for core instruction and additional time for interventions will be identified across the district. 2. Staff will utilize the most current research based methods of teaching mathematics consistently across the district. <hr/> <p>(Student Experiences) <i>Anticipated changes in student experiences as a result of implementing this strategy:</i></p> <p>OBJECTIVE:</p> <ol style="list-style-type: none"> 1. By June 2009, all students will show improvement over their baseline score on the identified formative assessments, based on guidelines expected for the specific assessment (assessments to be determined). 2. By February 2010 (based on October 2009 NECAP testing results) district's whole school math Group Performance Index Score will meet or exceed 88, which is the Annual Measurable Objective in mathematics for the 2009-10 school year. 	

Proposed Activities for 2008-09 <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will the activity begin/end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
I-1. Provide professional development in mathematical concepts and teaching methods, including model lessons and peer coaching through the mentor program. (See attached mentor program description. It will be expanded to include peer coaching of veteran teachers.)	Math consultant; Mentor program director; PD schedule; funds & time for PD; NCTM resources	July 2008- June 2009	Principals & assistant principals; curriculum director; SAU PD committee; Achievement Team; Mentor Program Director; School Improvement Teams (SITs)	Sign-ins; PD schedule	The PD provider will identify some specific outcomes that teachers will use after each session. Teachers and PD provider will debrief about the use of these strategies during each PD session.
I-2. Plan for and guarantee an hour of uninterrupted instructional time for math core instruction at the elementary level.	Alter school's schedule	July 2008- June 2009	Principals & assistant principals; curriculum director; Achievement Team; School Improvement Teams (SITs); Superintendent; Math department chair (@ SHS)	School schedules for 2008-09 school year; a clear plan of how to implement this.	Effectiveness will be measured once these are implemented and found to be useful. Implementation will occur in the 08-09 school year.

<p>I-3. Plan for and guarantee an additional instructional time for math intervention at all levels.</p>	<p>Alter school's schedule</p>	<p>July 2008- June 2009</p>	<p>Principals & assistant principals; curriculum director; Achievement Team; School Improvement Teams (SITs); Superintendent; Math department chair (@ SHS)</p>	<p>School schedules for 2008-09 school year; a clear plan of how to implement this; administrator walk-through reports</p>	<p>Effectiveness will be measured once these are implemented and found to be useful. Implementation will occur in the 08-09 school year.</p>
<p>I-4. Hold grade level & interdepartmental meetings focused on mathematics and literacy. Specials/unified arts/electives teachers will attend these meetings on a regularly scheduled basis.</p>	<p>Protocol for these meetings; alter grade level & interdepartmental meeting schedules</p>	<p>July 2008- June 2009</p>	<p>Principals & assistant principals; curriculum director; Achievement Team; School Improvement Teams (SITs); Superintendent; Department chairs (@ SHS)</p>	<p>Schedule and minutes of grade level & interdepartmental meetings</p>	<p>The meeting minutes will reflect the changes that are a result of this collaboration. A standing agenda item will be to use data to plan instruction. Principals, assistant principals, & department chairs will monitor this.</p>

I-5. Hold inter-level meetings to work with the GLEs/GSEs and discuss the interventions used at each level. Elementary and middle levels will identify performance targets for grades K-8. These already exist for grades 9-12. They will also focus on transitions between levels.	Scheduled time	July 2008- June 2009	Principals & assistant principals; curriculum director; Achievement Team; School Improvement Teams (SITs); Superintendent; Department chairs (@ SHS)	Meeting schedules and minutes; performance targets document for grades K-8	We will strengthen our instructional practices in math as a result of this collaboration and vertical articulation.
I-6. Develop personalized learning goals with starting with targeted students, their teachers, and their parents.	Time; template for teachers doing this; parent-teacher conference	July 2008- June 2009	Principals & assistant principals; teachers; department chairs; parents; Achievement Team; case managers	Individual learning plans for targeted students	Students will report feeling more connected and supported; grades and other areas of need will show improvement (e.g., attendance, etc.)
I-7. Include math instruction in the summer academic program and 21C programs at all levels.	Math curriculum materials; math consultant	July 2008- June 2009	Assistant principal; summer school staff; director of curriculum; teachers; 21C Director	Curriculum materials; summer program administrators	Performance on the formative assessments used in the summer academic program will be monitored. Summer program administrators and the 21C Director will monitor this.

I-8. Display exemplary work on each GLE/GSE strand in the hall. This would include all content areas, with an emphasis on mathematics.	PD in GLEs; staff to make bulletin board displays	July 2008-June 2009	School Improvement Team; Teachers	Completed bulletin boards; schedule of bulletin board responsibilities	Students and staff will report to staff regarding the impact of these strategies from their perspective. Parents will respond to their impression of the work that's posted on the bulletin boards. This will be monitored by SIT and faculty and students.
I-9. Incorporate NECAP testing language in core math instruction.	NECAP released items; comparison of language to core program language	July 2008-June 2009	Curriculum & instruction team; staff; SIT; department chairs	Teacher report of completion	Teachers will use language of the NECAP in dialogue about planning and instruction; principals, assistant principal & department chairs
I-10. All levels will collect data on the efficacy of special education services at all levels, focusing on the service delivery model.	DIBELS, MAP, IEP progress, FBAs, building level special education program description (roles, etc.)	July 2008-June 2009	Director of special education; Achievement Team; building administrators	Building level special education program description (roles, etc.); assessment data	Improvement in student performance using the following data sources: DIBELS, MAP, IEP progress, FBAs

I-11. Add home math project ideas into the newsletter.	Staff to develop ideas	July 2008-June 2009	Family involvement team; teaching staff	Newsletters; principal; family involvement team	Simple parent survey about how they are using these strategies and ideas at home.
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(Communication)		Goal: To develop a communication and decision-making model that incorporates the priority themes from the collective district initiatives in the 2008-2009 school year into a district-wide culture which recognizes the value, importance and expectations for communication within the educational community and to those served by our schools and school district.			
Proposed Activities for 2008-09 <i>Describe the activities to be implemented to achieve the desired outcomes in district practice and student experiences. Provide sufficient detail regarding the purpose of each strategy and how it will be implemented.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will the activity begin/end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
2-Day Communication/Decision-Making Institute	Facilitators, funding, research about effective models	July 2008	Achievement Team	Sign-ins, evaluations, the model that is developed	The effectiveness of this activity will be measured using surveys regarding the use and usefulness of the model.

The activities noted above reflect the priorities identified by the Focused Monitoring subcommittees, which also functioned as the DINI steering committee. They align with all plans and initiatives in the Claremont School District. Action items resulting from the IEP compliance review are included in a separate document. (See subsequent Corrective Action Plan.)

**NHDOE SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS
CORRECTIVE ACTION PLAN
DRAFT 6/11/2008**

SAU#: 6	NAME OF SAU OR PRIVATE SCHOOL: Claremont School District	SUPERINTENDENT/EXECUTIVE DIRECTOR: Jacqui Guillette						
SPECIAL EDUCATION DIRECTOR: Karen Steinbeck			DATE OF PLAN: June 30, 2008					
THE NHDOE, BUREAU OF SPECIAL EDUCATION, REQUIRES THAT ALL CITATIONS OF NONCOMPLIANCE BE CORRECTED AS SOON AS POSSIBLE, BUT NO LATER THAN ONE YEAR FROM THE FINAL REPORT DATE – BY MAY 12, 2008								
CITATIONS OF NONCOMPLIANCE: Citations of noncompliance are defined as deficiencies that have been identified through the Case Study Compliance Review Process, which are in violation of state and federal special education rules and regulations.					For Use By Technical Assistant At Follow Up Visit			
CITATIONS OF 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.) Please note: citations re individual students must be benchmarked in the first quarter.				Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):
				8/08	11/08	2/09	5/09	Note as Met, In Process or Not Met
ED 1109.01 (a) Required IEP Compliance, Contents of IEP Of the nine IEPs reviewed, seven lacked supporting documentation that all annual goals were measurable. All IEPs	The Claremont School district will provide 12 hours of Professional Development on Measurable Goals and Objectives to Special Educators and Principals. Building level Team leaders will be trained to	Karen Steinbeck Carol Kosnitsky	The trained Team Leader in each building will evaluate the goals and objectives of each IEP from the school to ensure each goal and objective has an associated NECAP, DIBELS or MAP. Each quarter five					

must have a statement of measurable annual goals.	preview IEPs to insure Goals and Objectives are measurable and linked to GLEs/GSEs. Training will be delivered during a 12 hour workshop.		student files will be randomly selected from each school and be reviewed by Karen Steinbeck. The evaluation of the student files will be based on measurable goals and objectives.					
ED 1109.10 Monitoring and Evaluation of IEPs ED 1109.02 IEP Accountability Of the nine IEPs reviewed, three of the documents indicated that the student had not advanced or had regressed academically. The district needs to ensure that processes are in place to establish accountability in convening IEP teams and revising IEPs for those students who are not demonstrating progress.	Special Educators will be supplied with professional development training on monitoring the IEP and evaluation processes. Training is scheduled to be delivered on August 25, 2008. This training includes training on reading of NECAP and MAP assessments and how to use the data to evaluate student progress.	Karen Steinbeck Carol Kosnitsky	Each quarter five student files will be randomly selected from each school and be reviewed by Karen Steinbeck. The evaluation of the student files will be based on a classroom grade Rubric. The Rubric will result in a “Change” or “No Change” recommendation for the student IEP. Any student whose file receives a “Change” recommendation should be consistent with a request from the Special Educator responsible for the student.					
ED 1119.03 (c) Curricula A child’s IEP cannot	At the elementary level, two special education teachers are attending	DINI Coordinator & Special Education Director	Attending the EDM Users Conference will increase collaboration					

<p>serve as a comprehensive curriculum. Currently in the Claremont School District, it is not always evident which curriculum is guiding instruction for students with disabilities, especially those who are receiving services outside of the general education classroom. In addition, it is not always clear what special education students should know and be able to do, and what learning standards are being upheld. The role of general and special education teachers also needs to be clearly defined and presented, as related to the delivery of curriculum, instruction and assessment of students with disabilities.</p>	<p>the Everyday Math (EDM) Users Conference in Seattle or Chicago. They will attend with classroom teachers from all grade levels.</p> <p>Special education teachers will continue to participate in PD on the math GLEs.</p>		<p>with general education teachers and will provide the special educators with a strong foundation for using the core math program to support students identified for special education services. The special education team will provide evidence of increased collaboration, stronger math programming, and instruction aligned with the GLEs via meeting minutes and lesson plans.</p> <p>Sign-in records will provide evidence of compliance, and improved student performance as a result of aligned instruction will provide evidence of impact.</p>					
<p>ED 1106.01 Special Education Process The Claremont School District needs to refine the oversight and</p>	<p>The Claremont School district will provide 12 hours of Professional Development on the IEP process. Training will</p>	<p>Karen Steinbeck Carol Kosnitsky</p>	<p>The trained Team Leader in each building will evaluate each new IEP referral from the school to ensure each</p>					

<p>implementation of the special education process at the building level to ensure compliance in all areas. As a result of the IEP review process, numerous oversights were identified in the special education process, ranging from IEPs not meeting compliance, documentation of parental involvement, monitoring of student progress, transition planning for high school students, monitoring student progress, and amending IEPs for students who are no longer demonstrating progress.</p>	<p>encompass the entire process from referral to identification to Special Educators. Building level Team Leaders will be trained to preview IEPs to insure a state compliant process is being followed.</p> <p>Team Leader Training will be delivered during a separate 12 hour workshop.</p>		<p>IEP is following the special education process. Compliance will be measured by comparing the IEP to a rubric of essential IEP items.</p> <p>Each quarter five student files will be randomly selected from each school and be reviewed by Karen Steinbeck. Each of the five files will be examined to insure that each contains all required documents.</p> <p>Karen Steinbeck will meet with Special Educators whose files do not meet compliance criteria to review compliance requirements and eliminate deficiencies.</p>					
<p>ED 1102.53 ED 1119.01 Transition Planning/Content of IEP 34 CFR 300.320(a) Definition of IEP; 34 CFR 300.320(b) Transition Services;</p>	<p>A protocol will be developed for staff on the process of planning and documenting transition services. For beginning year, mid-year and end of year IEP renewal dates.</p>	<p>Karen Steinbeck Carol Kosnitsky</p>	<p>The files of all transitioning students will be evaluated against a Rubric that requires both the sending and receiving Special Educators to supply documentation</p>					

<p>34CFR 321(b)Transition Services Participants: Upon completion of the IEP review process in the Claremont School District, it was clear that significant efforts are made by staff and the administration in transition planning for students. Emphasis is placed on transition planning at key points in a child’s education (grade to grade, school to school); however there is no process for documenting such efforts. In addition, at the high school level, the transition plans that were reviewed did not have measurable postsecondary goals, accompanied by a coordinated set of activities related to the student’s course of studies. All high school transition plans must include all required components.</p>	<p>Professional development with Carol Kosniskoi on transition services from grade to grade and post secondary IEP goals. Training for building coordinators will be provided to review files before transition and IEP transition goals.</p>		<p>about the transition for the student.</p> <p>For students transitioning out of high school Karen Steinbeck will meet with the High School Special Educators to ensure that post secondary goals and objectives are documented in the student’s file</p>					
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<p>ED 1119.11 Behavior Strategies and Discipline As a result of the IEP Reviews conducted in the Claremont School District, staff and the visiting team concluded that there needs to be continued emphasis placed upon the management of students with challenging behaviors. Most all staff agreed that they would benefit from additional support and professional development on positive intervention strategies. While some of the schools are implementing the PBIS model, the ongoing professional development for new staff has not always been consistent in regard to this process. Also, during the IEP reviews, there were discussions and recommendations on how to better utilize data collected on</p>	Professional development will be given to Paraprofessionals on Aug 25 on behavioral techniques. Paraprofessionals will have CPI intervention training, excluding the restraint portion.	CPI trainers; Karen Steinbeck	Sign-in sheets will document implementation, and a decrease in documented behavioral incidents for identified students will provide evidence of impact.					
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<p>student behaviors. Such as, questions were raised as to whether or not that data is regularly reviewed and discussed at each school in the district, and further, whether or not there are consistent processes in place to address challenging student behaviors which have a negative impact upon the culture, climate and student learning. For those students with disabilities who are in need of specialized programming, the school district needs to ensure that functional behavioral assessments are conducted, written in individualized plans and included in the IEPs. This should be supported with evidence of how progress is assessed.</p>								
<p>ED 1119.08 Diplomas For high school students placed out of district, student records had no evidence that</p>	<p>A protocol will be created to ensure an acceptance between the high school and out of district placements of Claremont</p>	<p>High School guidance Stevens Asst. Principal and Principal</p>	<p>Presence of an up to date list of credits earned by the student in his file. The list must be updated quarterly and be accepted by</p>					

child was earning high school credits leading to a regular high school diploma.	students so that credits are accepted by Stevens H.S. and placed in student files.	Karen Steinbeck Out of District coordinator.	Stevens High School.					
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VASE CITATIONS ARE ONLY A DRAFT. TO BE COMPLETED BY July 30

CITATIONS DETERMINED FROM THE MARCH 2008 VISIT TO VALLEY ACADEMY FOR SUPPORTED EDUCATION (VASE)

CITATIONS 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.) Please note: citations re individual students must be benchmarked in the first quarter.				Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):
				8/08	11/08	2/09	5/09	Note as Met, In Process or Not Met
DRAFT				8/08	11/08	2/09	5/09	
<p>ED 119.07 Personnel Standards CFR 300.23 Qualified Personnel Upon review of the certification of staff members at VASE, it became apparent that not all staff hold appropriate credentials for the positions in which they serve. Listed below are the major issues that surfaced: The middle school teaching position has been vacant since the fall of 2007; during the 2007-08 school year the program director has served as the middle school teacher, along with a substitute teacher. This leaves the “administrative” portion of the</p>	A Middle School teacher who meets HQT requirements will be hired.	Karen Steinbeck Donna Jones	Successful hiring of a HQT Middle School teacher					

<p>program not fully covered, and the substitute teacher holds no teacher certification. In addition, there are no individuals at the middle levels who meet HQT requirements in the academic content areas. The high school teacher is enrolled in ALT. IV seeking certification as a general special education teacher. He is HQT in English, and is also responsible for delivering core academic content in all required high school curriculum.</p>								
<p>ED 1119.03 Curricula ED 1119.08 Full Access to District's Curriculum CRF 300.26 ED 1119.08 Equal Educational Opportunities LRE VASE lacks evidence that students with disabilities have full access to elementary, middle and high school curriculum as outlined in the NH Minimum State Standards. Although VASE, in theory, is responsible for implementation of curriculum from both Claremont and Fall Mt. School Districts, there was not sufficient evidence that this is</p>								

<p>occurring. As a result of the March 2008 visit to VASE it was evident that curriculum offerings at the elementary, middle and high school levels are neither complete nor comprehensive. The high school does not have a course of studies and the middle school teaches only one grade level per year, (e.g. one year grade 6 curriculum is taught, the next year, grade 7, etc.) If a 6th grader is enrolled and VASE happens to be working on a grade 8 year of curriculum, this is where that individual is placed. It should also be noted that the administration reports that the curriculum is basically determined and created by individual staff members, and with the turnover in staff, the curriculum is constantly evolving based on the interest level and expertise of individual staff members. In addition, it is critical to note that several of the students enrolled are there for the entire school day, and therefore do not have access to curriculum offerings such as the arts, technology education,</p>								
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<p>consumer and family sciences, library media services, and all of the other electives offered within the sending school districts.</p>								
<p>ED 1109.01 Elements of IEP ED 1109.05 Implementation of IEP ED 1115.03 Team Composition ED 1109.09 IEP Accountability ED 1109.10 Monitor and Evaluation of IEP</p> <p>The one IEP reviewed during the March 2008 visit to VASE was missing several components, as follows:</p> <ul style="list-style-type: none"> • Annual Goals were not measurable • There was no evidence the IEP team composition met requirements • Monitoring of IEP was not evident • There was no evidence that assessment data was utilized in the development and monitoring of IEP <p>It should also be noted that VASE administration reports that Claremont Case Managers</p>	<p>Special Educators at VASE will be supplied with professional development training on monitoring the IEP and evaluation processes. Training will be a 12 hour professional development course conducted in September 2008. Training will also be supplied on data collection. This training includes reading of NECAP and MAP assessments and how to use the data to evaluate student progress.</p> <p>The Claremont School district will provide 12 hours of Professional Development on</p>	<p>Karen steinbeck Carol Kosnitski</p>	<p>VASE student files will be reviewed by Karen Steinbeck each quarter. The evaluation of the student files will be based on a classroom grade Rubric. The Rubric will result in a “Change” or “No Change” recommendation for the student IEP. Any student whose file receives a “Change” recommendation should be consistent with a request from the Special Educator responsible for the student.</p> <p>The Team Leader will evaluate the goals and objectives of each IEP to ensure each goal and objective has an associated NECAP or MAP.</p>					

<p>are responsible for the writing of IEPs, and that there is little to no involvement of VASE staff in the IEP development process.</p>	<p>Measurable Goals and Objectives to Special Educators and Principals at VASE. A Team Leader from Claremont will preview IEPs to insure Goals and Objectives are measurable and linked to GLEs/GSEs.</p>							
<p>ED 1119.08 Diplomas Based on the one high school student file reviewed, there was no evidence of the courses that the student was enrolled in, nor was there any evidence of credit earning status. There was no transcript on file and staff were not certain of credit status for the student.</p>	<p>A protocol will be created to ensure an acceptance between the high school and students placed at Vase, so that credits are accepted by Stevens H.S. and placed in student files.</p>	<p>High School guidance Stevens Asst. Principal and Principal Karen Steinbeck Out of District coordinator and Vase director.</p>	<p>Presence of an up to date list of credits earned by the student in his file. The list must be updated quarterly and be accepted by Stevens High School.</p>					
<p>ED 1102.53 Transition Planning ED 1107.02 CRF 300.347 (b) (1) Process: Provision of FAPE ED 1109.01 CFR 300.132 Transition Services Transition planning is a critical area for students placed in settings outside of their home school. Based on the brief</p>	<p>A protocol will be developed for staff on the process of planning and documenting transition services back to their home school. A protocol will be developed with Carol Kosnitski on</p>	<p>Karen Steinbeck Carol Kosnitski</p>	<p>The files of all transitioning students will be evaluated against a Rubric that requires both the sending and receiving Special Educators to supply documentation on transition planning. The transition plan will address academic as</p>					

<p>visit to VASE, there does not appear to be a clear and consistent process for creating and implementing comprehensive transition planning for students as they are placed at or discharged from VASE. Administration at VASE and SAU 6 need to review the present transition process for students and create a consistent process that provides all aspects of transition supports to the student and their families. This should include a clear process, including student goals, evaluating progress toward goals and a plan for transition to and from the program. Transition planning should include all relevant members (including the students, parents, teachers, related services, relevant outside agencies etc.). Transition planning should address academic as well as social and behavioral concerns.</p>	<p>transition services from grade to grade and post secondary IEP goals.</p>		<p>well as social and behavioral concerns. .</p>					
<p>ED 1119.04 Equipment, Materials and Assistive Technology Upon visiting VASE in March of 2008, it quickly became</p>								

<p>apparent that curriculum resources, texts, and instructional materials are not adequate. What the visiting team observed were classrooms with very few instructional materials, single copy textbooks where teachers were making copies for distribution to students and very few hands on learning materials that would be expected in an alternative learning setting. Upon inquiry, it was realized that the allocation from the cooperative SAUs for the FY 07-08 school year was limited to \$1,400.00 for instructional materials across all grade levels.</p>								
<p>ED 1106.01 Special Education Process Sequence As a result of the March 2008 visit to VASE it became clear that there is a need for refining and updating the existing special education policy, procedures and practices. Based on interviews with staff, students and administration, and review of one student file, it was evident that there had been several procedural oversights in the special</p>	<p>The Claremont School district will provide 12 hours of Professional Development on the IEP process from referral to Identification to VASE Special Educators</p> <p>A Team Leader will be selected from the Claremont</p>	<p>Karen Steinbeck Carol Kosnitski</p>	<p>The Team Leader will evaluate the Special Education process at VASE.</p> <p>VASE student files will be reviewed quarterly by Karen Steinbeck. The evaluation of the student files will be based on a Rubric designed to ensure that the Special Education process at VASE meets state</p>					

<p>education process, and that there are some inconsistencies in compliance with basic special education requirements. This raises significant concerns, and the legal implications of non-compliance with special education rules and regulations cannot be understated.</p>	<p>school district to oversee implementation and compliance of the Special Education process at VASE.</p>		<p>mandates.</p>					
<p>Communication There does not appear to be an established system of communication between VASE and SAU 6. On both sides there appears to be confusion, frustration, dissatisfaction and ineffectiveness felt by both staff and administration. There appears to be a breakdown in the culture of collaboration between Claremont and VASE which is essential for effective programming, staff performance, and parent and student engagement.</p>	<p>The Claremont school district will include Vase staff on the communication institute given July 17th and 18th</p> <p>A schedule of meetings will be established at the beginning of the school year for one meeting per month.</p>	<p>DINI Coordinator & Special Education Director</p>	<p>Sign in sheets and published meeting minutes documenting information exchanges each month on performance of student engagement.</p>					
<p>Professional Development At VASE, there is no school wide plan for providing embedded professional development. The school has no professional development goals, and there is little to no</p>	<p>The special education directors form both SAUs will work with VASE staff to develop personal professional and</p>	<p>Karen Steinbeck</p>	<p>The professional development plans for VASE staff will be reviewed twice during the school year. Progress will be measured by how many</p>					

<p>connection/ communication between the SAUs and professional development offerings. While the staff at VASE seems to be eligible to participate in professional development offerings within the SAUs, it does not appear that they are always aware of the professional development being provided. At the time of the March 2008 visit to VASE, the administration reported that each staff member at VASE has between \$300 and \$500 available to them to utilize toward professional development.</p>	<p>school goals.</p> <p>A professional development plan will be established for each staff member at VASE with measurable goals and objectives.</p> <p>VASE staff will be offered opportunities to participate in professional development training given by both SAUs. VASE will be included on the distribution list for training schedules of both SAUs.</p>		<p>goals have been achieved by VASE staff members.</p>					
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Executive Summary:

Claremont School District Focused Monitoring Executive Summary

“The Claremont school district strives for excellence in learning and educates the whole person in an atmosphere that promotes growth.”

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

Based on the work of the Focused Monitoring Achievement Team, the team developed the following model. The model shows the priority areas identified within each subcommittee of the Achievement Team (Communication, Faculty/Student Engagement, and Data), and is aligned with the SINI and DINI plans. Listed below are the specific findings of each subcommittee. They are integrated with the SINI and DINI processes because the data collection and analysis processes for the SINI and DINI plans were based on the work done by the Achievement Team through the FM process. Therefore, the findings at SINI and DINI levels align with the findings in the FM process.



Underpinnings		
Data	Faculty-Student Engagement	Communication
Data is the essential element for informed decision making.	The organizational well-being is reflective of the engagement and voice of all participants who have an interest/role in meeting the attributes essential to the organization's mission.	An informed school community is essential to understanding and support for the collective efforts to advance the achievements of all individuals within the organization and thus the organization itself.

Outcomes

Report/Process	Identified Need	Outcome	Page in FM Report
Focused Monitoring (FM)	Communication & Decision-Making Processes	<ol style="list-style-type: none"> 1. Articulate the guiding principles/beliefs that shape our thinking about effective communication 2. Develop a Decision-Making Model for use in the Claremont School District 3. Develop a plan to disseminate and implement the Decision-Making Model, including communication strategies. 4. Improve collaboration between general and special education staff. 5. Improve communication at all levels (e.g., levels, schools, families, students, VASE, etc.) 	pp. 28, 42, 45, 60

Report/Process	Identified Need	Outcome	Page in FM Report
District In Need of Improvement (DINI)	Assessment System	<ol style="list-style-type: none"> 1. Improve the use of assessment data in math to inform collaborative data analysis and planning; provide instructional consistency across classrooms and grades. 2. Design lesson plans based on assessment data and the assessment results as they relate to the GLEs/GSEs. 	p. 34
DINI/FM	Curriculum Alignment (Claremont & VASE)	<ol style="list-style-type: none"> 1. Align curriculum with the GLEs/GSEs 2. Link instruction to GLEs/GSEs. 3. Identify curriculum materials for struggling learners. 4. Provide adequate academic materials that reflect the correct grade level for students. 	pp. 36, 47, 54
DINI	Instructional Strategies	<ol style="list-style-type: none"> 1. Identify consistent time for core instruction and additional time for interventions across the district. 2. Utilize the most current research based methods of teaching mathematics consistently across the district. 3. Improve collaboration between special and general education staff. 	pp. 40, 58
FM/DINI	Family Involvement	Foster meaningful family involvement in the education process.	p. 25

Report/Process	Identified Need	Outcome	Page in FM Report
FM	Special Education Process (Claremont & VASE)	<ol style="list-style-type: none"> 1. Improve oversight of programs at the building level. 2. Write measurable goals and objectives with clear expected outcomes. 3. Monitor IEP progress consistently, making program changes as needed. 4. Develop transition plans with all necessary components, including post secondary goals for high school students. 5. Provide professional development in behavioral interventions for staff. 6. Coordinate credit and diploma requirements with Stevens High School for students placed out-of-district. 	p. 48, 56
FM	Staff Qualifications (VASE)	Provide staff with the appropriate certifications and qualifications.	p. 53

Improve achievement results for all students.