

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

SAU #64
WAKEFIELD SCHOOL DISTRICT
FOCUSED MONITORING
RESTRUCTURING
SUMMARY REPORT

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Report Date: June 1, 2009

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ACHIEVEMENT TEAM(S) MEMBERS

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*Denotes Leadership Team Member

INTRODUCTION

The Wakefield School District along with Milton School District make up SAU 64. Wakefield itself consists of five villages with a much larger summer population. The students of Wakefield attend the Union School for kindergarten (enrollment = 48), the Paul School for grades 1 – 8 (enrollment = 449) and Spaulding High School in Rochester for grades 9 – 12 (enrollment = 1575). Up to 10% of high school students attend Kingswood Regional High School in Wolfeboro (enrollment = 880). Students ages 3-5, who are identified as in need of early intervention supports, attend Bright Beginnings located in Milton.

The educational mission of SAU 64 is:

The mission of SAU 64 is to improve student learning by engaging students, families and the community, providing and maintaining the means of best practices for all staff and unifying the districts of Milton and Wakefield through collaborative endeavors with the commitment to relationships, rigor and relevance (for students).

The goals of SAU 64 are:

- All students in SAU 64 will be challenged to develop the literacy and numeracy skills needed to be successful in tomorrow's world.
- A positive, collaborative, climate and culture will be built throughout SAU 64.
- Leadership throughout SAU 64 will be student oriented.
- Planned, meaningful professional development activities will be developed to assure that SAU 64 goals are met.
- Communication throughout SAU 64 communities will be enhanced.

For the 2008-2009 school year, the Wakefield School District was determined to be in Corrective Action as a District, Restructuring as a School and Focused Monitoring as a District. This was based upon the school and district NECAP scores over the previous years. In 2008 the school failed to make AYP in the area of math for its fourth year and the district failed to make AYP for its third year in the same area. Additionally, the school in 2008 was identified as a school in need of improvement in the area of reading. The Wakefield School District was chosen to participate in the Focused Monitoring Process based upon the proficiency gap between the general student population and students with disabilities. In 2006, 81% of students with educational disabilities scored below proficient while 44% of all students scored below proficient on the state NECAP assessment. In 2007, 91% of students with educational disabilities scored below proficient while 47% of all students scored below proficient.

It was determined that the Restructuring and Focused Monitoring Processes would be combined into one with the Focused Monitoring Process driving the Restructuring Process. As a school in the planning year for Restructuring, the Paul School needed to choose one of five options for the basis of the plan. The team decided to implement the fifth option which states: “Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress”.

The purpose of the Focused Monitoring 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.

It was determined that the '5-Step Inquiry Process' would be used drive the combined effort. The steps were:

- Get Ready for Inquiry
- Organize and Analyze Data
- Investigate Factors Impacting Student Achievement
- Determine Effective Practices and Write a Plan
- Implement, Monitor and Evaluate

In order to determine what the Essential Question would be, initial data was collected using the 'Indicators of Restructuring' through the Center for Innovation and Improvement as outlined in Walberg's book, "Restructuring and Substantial School Improvement". Since the plan would serve as both the Restructuring and Focused Monitoring Plan, it was important that the Essential Question address the needs of all students and not only those with educational disabilities. The Essential Question was determined to be:

At the Paul School, what are the contributing factors to the achievement gap that exists between those students who scored proficient and above and those who did not?

GET READY FOR INQUIRY ORGANIZE AND ANALYZE DATA

The Wakefield School District has been extremely busy over the past year gathering and analyzing data as part of the Focused Monitoring Process.

Data reviewed included:

- Checklists of Success Indicators
- Mapping Current Initiatives – Inventory of Initiatives
- Inventory of Team Structures within the Building
- NECAP and NWEA Scores from 2006 – 2008
- Paul School Staff Leadership Survey
- Spaulding High School Focus Groups – Staff / Students
- Paul School Focus Groups – Staff / Students
- Spaulding High School Parent Interviews
- Paul School Staff and Parent Survey
- Survey of Reading / Math Programs for Each Grade
- Survey of Instructional Time for Each Grade
- Survey of Assessments used for Each Grade
- Survey of Data used for Each Grade Level
- Survey of Interventions Available at Each Grade Level
- Spaulding High School Student Data – Grades, Attendance, Behavior, Course Selection
- IEP Review
- Review of DINI/SINI Status and Plans

State assessment data showed a significant drop in proficiency levels for grades 7 and 8 mathematics and reading. Student scores for reading proficiency increased in grades 7 and 4, but did not increase for math (possible impact of Reading First initiative). High school NECAP data indicated that a majority students are below proficient, however, Spaulding data was not available specifically for Wakefield Students

The Special Education cohort group did not make AYP in 2003 or 2004 in Math, made safe harbor in 2005 and 2006 Math, but in 2007 with 68% substantially below proficient. In 2008 70% of the Special Education cohort scored substantially below proficient.

NWEA data-indicated an increase in skills throughout grades although there is a slight dip in grade 6 Math.

SHARED LEADERSHIP CAPACITY SURVEY

This survey was given to the staff at the Union and Paul Schools at a faculty meeting in early January. Staff were asked to rate the school district in the areas of Culture and Climate, Leadership, and Curriculum.

Analysis of this data indicated that the staff found they were unclear of who is in charge of the schools as there was a sense there had been no strong leadership in place. Communication was lacking. This was acknowledged and attributed to the fact that in 2006-2007 the Wakefield School District had two interim principals and in 2007-2008 the principal hired became seriously ill and could not fulfill the duties and

responsibilities. According to staff comments, this past year has a new principal who is performing well and is a huge improvement.

The components surrounding curriculum and instruction indicate that the Reading First Initiative is prominent in the school. Data is used to drive reading instruction in grades K-3, and training is given to teachers and staff on how to use reading interventions successfully. However, data is more informally reviewed and not shared regularly, if at all, for the remaining core academic subjects. Curriculum design and setting standards are not aligned with state GLE's and the standards are not well known by the teachers. The staff does acknowledge that the new position this year of a Curriculum Coordinator has been a big help as the Coordinator has been working frequently and regularly with the grade-level teachers to provide an understanding of the GLEs and how to incorporate them into instruction.

The Culture and Climate at Paul School needs improvement. While some teams work well together, there is a lot of distrust school-wide and staff are not able to engage in open and honest communication. The staff felt that interactions are based on informal and unwritten rules that change depending on the group situations. (See Addendum for details of Survey)

FOCUS GROUP DISCUSSIONS

Paul School staff focus groups determined that the current climate and culture interfered with the ability to develop Professional Learning Communities at Paul School and hindered student achievement. The data gathered appears to have clustered into the following areas: Climate, Leadership, School Board, Staff, Staff Meetings, Accountability, Communication and Paraprofessionals. The discussions indicated there was little interaction among staff and there was a feeling of unease and distrust of others. Inappropriate and unprofessional behaviors were not dealt with, nor were staff members held accountable for their actions. The staff did say that the Principal was approachable and available for them but that more face-to-face communication was desired. Communication is best in the K-3 classrooms due to the demands of the Reading First Initiative, but appears to rely on the email system otherwise. The staff would welcome more open communication with other staff members as to what the committees are working on; they suggested more time be devoted to collaboration with their peers but recognized that it is difficult to find the time to meet. People are afraid of the School Board; they feel there are biases within the membership and that some have undue influence.

Focus group discussions at Spaulding High School in Rochester determined that some students felt well prepared in science, but not prepared for math. Students said the hardest subject at Spaulding is math. Depending on the amount of special education assistance, students indicated that changing classes was difficult and getting work handed in on time was a problem. According to the student respondents, Spaulding High School is more demanding and students are held responsible for getting work done independently. Repeatedly, students identified that the distance traveled between Wakefield and Spaulding High School and the lack of transportation made it very difficult to participate in extracurricular activities or get extra academic support. (See Addendum for details of Focus Groups)

INVENTORY OF SCHOOL INITIATIVES

After mapping the many and various initiatives at Paul School, it was realized that those initiatives were not aligned with each other. For example, there were 4 summer school groups, none working together on a common focus/objective. The Paul School has an RTI model for Reading grades K-3, a literacy initiative for each grade 4-6, a separate enrichment program, an alternative education program, after school programs for behavior, enrichment, tutoring and homework help and a school wide behavior system in PBIS. While all the initiatives are valuable and focused on providing appropriate instruction

and support to students, they were mostly created independently of each other. Many were started by grants and sustained in the district budget over the years and most work independently of each other. Data is not always gathered nor used to monitor and evaluate the effectiveness of the programs.

SURVEY ON INSTRUCTIONAL TIME SPENT, MATERIALS USED, ASSESSMENT

In the area of mathematics, the Everyday Math program is used in grades K - 5; grades 6, 7 and 8 use the McDougal Littel text and refer to that as their curriculum. Math instruction is at least 60 minutes for all grades, with grades 4, 5, and 7 having 90 minutes of instruction. However, grade 8 has 45 minutes of math instructional time.

Analysis of instructional time devoted to Reading indicates that time spent decreases significantly as students advance in grades. Paul School is a Reading First School for grades K-3 with daily instruction for 90 minutes and tiered interventions as needed for up to 60 additional minutes. Primary grades and intermediate grades have 90 minutes with additional interventions provided by teachers, special educators, Title 1 staff, and paraprofessionals. This instruction time decreases so that by grade 8 only 55 minutes a day of classroom instruction is provided, with no interventions. Grade 8 literature instruction is based on a book with a copyright date of 1987. Special education students are provided with pull-out instruction in lieu of classroom instruction and as dictated by IEP's. Beginning in 2008, Grade 7 has 90 minutes of language arts with interventions. (See Addendum for details of Materials, Time and Assessment)

SCHOOL COMMITTEES

All teachers at the Paul School are required to serve on a school committee; they are allowed to choose on which committee they wish to serve. A problem has surfaced that Leadership and Advisory committee members are comprised of the same group of individuals and are perceived as having a higher degree of influence on the workings of the school. Additionally it was noted that the Committees were not aligned, did not communicate with the rest of the school and did not work together on common goals. The Paul School needs fresh memberships on committees.

Following a review of the above data sources, it was evident that there were 3 areas that needed to be investigated:

1. Leadership-The Superintendent and School Board present a unified vision for school improvement. The Leadership Team monitors school-level learning data.
2. Curriculum, Instruction, Assessment-Instructional Teams develop materials for their standards-aligned learning activities and share materials among themselves. CIA also uses student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
3. Parent/Family Engagement-The district includes community organizations and churches in school reform and restructuring planning, and maintains regular communication with them.

FACTORS IMPACTING STUDENT ACHIEVEMENT

The Wakefield Focused Monitoring and Restructuring Team investigated multiple factors impacting student achievement. Following the initial data collection activities, which included the Focused Monitoring inventory of initiatives and the prioritizing of Restructuring Success Indicators (taken from the Center on Innovation and Improvement), the team prioritized district needs into three areas, including Leadership; Curriculum, Instruction and Assessment; and Parent and Family Engagement. At this time three subgroups were formed within the Achievement Team to look more closely at this existing data and to collect other data sources as indicated. Subcommittees generated a list of the possible factors that contribute to the low performance of students in the district. Based on review of this data the team determined what additional data was needed. Hypotheses based upon patterns and trends identified within the data were formulated then accepted or rejected based on all data available. The hypotheses were as follows.

From the Leadership Subcommittee:

The current climate and culture at the Paul School interferes with the ability to form professional learning communities.

From the Curriculum, Instruction and Assessment Subcommittee:

Instruction and curriculum are not coordinated nor aligned vertically or horizontally within the school.

Teachers are not adequately using assessment data to inform instruction.

Access to the general education curriculum decreases as students with disabilities progress through the grades.

From the Parent / Family Engagement Subcommittee:

The lack of effective communication systems at all levels within the educational community impacts student achievement. Members of the educational community include, but are not limited to: SAU and its staff, school staff and administration, school board, students, parents and the community at large.

These five hypotheses were used to drive the Action Plan which follows.

THE COMPLIANCE REVIEW

Introduction:

The compliance component of the NHDOE Focused Monitoring Process includes both an internal and external review of Special Education data directly linked to compliance with state and federal special education rules and regulations. Data gathered through the various compliance activities is reported back to the school's Achievement Team, as well as the NHDOE, Bureau of Special Education. This is for the purpose of informing both the district and the NHDOE of the status of the district's special education processes, programming, progress of students with disabilities, and alignment of special education programming with the curriculum, instruction and assessment systems within the school district.

Special Education Compliance Review:

As part of the NHDOE Focused Monitoring Process, a special education compliance review was conducted in the Wakefield School District on February 13 and 18, 2009. Listed below is the data that was reviewed as part of the compliance review, all of which are summarized in this report.

- Review of randomly selected IEPs in preschool through grade eight
- Review of LEA Focused Monitoring Compliance Application including:
 - Special Education Policy and Procedures
 - Special education staff qualifications
 - Program descriptions
- Review of all district special education programming
- Review of Out of District Files
- When appropriate, review of student records for students with disabilities who are attending charter schools
- Review of parent feedback collected through the focused monitoring data collection activities

Summary of Findings:

IEP Review Process Conducted on February 13 and 18, 2009:

As part of the compliance component of Focused Monitoring, the NHDOE worked in collaboration with the Wakefield School District to conduct reviews of student IEP's. The Focused Monitoring IEP Review Process has been designed by the NHDOE to assist teams in examining the IEP for educational benefit, as well as compliance with state and federal special education rules and regulations. The review is based on the fact that the IEP is the foundation of the special education process.

As required by the IEP review process, general and special educators in the Wakefield School District were provided with a collaborative opportunity to review 4 IEP's that were randomly selected to determine if the documents included the following information:

- Student's present level of performance
- Measurable annual goals related to specific student needs
- Instructional strategies, interventions, and supports identified and implemented to support progress

- toward measurable goals
- Assessment information (formative and summative) gathered to develop annual goals and to measure progress toward annual goals
- Accommodations and/or modifications determined to support student access to the general curriculum instruction and assessment
- Identification of assessment data, where/when data will be gathered, how data is recorded and who will be responsible
- The revision of goals and/or objectives/benchmarks to the general education curriculum, instruction and assessment practices when students are not demonstrating success, when appropriate
- Three-year look back at the student's progress toward key IEP goals and the documented evidence of student gains

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

Below is the summary of district level findings that resulted from the IEP Review

Process conducted in the Wakefield School District:

Number of IEPs Reviewed: 4

Four IEP reviews were conducted over a two day period. Student disability areas of identification in the review included: Specific Learning Disability, Speech Language Impairment and Developmental Delay. IEP's were reviewed at the preschool, grade 2, grade 6 and grade 8 levels.

Is it clear that there is a relationship between the goals and student's needs, resulting from his or her disability, as described in the present level of performance?

3 IEP's demonstrated a clear relationship between student needs and goals.
1 IEP did not contain a clear connection between student needs and IEP goals.

Does the IEP include functional goals?

Two IEP's included functional goals.
Two IEP's did not include functional goals.

Are all of the identified needs and annual goals measurable (i.e., contain criteria for measurable and achievable progress)?

Two IEP's contained measurable and achievable goals.
Two IEP's contained goals that were not measurable or achievable.

Is there evidence the student is making progress?

At the time of the review three students were making measurable progress in school.
School progress was not noted in one of the IEP reviews.

Transition

1 IEP did not include a required transition plan.

Conclusions/Patterns Trends Identified Through the Paul School IEP Review Process

How has this process informed future plans for improving the writing of student IEPs?

1. IEP teams must include parent concerns for improving the students' education in the IEP.
2. There must be a clear relationship between the goals and students needs, resulting from his or her disability.
3. The IEP must include academic and functional goals.
4. A statement of transition services must be included in IEP's if the student will turn 14 during the service period.
5. The IEP must include accommodations that are critical to enabling the student to access and progress in the general education curriculum.
6. The Paul School plans to develop a written format for the monitoring of the implementation of accommodations and modifications. Monitoring currently takes place, but is not formally recorded.
7. Services stated in the student's IEP must address all the child's academic, developmental and functional needs.
8. Upon review of student data; if a student is not demonstrating progress over time, the IEP Team needs to convene to determine factors and determine how the child's program might be amended.

Describe how individual student performance information is conveyed from grade to grade/school to school:

1. There are informal processes in place where teachers work with one another and meet students.
2. At the middle-school level it is important that transition planning occurs early in the year to lessen parent and student anxiety.
3. Transitions systems, while informal, should be documented and consistent.
4. The transition process for students moving into high school needs to be formalized and improved upon.

Agreed upon actions

1. Staff members at the Paul School will insure that appropriate accommodations are provided to students during the school year.
2. The Paul School will provide full access to the general education curriculum for students with disabilities to insure that all students are provided with curriculum and instruction that is aligned with district curriculum.

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

Strengths:

1. The district utilizes a comprehensive battery of assessments, including both formative and summative measures.
2. At the elementary primary level, general educators take an active role in monitoring student progress and adjusting instruction as needed.

3. The district Preschool Program is commended for providing a comprehensive, data driven program inclusive of effective transition practices, the use of specialized consultants and positive behavioral practices.

Suggestions:

1. Review formative assessments, NWEA scores, and NECAP scores regularly to insure the IEP is addressing all of the student's areas of need.
2. All forms of data need to be better utilized in writing of IEP's, including: state, district wide, curriculum based and individual assessment results.
3. There appears to be some confusion regarding the definition and differences between modifications and accommodations; both general and special education staff would benefit from professional development in this area.
4. Progress monitoring needs to take place at all grade levels and be directly linked to measurable annual goals that are aligned to the general curriculum.
5. Students must be provided with appropriately certified staff in all academic areas.
6. The data driven practices currently in place in the early grades established through the Reading First Initiative appear to be having a positive impact upon student achievement. The Paul School should consider utilizing similar practices school wide.

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

As a result of the IEP's that were reviewed on February 13 and 18, 2009, the following citations of noncompliance were identified:

ED 1119.08 Full Access to the District's Curriculum

ED 1119.08 Equal Opportunities LRE

CFR 300.26

ED 1109.07 Personnel Standards

CFR 300.23 Qualified Personnel

Based on the IEP's reviewed at the Paul School, it was evident students with disabilities do not have full access to the school curriculum. The 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) introduced important changes in the provision of special education services for students with disabilities. One of the most significant changes concerns the requirement that students with disabilities receive access to the general curriculum. IDEA further requires that children with disabilities, to the maximum extent possible, are educated with children who are not disabled. Students with disabilities must have access to the grade level expectations for their grade level and teachers must maintain high expectations for their performance in meeting the standards. Specifically, it is required those students with disabilities: (1) have access to the general curriculum; (2) be involved in the general curriculum; and (3) progress in the general curriculum.

At the upper grade levels access to the general education setting decreases for students with disabilities. The current service delivery model for special education students at this level more frequently involves a substantially separate classroom. Ensuring that all students have access to the general education curriculum utilizing appropriate accommodations and modifications is a mandate of both federal and state laws for students with disabilities.

Equally important is the need for Instructional decisions to be made by appropriately certified personnel. Based on the IEP reviews it was evident that classroom paraprofessionals are relied upon to make determinations regarding curriculum such as accommodations and/ or modifications. It was also noted by reviewers that a clear relationship between the goals and student needs does not exist in all IEP's. Several IEP's did not include appropriate goals. For example, some students with significant deficiencies in math contained only a goal in the area of reading.

ED 1109.10 Monitoring and Evaluation of IEP's
ED 1109.02 IEP Accountability

The district needs to ensure that processes are in place to establish accountability in convening IEP teams and revising IEP's for those students who are not demonstrating progress. A review of IEP's at the Paul school indicated the following:

Student IEP's do not consistently contain parent concerns, academic and functional goals based on student needs, and statements of transition services when appropriate. All of these elements are required components of IEP's.

Students are not consistently receiving the accommodations and modifications listed in their IEP's. Appropriate accommodations are critical to enabling students with disabilities to access and progress in the general education curriculum. The administration must insure that implementation of accommodations and modifications is monitored. If a student is not provided with the agreed upon accommodations or modifications, he or she may not be able to access and progress in the general education curriculum.

General and special education teachers must periodically review student progress via student assessment data. Upon review of student data; if a student is not demonstrating progress over time, the IEP Team needs to convene to determine factors and determine how the child's program might be amended.

Individual Education Plans
CRF # 300.320 Content of IEP, ED 1109.01 Elements of an IEP

Three of the four IEP's reviewed lacked measurable annual goals and several IEP's did not include short term objectives or benchmarks to measure student progress. In addition, there is no consistent evidence that IEP's are written using baseline data to indicate student's academic levels (e.g., district/state assessments, curriculum based assessments, individual evaluations, etc.).

ED 1109.01 Elements of an IEP, ED 1102.53 Transition Planning
CFR # 300.43 (a) Transition Services, Development of IEP

At the high school level, one of the IEP transition plans lacked several required components. Beginning at age 14 the IEP must identify the transition service needs that includes the following two components:

- A. A statement showing how planned studies (course of study) are related to the student's goals beyond secondary education.

- B. A statement of the student's goals beyond secondary education.

PLEASE NOTE: The above citations of non-compliance will need to be addressed in a corrective action plan and met within one year of the date of the report; a template is located at the end of this summary.

District Wide Commendations:

The Special Education Plan (Policy and Procedures) has been updated and meets compliance. Staff members in the early grade levels are commended for the effective use of screening and diagnostic tools that measure and continually monitor student progress in the area of reading. This emphasis on progress monitoring in Kindergarten through grade 3 has been significant and appears to have resulted in improved student achievement levels. The district is encouraged to maintain these practices and increase them through grade 8.

LEA Focused Monitoring Compliance Application:

As part of the Focused Monitoring data collection activities, the LEA Plan, which includes Special Education procedures, was reviewed. In addition, personnel rosters were submitted to verify that staff providing services outlined in IEP's are qualified for the positions they hold. Also, program descriptions were reviewed and verified, along with follow up and review of any newly developed programs or changes to existing approved Special Education programs. Upon review of all the data and supporting documentation provided, it was determined that the compliance application was complete and no citations of non-compliance were identified.

Out of District File Review: Based on the random review of student files for children with disabilities placed out of district, and/or court ordered, there were no citations of non-compliance identified.

Commendations: The out-of-district files were well organized and comprehensive.

Students with Disabilities Attending Charter Schools:

At the time of the February 13 and 18, 2009 Review Process conducted in the Wakefield School District, there were no students with disabilities currently enrolled in charter schools. For this reason, no review was conducted.

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

As part of the Focused Monitoring Compliance Component, the NHDOE reviews all requests for new programs in the district, and/or requests for changes to existing programs. No requests for approval of new programs or changes were submitted as part of the Focused Monitoring Process.

Conclusions:

The IEP Review Process that was conducted in the Wakefield District was intended to assist staff and administration in the review of IEP's to determine the extent to which IEP's were in compliance, and to bring general and special educators together to determine factors that are impacting student achievement.

Several concerns arose during the IEP review process regarding IEP development and educational programming for students with disabilities. Of particular concern is the practice of removing students from the general education setting and, as a result, removing their access to the general education curriculum. This practice is clearly more frequently noted in the upper grade levels.

In order to insure the appropriate and timely provision of special services that allows for access to the general education curriculum, it will be necessary for the Paul School to demonstrate that all students are given appropriately certified staff in all areas of instruction. If students are prevented from accessing the general education environment for any reason, appropriate justification must be provided in the student's IEP.

In order for students to access the general education curriculum, it is critical that general and special education staff meet regularly to review student progress and determine appropriate instruction. It was noted on several occasions during the visit that general education teachers and special education teachers do not have protected time to meet and consult with each other. When time is available, it is reported that some staff members are unwilling to participate in the consultation and collaboration process.

NHDOE SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS CORRECTIVE ACTION PLAN

SAU#: 64	NAME OF SAU: Wakefield School District	SUPERINTENDENT/EXECUTIVE DIRECTOR: William Lander - Superintendent						
SPECIAL EDUCATION DIRECTOR: Paula Wensley				DATE OF PLAN: 6/15/09				
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 June 2010								
CITATIONS OF NONCOMPLIANCE: Citations of noncompliance are defined as deficiencies that have been identified through the Focused Monitoring IEP Review Process, which are in violation of state and federal special education rules and regulations.						For Use By Technical Assistant At Follow Up Visit		
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.)				Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):
				9/09	12/09	3/10	6/10	Note as Met, In Process or Not Met
ED 1119.08 Full Access to the District’s Curriculum ED 1119.08 Equal Opportunities LRE CFR 300.26 ED 1109.07 Personnel Standards CFR 300.23 Qualified Personnel Based on the IEP’s reviewed, at the Paul School, it was evident students with disabilities do not have full access to the school curriculum. The 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) introduced important changes in the provision of special education services for students with disabilities. One of the most significant changes concerns the requirement that students with disabilities receive <i>access to the general curriculum</i> . IDEA further requires that children with disabilities, to the maximum extent	Workshops and trainings will be given to the Paul School staff by an outside agency such as the district’s legal firm or the NHDOE consultants on the federal requirements surrounding full access to the school curriculum and	Special Education Director, Building Principal, Special Education Coordinator	Increase of students served in the regular education setting will occur with the academic program be the responsibility the regular education teacher in collaboration/ consultation with the special educator. Meeting notes will indicate the continuum of educational placements were					

<p>possible, are educated with children who are not disabled. Students with disabilities must have access to the grade level expectations for their grade level and teachers must maintain high expectations for their performance in meeting the standards. Specifically, it is required those students with disabilities: (1) <i>have access to</i> the general curriculum; (2) <i>be involved in</i> the general curriculum; and (3) <i>progress in</i> the general curriculum. At the upper grade levels access to the general education setting decreases for students with disabilities. The current service delivery model for special education students at this level more frequently involves a substantially separate classroom. Ensuring that all students have access to the general education curriculum utilizing appropriate accommodations and modifications is a mandate of both federal and state laws for students with disabilities.</p> <p>Equally important is the need for Instructional decisions to be made by appropriately certified personnel. Based on the IEP reviews it was evident that classroom paraprofessionals are relied upon to make determinations regarding curriculum such as accommodations and/ or modifications.</p> <p>It was also noted by reviewers that a clear relationship between the goals and student needs does not exist in all IEPs. Several IEPs did not include appropriate goals. For example, some students with significant deficiencies in math contained only a goal in the area of reading.</p>	<p>being instructed to the maximum extent possible with their typical peers with teachers certified in the area of instruction.</p> <p>Training will be given to the special education teachers on developing measurable and demonstrable goals/objectives decided based on area of disability and documented weakness.</p>		<p>discussed with consideration always given to the general education classroom as first consideration, reasons will be given as to why placements were rejected along the continuum until placement decided.</p> <p>Student IEPs will be developed according to current level of functioning as documented in formal and informal measures and address all areas of concerns noted according to the disability.</p>					
<p>ED 1109.10 Monitoring and Evaluation of IEPs ED 1109.02 IEP Accountability 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. A review of IEP's at the Paul school indicated the following:</p>	<p>Forms will be created and disseminated to staff and included in the LEA manual to ensure that IEPs are developed with</p>	<p>Special Education Director, Building Principal</p>	<p>IEPs will be developed with all required components completed appropriately and implemented as written with periodic progress monitoring documented.</p> <p>Students' IEP teachers</p>					

<p>Student IEPs do not consistently contain parent concerns, academic and functional goals based on student needs, and statements of transition services when appropriate. All of these elements are required components of IEPs. Students are not consistently receiving the accommodations and modifications listed in their IEPs. Appropriate accommodations are critical to enabling students with disabilities to access and progress in the general education curriculum. The administration must insure that implementation of accommodations and modifications is monitored, if a student is not provided with the agreed upon accommodations or modifications he or she may not be able to access and progress in the general education curriculum. General and special education teachers must periodically review student progress via student assessment data. Upon review of student data; if student is not demonstrating progress over time, the IEP Team needs to convene to determine factors and how the child's program might be amended.</p>	<p>legally compliant teams and contain all required components as outlined in the NH Rules and Regulations.</p> <p>Progress monitoring assessments will be given at least quarterly and the data reviewed by the students teachers/therapist to ensure adequate progress is being made and if not, team is convened to review the IEP and amend .</p>		<p>and related service providers will meet on a monthly basis to review student progress; meeting minutes will be taken and kept in the student's special education file.</p>					
<p>Individual Education Plans CRF # 300.320 Content of IEP, ED 1109.01 Elements of an IEP Three of the 4 IEPs reviewed lacked measurable annual goals and several IEPs did not include short term objectives or benchmarks to measure student progress. In addition, there is no consistent evidence that IEPs are written using baseline data to indicate student's academic levels (e.g. district/state assessments, curriculum based assessments, individual evaluations, etc.).</p>	<p>A workshop will be held on Developing Legally Compliant IEPs including creating valid measurable and demonstrable Goals using baseline data.</p>	<p>Special Education Director, Building Principal, Special Education Coordinator</p>	<p>IEP goals will be written in measurable and demonstrable terms with benchmarks and/or objectives included using baseline data to indicate students' current levels of achievement.</p>					

<p>ED 1109.01 Elements of an IEP, ED 1102.53 Transition Planning CFR # 300.43 (a) Transition Services, Development of IEP</p> <p>At the high school level, one of the IEP transition plans lacked several required components Beginning at age 14 the IEP must identify the transition service needs that includes the following two components:</p> <ul style="list-style-type: none"> A. A statement showing how planned studies (course of study) are related to the student's goals beyond secondary education. B. A statement of the student's goals beyond secondary education. 	<p>A training session will be held for the special education case managers for grades 7-12, for teacher in Wakefield and Spaulding High School, on developing appropriate and compliant transition plans for special education students. The NHDOE will be requested for an educational consultant to provide the training to ensure it will meet the NH State Rules and Regulations.</p> <p>The Special Education Director from Rochester NH will be contacted to ensure the Spaulding case managers will be able to attend.</p>	<p>Special Education Director, Wakefield Spaulding LEA, Spaulding Special Education Coordinator</p>	<p>Transition plans will be individualized and developed with the student according to their current interests and goals as the basis and include all the components according to the NH Rules and Regulations.</p>					
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THE ACTION PLAN

1. Finding:

The current Climate and Culture interferes with the ability to form Professional Learning Communities at the Paul School.

Goal:

The Climate and Culture will become one that fosters Professional Learning Communities and other Professional Development opportunities to increase staff knowledge of the learning process resulting in improved student achievement.

Activities for 2009-10:

- 1. Time will be devoted at each Faculty meeting (bi-monthly) for book talks or other meaningful activities to foster the establishment of PLC's.*
- 2. Leadership training for training teacher leaders to include a cross section of faculty.*
- 3. Training in Trust Building will be provided.*
- 4. Training in coaching for staff and opportunities for staff to coach one another. A system of teacher support which utilizes a coaching model in classrooms to improve lesson planning, teaching, and evaluating student progress will be in place.*
- 5. Development of a social committee that would work with staff to develop a variety of social opportunities for staff to participate in.*

Resources:

- 1. Teacher Leadership Training*
- 2. Texts for book discussion*
- 3. Professional Development in PLC's*
- 4. Consultant to develop trust building activities*

Timeline:

- 1. Book Talks – Ongoing beginning September 2009*
- 2. Initial training – Summer professional development during 2009 and ongoing during the 2009-2010 school year*
- 3. September 2009- June 2010*
- 4. Ongoing beginning September 2009*
- 5. Ongoing beginning September 2009*

When will quarterly benchmark meetings occur to evaluate progress?

1. By November 1st, February 1st, April 1st and June 1st
2. By November 1st, February 1st, April 1st and June 1st
3. By November 1st, February 1st, April 1st and June 1st

Oversight

Who will take primary responsibility/ leadership? Who else needs to be involved?

1. Principal
2. Principal and Assistant Principal
3. Principal and Guidance
4. Superintendent and Principal
5. Health and Wellness Committee

Monitoring (Implementation)

What evidence will be collected to document implementation?

Review of Principal / Teacher Leadership Team minutes

Accountability system will be in place

Review of school level mission and vision

Review of calendar of events: social, book talks, professional development, data team meetings

What evidence will be collected to assess effectiveness?

Results of Shared Leadership Capacity Survey which will be administered in June 2010

How often?

Quarterly

By whom?

Principal and Assistant Principal

Curriculum Coordinator

Principal / Teacher Leadership Team

2. Finding:

Instruction and Curriculum are not coordinated nor aligned vertically or horizontally within the school.

Goal: *Curriculum will be aligned both vertically and horizontally resulting in improved student achievement.*

Objectives:

- 1. The curriculum coordinator will engage with teachers in dialogue about math and reading curricula.*
- 2. Adequate Instructional time will be provided and protected in both mathematics and reading. Daily instructional time will be as follows:
Kindergarten - 60 minutes LA/ 60 minutes math
Grades 1-6 - 90 minutes LA/ 60 minutes math
Grades 7-8 - 90 minutes LA/ 90 minutes math*
- 3. Every student has a right to be taught by a fully trained and certified teacher who has breadth and depth of knowledge in the subject being taught.*

Anticipated changes in district or school practice as a result of implementing this strategy:

- 1. Curriculum coordinator will provide regular guidance to data teams for instructional decision making.*
- 2. Grade level teams will coordinate pace and content of instruction to ensure the curriculum taught is aligned to the state standards.*
- 3. All teachers are certified in every content area taught: Elementary K-6, Content 7-8.*

Activities for 2009-10:

- 1. Curriculum Coordinator will provide regular guidance to data teams for instructional decision making*
- 2. Grade level teams will coordinate pace and content of instruction to ensure the curriculum taught is aligned to the state standards*
- 3. Teachers and schedules will be adjusted to assure that all students will receive adequate instructional time from certified staff*

Resources:

- 1. Curriculum Coordinator who is familiar with NH Standards in order to align the curriculum with the standards*
- 2. Restructuring of day to allow for adequate instructional time and Professional Learning Communities focused on curriculum, instruction and assessment*

Timeline:

1. Ongoing beginning September 2009
2. Ongoing beginning September 2009
3. By close of school, June 26, 2009

When will quarterly benchmark meetings occur to evaluate progress?

1. By November 1st, February 1st, April 1st and June 1st
2. By November 1st, February 1st, April 1st and June 1st
3. By November 1st, February 1st, April 1st and June 1st

Oversight:

Principal/ Leadership Team
Principal
Assistant Principal

Monitoring (Implementation):

What evidence will be collected to document implementation?

Review of Principal / Leadership Team minutes
Building a Master Schedule of Instructional time all grade levels

What evidence will be collected to assess effectiveness?

Student Achievement Data

How often?

Quarterly

By whom?

Principal and Assistant Principal

3. Finding:

Teachers are not adequately using assessment data to inform instruction.

Goal:

Assessment data will be used effectively to guide and differentiate instruction.

Objectives:

- 1. Establish a comprehensive assessment system to be used in instructional decision making. Staff will become proficient in the concept and use of formative assessment.*
- 2. Teachers will be knowledgeable about interpreting assessment data and linking curriculum, instruction and assessment.*

Activities for 2009-10:

- 1. A team will review assessment data to determine if the needs of the system are being met and to make recommendations for an assessment system.*
- 2. Professional development will be provided on the use of data to make instructional decisions.*

Resources:

*Professional development for all staff in data driven instructional decisions
Assessment Tools
Appropriate hardware and software*

Timeline:

- 1. September 2009 – September 2010*
- 2. Summer 2009 – ongoing*

When will quarterly benchmark meetings occur to evaluate progress?

- 1. By November 1st, February 1st, April 1st and June 1st*
- 2. By November 1st, February 1st, April 1st and June 1st*

Oversight

- 1. Principal, SAU Curriculum Coordinator and School Psychologist*
- 2. Principal, SAU Curriculum Coordinator and School Psychologist*

Monitoring (Implementation):

What evidence will be collected to document implementation?

*Review of Assessment Team minutes
Staff Development Records*

What evidence will be collected to assess effectiveness?

*Student Achievement data
Grade level meetings
Data meetings*

How often?

Quarterly

By whom?

Principal / Assistant Principal

4. Finding:

Access to the general education curriculum decreases as students with disabilities progress through the grades.

Goal:

Students with disabilities will have access to the general curriculum with their non-disabled peers.

Objectives:

- 1. Supplemental instruction will be available to all students who do not meet achievement targets in Reading and/or Math.*
- 2. Teachers will have the resources and knowledge to meet the instructional and behavioral needs of all students in their classroom.*
- 3. Every student will be administered a universal screening in Reading and Math at least three times a year and results will be used to establish supplemental instruction.*

Activities for 2009-10:

- 1. Supplemental systematic instruction in Reading and Math will be available to students at every grade level who are identified through school-wide assessment results as needing instruction in addition to participation in a regular program.*

2. *Teachers will receive professional development and other support to assist them in providing appropriate accommodations and differentiated instruction in the general classroom.*
3. *Universal screenings and progress monitoring systems will be chosen and piloted at each grade level in Reading and Math.*

Resources:

1. *Universal assessments for each grade level*
2. *Professional Development*
3. *Technology*
4. *Instructional/Intervention Materials*
5. *Adequate Staff*

Timeline:

1. *Supplemental Instruction: By Nov 1, 2009 - initially based on data NWEA (Grade 2-8)/ DIBELS (K-3)*
2. *Professional Development: August 2009 and ongoing*
3. *Universal Screening: By September 2010*

When will quarterly benchmark meetings occur to evaluate progress?

1. *By November 1st, February 1st, April 1st and June 1st*
2. *By November 1st, February 1st, April 1st and June 1st*
3. *By November 1st, February 1st, April 1st and June 1st*

Oversight

Who will take primary responsibility/ leadership? Who else needs to be involved?

1. *Principal, Special Education Director, Curriculum Coordinator, School Psychologist*
2. *Principal, Curriculum Coordinator, School Psychologist*
3. *Principal, Curriculum Coordinator, School Psychologist*

Monitoring (Implementation)

What evidence will be collected to document implementation?

Calendar/Schedule of Interventions

What evidence will be collected to assess effectiveness?

*Progress monitoring data
Student achievement*

How often?

Quarterly

By whom?

Principal

Assistant Principal

Reading Specialist

5. Finding:

The lack of effective communication systems at all levels within the educational community impacts student achievement. Members of the educational community include, but are not limited to: SAU and its staff, school staff and administration (Paul, Union, Spaulding), school board, parents, students and the community at large.

Strategy:

The establishment of clear, effective, direct, and honest communication systems at all levels will lead to increased student achievement.

Activities for 2009-10:

1. *A process will be in place for decision making that all members will uphold.*
 - a. *School Board – A procedure will be used to make decisions. School board members will attend training on its role and function.*
 - b. *Administration – A procedure will be used to make decisions and a method established to communicate decisions.*
 - c. *Staff – Staff will receive information and training about the decision-making procedures used by school board and administration. All committees and grade level meetings will work with a template. Minutes of all meetings will be kept in a central location for all to view.*
 - d. *Students – Students will receive instruction on decision making.*
 - e. *Parents – Training and opportunities will be offered on how to be involved in the decisions about the schools that serve the students of Wakefield.*

2. *All members of the educational community will communicate with each other in a respectful manner.*
 - a. *There will be a year-long focus (theme) on respectful communication.*
 1. *Professional development will be provided to all members of the educational community to help all develop respectful communication skills.*

2. *Advisory groups consisting of staff and students will be established.*
 3. *Respectful communication will be publicized with a community wide campaign and daily at school.*
 4. *A Bus Committee will be formed to explore options to improve bus behavior (working cameras, monitors, reduced # of students per bus, increased number of runs).*
 5. *All parents will receive information notifying them of the appropriate person to contact regarding different concerns (i.e. name of nurse, administration, social worker, guidance, special education).*
 6. *Systems of communication will be established and publicized – Wakefield Weekly, agendas, website, hot lines, etc.*
- b. A process will be in place to resolve conflicts that occur between any two members of the educational community.*
1. *Staff conflict – A procedure will be established and used for resolving staff conflict.*
 2. *Student conflict – Peer Mediation.*
 3. *Parent Staff Conflict – A procedure will be established and used for resolving conflicts between parents and staff.*
- c. Administration will hold all members of the educational community responsible to communicate in a respectful manner.*
3. *All members are responsible for the mission and vision of the school, enabling all students to achieve.*
 - a. A mission and vision (in conjunction with those of the SAU) will be established and visible throughout the educational community.*

Resources:

*Professional Development
Principal / Leadership Team
Representatives from all members of Educational Community
Parent Information Resource Center*

Timeline:

1. *Decision making process - Identify model-Summer of 2009 through June 2010 and implement during 2010-11*
2. *Communication - Begin in August, 2009 Principal and Teacher Leadership to establish norms of behavior and ongoing throughout community*
3. *Share SAU Mission and Vision- August 2009 – Teacher Leadership Team*

When will quarterly benchmark meetings occur to evaluate progress?

1. By November 1st, February 1st, April 1st and June 1st
2. By November 1st, February 1st, April 1st and June 1st
3. By November 1st, February 1st, April 1st and June 1st

Oversight:

1. Principal and Assistant Principal, Special Education Director, Curriculum Coordinator, School Psychologist, Guidance, Parent Representative, Teacher Leadership Team, Parent Information Resource Center, Representatives of all members
2. Principal and Assistant Principal, Curriculum Coordinator, School Psychologist, Transportation Coordinator, Teacher Leadership Team, Representatives of all members
3. Principal and Assistant Principal, Curriculum Coordinator, School Psychologist, Teacher Leadership Team, Representatives of all members

Monitoring:

What evidence will be collected to document implementation?
Review of Principal / Leadership Team minutes
Review of written procedures for decision making procedures
Review of systems of communication
Accountability system will be in place
Review of work with PIRC
Copy of systems of communication
Review of school-level mission and vision

What evidence will be collected to assess effectiveness?

Results of Leadership Survey which will be administered in June 2010
Focus groups with staff, parents and students of Wakefield mid-2010-2011 school year

How often?

Quarterly

By whom?

Evidence will be reviewed by Parent/Family subcommittee

NEXT STEP

As the 2008 – 2009 school year comes to an end and the Focused Monitoring Report / Restructuring Plan is completed, the Achievement Team would like to thank all those involved in the development of this comprehensive and ambitious Action Plan. This plan could not have been written without many hours of work by all those who served on both the Leadership Team and Achievement Team. These individuals, representing the varied stakeholders that make up our educational community, dedicated many hours collecting and analyzing the data that served as the basis for the plan.

It is important for us to recognize the other members of the educational community who participated in the Focused Monitoring / Restructuring process.

- The hundreds of parents who completed surveys and spoke with team members about their experiences as parents of students at the Wakefield Schools and Spaulding High School.
- The Spaulding High School staff who took time to meet with consultants from SERESC to discuss Wakefield students who attended Spaulding High School.
- The dedicated staff at the Paul and Union Schools who spoke at focus groups, completed the 'State of our Schools' survey, and met to gather the information on instructional times, curricula and assessments.
- The groups of students, both at the Paul School and Spaulding High School, who gave up their time to meet in focus groups and give their opinions.
- The administration and school board for their ongoing support.

Throughout this year and into the next, the Achievement Team is fortunate to be provided with technical assistance from three knowledgeable and experienced SERESC consultants, who guided us through the Focused Monitoring / Restructuring planning year, and who will continue to support us during implementation of the plan. These individuals were actively involved in all aspects of our work and served as a link with the New Hampshire Department of Education.

The result of this work is an Action Plan that will serve as a guide for systems change at the Paul School. All of the goals in the plan have been written with the intended outcome of improved achievement for all students. As we enter the 2009-2010 school year, the Achievement Team looks forward to the support of the educational community in the full implementation and monitoring of the Focused Monitoring / Restructuring Plan. We encourage all members our community to become active participants in the implementation of the plan, and we will provide regular updates regarding progress made toward achieving the goals outlined in the plan. Please contact Patrick Troy, Principal, if you would like to become involved.

ADDENDUM

SHARED LEADERSHIP CAPACITY SURVEY

WAKEFIELD FACULTY MEETING – JANUARY 6, 2009 - SURVEYS COMPLETED -41

This survey helps identify the current capacity for shared leadership at your site. Read the three descriptions for each component to determine which one best describes your school. Circle or otherwise mark the box. Think about why you chose this rating. What incidents or artifacts support your rating? Note your evidence next to each component for later discussions with your colleagues.

	Low	Medium	High	Notes
1. Principal role	The principal is a solo leader. (9)-22%	The principal and a team are developing a collegial working relationship. (25)-61%	The principal and the leadership team work together to redefine the school as a community of leaders and learners. (2)4%	DK (4) 9% Sch Bd (3)
2. Aligned Goals	Operating in compliance with district policies and guidelines, but there is little interaction in relation to district and school goals. (13) 32%	Focusing our action plans, the school's goals, and the district's goals on improving student learning. (23) 56%	Sharing school, team, and district accountability for learning equally. (1) 2.5%	DK (4) 9%
3. Collaboration	Interacting based on informal and unwritten rules of conduct during team meetings, which may change in different situations. (24) 58.5%	Agreeing on the norms for healthy group work and consequences for not following the norms. (11) 27%	Routinely referring to the school's norms and holding each other accountable for healthy, active group participation among staff and community members. (1) 2.5%	DK (5) 12%
4. Group relationships	As individuals, aware of team-building skills but not yet applying them to create a cohesive team. (20) 49%	Able to engage in honest and open discussion, and team is identifying key issues we want to address. (17) 41%	Effectively using problem-solving and group-process skills to engage staff in accomplishing our goals. (2) 5%	DK (2) 5%

	Low	Medium	High	Notes
5. Using data	Not knowledgeable about the concepts of using data to inform action as an integral part of a cycle of continuous improvement. (5) 12%	Developing specific plans for the collection and analysis of data to monitor implementation of selected strategies and their impact on student achievement. (24) 58.5%	Frequently and regularly involved in collecting and analyzing student achievement data in order for the staff to take informed actions. (9) 22%	DK (3) 7%
6. Shared vision	Holding individual visions about what needs to change for continuous learning and improvement, but not sharing it with others. (14) 34%	Developing a team vision of continuous learning, and asking critical questions about individual and school wide practices. (23) 56%	Using a school wide vision of continuous learning and improvement that guides school wide actions, as evidenced by improved performance by students and adults. (3) 7%	(1) 2.5%
7. Curriculum design and setting standards	Designing curriculum around available materials and what individual teachers think students need to know. (13) 31.7%	Discussing and planning for school wide implementation of a standards-based curriculum and benchmarks or indicators related to the school's selected achievement goals. (25) 61%	Facilitating staff and community engagement in the implementation of a standards-based curriculum and benchmarks or indicators related to the school's selected achievement goals. (1) 2.5%	(2) 5%
8. Learning environment that supports diversity	Aware of the need to create diversity-sensitive learning environments. (15) 36.5%	Discussing how to create diversity-sensitive classroom environments within the school. (15) 36.5%	Valuing diversity-sensitive learning environments, these values guide design of all classroom and school interactions. (10) 24%	(1) 2.5%
9. District communications	Not communicating between district personnel and the school about shared leadership activities. (24) 58.5%	Meeting regularly with a district liaison and principal. (14) 34%	Regular communication among the principal, the leadership team, and the district staff, ensuring coordination and maximizing of improvement efforts. (2) 5%	DK (1) 2.5%

10. Working from research and data	Individually reading and using relevant research about powerful learning and school change. (15) 36.5%	Sharing research readings and data with other members of the school community informally. (18) 44%	Reading, discussing, and using research and data with staff and community to drive school improvement on a continuous basis. (7) 17%	DK (1) 2.5
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Total surveys completed -- 41

() – Parentheses indicates number of respondents

DK – Don’t know

Sch Bd. – School Board

LEADERSHIP CAPACITY SURVEY ANALYSIS

Refer to your own survey ratings for each question. Plot your results by placing the question number in the box that matches your rating. For example, if you marked question #1 as “medium” on your survey, you would place the number 1 in the “M” box of the Participation grid.

	L	M	H	Notes
Participation Questions: 1, 3, 4, 8, and 9	#1- (2) #3- (6) #4- (5) #8- (3) #9- (1)	#1- (7) #3- (4) #4- (5) #8- (6) #9- (7)	#1- (0) #3- (0) #4- (0) #5- (0) #9- (1)	
	L	M	H	
Skill Questions: 2, 5, 6, 7, and 10	#2- (4) #5- ((0) #6- (5) #7- (3) #10- (3)	#2- (6) #5- (9) #6- (5) #7- (7) #10-(3)	#2- (0) #5- (0) #6- (0) #7- (0) #10-(0)	

- What are some reasons for low ratings?
 - Principal is new to the Building and so this survey is not an indicator of poor performance
 - Focus now is getting out of Restructuring
 - Principal currently has to balance “Vision” with daily “Trivia”
 - Pressures from all constituencies adds to the struggle

- How might these low areas be addressed?
 - Design systems to improve achievement
 - Support Patrick Troy
 - Use this Survey as a baseline for Patrick Troy
 - Not enough focus on mathematics---the curriculum and Pedagogy

- Who else should be involved in this discussion?
 - Elaine Holt
 - Support from all Staff and Leadership

SHARED LEADERSHIP CAPACITY SURVEY WAKEFIELD TEACHER COMMENTS 1/6/09

	Comments
1. Principal role	<ul style="list-style-type: none"> -Leadership is difficult to detect. Who is in charge? -Outside committees—School board/budget, etc. -School Board -School Board is running school during transition, it appears. -School Board -Team is sometimes self-centered not school centered
2. Aligned goals	<ul style="list-style-type: none"> -Goals seem random or not discussed (same for last 2 years) -Don't know. Already have programs, brief discussions and that's all
3. Collaboration	<ul style="list-style-type: none"> -There does not appear to be a consequence for not following curriculum - Curriculum not followed. Does not lead to any consequences. -Working toward collaboration
4. Group relationships	<ul style="list-style-type: none"> -Teams are not always on the same page and I question people taking things seriously. -Depends on Team or grade levels, "Admin", etc -There is too much distrust for everyone to work together
5. Using data	<ul style="list-style-type: none"> -Data meetings occur, but aren't necessarily based on current data. -Only data meetings -Not following through with plans of sharing data -Reading First
6. Shared vision	<ul style="list-style-type: none"> -Visions are discussed theoretically but not implemented. -Vision is decided –but not shared -Not a whole school team, but a grade level -Can depend on who is involved
7. Curriculum design and setting standards	<ul style="list-style-type: none"> -There is more of a push now to align program objectives w/GLE's -Curriculum is chosen—we are to implement. Not much training for assistive staff. -Reducing the need for Reading First -We're getting there
8. Learning environment that supports diversity	<ul style="list-style-type: none"> -There is much flexibility in grouping of students (i.e. walk to read interventions, etc) -Still needs work -Most are unaware of the child/school needs
9. District communications	<ul style="list-style-type: none"> -Opportunities are not presented to all faculty- a select few participate and don't share results with others -Assumes there is good communication between Teams -Information not shared. Select group of people on A Team -Dictated by School Board -Communication is lacking, though current principal is a huge improvement for this area
10. Working from research and data	<ul style="list-style-type: none"> -Not on an informal basis—it occurs at scheduled data meetings and grade level meetings - Data should be collected, current and taken seriously -Staff of participating grades for certain ideas -Needs more community

Mathematics
Paul School. Grade K

Curriculum

Instruction

Assessment

Program

Everyday Math

Supplemental materials:

Data based decisions

Team members:
Classroom teachers
SPED

Regular Meeting Time:
Weekly

Daily Instructional Time

45 mins

Whole group:

20-30 mins

Small group:

20 mins for centers

Interventions

Provider:

Classroom teacher
Para

Times:

30 mins

Options:

Teacher-generated
activities

Screening to identify
students

Assessments:

EDM assessments

Interviews

Observations

When:

3x year

Progress Monitoring

Assessments:

Observations

Frequency:

Administered by whom:

Charting tool:

Reading
Paul School. Grade K

Curriculum

Instruction

Assessment

Program

Scott Foresman '07

Supplemental materials:

Data based decisions

Team members:

Classroom teachers
SPED
Reading First coach

Regular Meeting Time:

Weekly

Daily Instructional Time

60 mins

Whole group:

30 mins

Small group:

30 mins

Interventions

Provider:

Classroom teacher
Para

Times:

30 mins Walk-to-Read

Options:

Wilson Fundamentals
and
extras

Screening to identify students

Assessments:

DIBELS

When:

Every 6 wks

Progress Monitoring

Assessments:

DIBELS

Frequency:

Every 2 weeks

Administered by whom:

Charting tool:

Web DIBELS

Mathematics
Paul School. Grade 1

Curriculum

Instruction

Assessment

Program

Everyday Math

Supplemental materials:

Math boxes (4 students)

Data based decisions

Team members:

Classroom teachers

SPED

Reading First coach

Regular Meeting Time:

Weekly

Daily Instructional Time

Whole group:

60 mins

Small group:

varies

Interventions

Times:

weekly

Screening to identify students

Assessments:

CBM

End-of-unit tests

When:

Progress Monitoring

Assessments:

CBM

Frequency:

Daily

Administered by whom:

Charting tool:

Individual Profiles of

Progress

E math forms

Reading
Paul School. Grade 1

Curriculum

Instruction

Assessment

Program

Scott Foresman

Supplemental materials:

Data based decisions

Team members:

Classroom teachers

SPED

Reading First coach

Regular Meeting Time:

Weekly

Daily Instructional Time

90 mins

Whole group:

30 mins

Small group:

60 mins

Interventions

Provider:

Classroom teachers

Paras

Times:

30 mins

Options:

Screening to identify students

Assessments:

DIBELS

CBM

When:

Every 2 wks

Progress Monitoring

Assessments:

DIBELS

Stanford Reading First

Scott Foresman

Frequency:

Every 2 weeks

Administered by whom:

Classroom teachers

Reading First coach

Charting tool:

Mathematics
Paul School. Grade 2

Curriculum

Instruction

Assessment

Program

Everyday Math

Supplemental materials:

Minute Math

Data based decisions

Team members:

Classroom teachers

SPED

Reading First coach

Regular Meeting Time:

Weekly

Daily Instructional Time

Whole group:

60 mins

Small group:

varies

Interventions

Times:

3x week

Screening to identify students

Assessments:

NWEA

End -of- unit tests

When:

Progress Monitoring

Assessments:

CBM

Frequency:

Daily

Administered by whom:

Charting tool:

Checklist of competencies

Reading
Paul School. Grade 2

Curriculum

Instruction

Assessment

Program

Scott Foresman

Supplemental materials:

Data based decisions

Team members:

Classroom teachers

SPED

Reading First coach

Regular Meeting Time:

6x year

Daily Instructional Time

90 mins

Whole group:

30 mins

Small group:

60 mins

Interventions

Provider:

Classroom teachers

Paras

Times:

30 mins

Options:

Read Naturally

(computer program)

Screening to identify students

Assessments:

DIBELS

CBM

When:

Every 2 wks

Progress Monitoring

Assessments:

NWEA

DIBELS

Stanford Reading First

Scott Foresman

Frequency:

Every 2 weeks

Administered by whom:

Classroom teachers

Reading First coach

Charting tool:

Mathematics
Paul School. Grade 3

Curriculum

Instruction

Assessment

Program

Everyday Math

Supplemental materials:
Daily NECAP math review

Data based decisions

Team members:

Regular Meeting Time:

Daily Instructional Time

Whole group:
60 mins

Small group:
30 mins

Interventions

Math facts weak

Times:
Daily (missing students identified for reading)

Screening to identify students

Assessments:
End –of- unit tests
Quizzes

When:

Progress Monitoring

Assessments:
Observations

Frequency:
Daily

Administered by whom:

Charting tool:

Reading
Paul School. Grade 3

Curriculum

Instruction

Assessment

Program

Scott Foresman

Supplemental materials:

Data based decisions

Team members:

Classroom teachers
SPED
Reading First coach

Regular Meeting Time:
monthly

Daily Instructional Time

2 hrs
Whole group:
60 mins

Small group:
60 mins for centers

Interventions

Provider:

Classroom teachers
Paras
Title I

Times:
30 mins

Options:

Read Naturally
(computer program)
Visualize and V
Elements of
Vocabulary

Screening to identify students

Assessments:

DIBELS
NWEA
Reading and Spelling tests

When:

Every 2 wks

Progress Monitoring

Assessments:

DIBELS
Read Naturally graphs

Frequency:

monthly

Administered by whom:

Classroom teachers
Reading First coach

Charting tool:

DIBELS progress monitoring
chart

Mathematics
Paul School. Grade 4

Curriculum

Instruction

Assessment

Program

Everyday Math

Supplemental materials:

Standardized Practice (?)

Computer drills

Data based decisions

Team members:

Regular Meeting Time:

Daily Instructional Time

Class 1 60 mins

Class 2 75 mins

Class 3 90 mins

Whole group:

Class 1 40 mins

Class 2 30 mins

Class 3 60 mins

Small group:

Class 1 20 mins

Class 2 45 mins

Class 3 30 mins w/ para

Interventions

Math facts big issue

1 student pulled out every
day

Screening to identify
students

Assessments:

NWEA

End -of- unit tests

Quizzes

Games

Math boxes

When:

Progress Monitoring

Assessments:

Frequency:

Administered by whom:

Charting tool:

Reading
Paul School. Grade 4

Curriculum

Instruction

Assessment

Program

Scott Foresman

Supplemental materials:

Leveled readers

Daily Instructional Time

Class 1,3 90 mins

Class 2 60 mins

Whole group:

Class 1 30 mins

Class 2,3 60 mins

Small group:

Class 1 60 mins for stations

Class 3 30 mins

Screening to identify students

Assessments:

DIBELS

NWEA

Reading and Spelling tests

When:

Every 2 wks

Data based decisions

Team members:

Regular Meeting Time:

Interventions

Provider:

Classroom teachers

Paras

Title I

Times:

30 mins

Options:

Read Naturally

(computer program)

Corrective Reading

Sidewalks

Lit Circles

Progress Monitoring

Assessments:

Fresh Reads selection test

Frequency:

Administered by whom:

Charting tool:

Cumulative folders_

3 students are pulled out

Curriculum

Instruction

Assessment

Program

Everyday Math

Supplemental materials:

Computer activities
Traditional algorithms
Brain teasers
Mad minutes
Flash Master
Flash cards
Manipulatives
Games

Data-based decisions

Team members:

Classroom teachers
SPED and Title I

Regular Meeting Time:

Weekly

Daily Instructional Time

Class 1 70 mins
Class 2 75 mins
Class 3 90 mins

Whole group:

Class 1 40 mins
Class 2 25-30 mins
Class 3 15-20 mins

Small group:

Class 1 20 mins
Class 2 45 mins
Class 3 40-45 mins

Interventions (Class 3)

Provider:

Classroom teacher

Time per day:

30 mins

Options:

Problem solving skills
NECAP practice

1 student is pulled out of class

Screening to identify students

Assessments:

Tests/Quizzes
NWEAs/NECAPs
Observations
Mad Math minutes

When:

Weekly
When needed
Daily
Bi-weekly

Progress Monitoring

Assessments:

Tests/Quizzes
Homework
Notebook
Observations

Frequency:

Weekly
Daily

Charting Tool:

Rank book

Reading Paul School. Grade 5

Curriculum

Instruction

Assessment

Program

Scott Foresman

Supplemental materials:

Leveled readers
NECAP practice
FCRR (?)

Daily Instructional Time

Class 1 90 mins

Class 2 90 mins

Class 3 50 mins

Whole group:

Class 1 15-20 mins

Class 2 60 mins

Class 3 15-20 mins

Small group:

Class 1 40-45 mins

Class 2 30 mins

Class 3 45 mins

Screening to identify students

Assessments:
Scott Foresman
DIBELS

When:
Bi-Monthly
3x year

Data based decisions

Team members:

Classroom teachers
SPED
Title I

Interventions

Provider:

Classroom teachers
Paras
Title I
SPED

Progress Monitoring

Assessments:

DIBELS
NWEA
Reading and Spelling tests
NECAP
Fresh Reads selection test

Regular Meeting Time:

Weekly

Times:

30 mins

Frequency:

Weekly

Options:

Read Naturally
(computer program)
Corrective Reading
SF Sidewalks

Administered by whom:

Classroom teacher

Charting tool:

On line tool
Read Naturally graphs
Rank book

3 students are pulled out

Mathematics
Paul School. Grade 6

Curriculum

Instruction

Assessment

Program

McDougal Littell text

Supplemental materials:

Chapter Practice from text

Data-based decisions

Team members:

Regular Meeting Time:

Daily Instructional Time

Class 1 60 mins

Whole group:

Small group:

Interventions (Class 3)

Provider:

Time per day:

Options:

Screening to identify students

Assessments:

Tests/Quizzes

Homework

When:

Daily (hw)

Every 2 weeks

Progress Monitoring

Assessments:

Frequency:

Charting Tool:

Reading
Paul School. Grade 6

Curriculum

Instruction

Assessment

Program

Scott Foresman

Supplemental materials:

Program supplements

Data based decisions

Team members:

Classroom teachers

Regular Meeting Time:

Daily Instructional Time

70 mins

Whole group:

35 mins

Small group:

35 mins

Interventions

Provider:

Classroom teachers

Title I

Times:

30 mins

Options:

Screening to identify students

Assessments:

Scott Foresman

DIBELS

When:

Progress Monitoring

Assessments:

Tests

Quizzes

Book reports

Frequency:

Weekly

Monthly

Administered by whom:

Classroom teacher

Charting tool:

Mathematics
Paul School. Grade 7

Curriculum

Instruction

Assessment

Program

McDougal Littell text

Supplemental materials:

Web based activities
Math Facts review

Data-based decisions

Team members:

Classroom teachers
SPED

Regular Meeting Time:

Sometimes during lunch

Daily Instructional Time

Class 90 mins

Whole group:

45 mins

Small group:

45 mins

Interventions /Enrichment

Math facts big issue

Provider:

Classroom teacher
Para
SEEK

Time per day:

20-25 mins (rotate every 3 weeks by
homeroom)

Options:

Screening to identify
students
Students are tracked
Algebra separate group

Assessments:

NWEAs
Tests/Quizzes
Homework

When:

Daily (hw)
Every 2 weeks

Progress Monitoring

Assessments:

Homework and class work

Frequency:

Daily (hw)
Weekly
Every 2 weeks

Charting Tool:

Grade Keeper

Reading
Paul School. Grade 7

Curriculum

Instruction

Assessment

Program

Novels

Supplemental materials:

Language text for grammar

Vocabulary text

Daily Instructional Time

90 mins Theme based
including Lit

Circles

Whole group:

30-45 mins

Small group:

30-45 mins

Screening to identify students

Assessments:

Quizzes

Writing assignments

NWEA

DLA

Research papers

When:

Weekly (vocabulary)

3 weeks (projects)

Data based decisions

Grouping by NWEA scores

Team members:

Classroom teachers

SPED

Guidance

Interventions/Enrichment

Provider:

Classroom teachers

Title I

SEEK

Times:

30 mins

Options:

Silent Reading

Progress Monitoring

Assessments:

DLA

Lexile scores

Frequency:

Daily

Administered by whom:

Classroom teacher

Charting tool:

Excel spreadsheet

Regular Meeting Time:

Monthly

Mathematics
Paul School. Grade 8

Curriculum

Instruction

Assessment

Program

McDougal Littell text

Supplemental materials:

Saxon Mathematics
Program supplements

Daily Instructional Time

Class 45 mins

Whole group:

Small group:

Screening to identify
students

Students are tracked
Algebra separate group (?)

Assessments:
NWEAs/NECAPs

When:

Reading
Paul School. Grade 8

Curriculum

Instruction

Assessment

Program

Language Arts Today '98
Vocabulary workshop '05

Supplemental materials:

Enjoying Literature '87
Classic literature

Daily Instructional Time

55 mins

Whole group:

Small group:
occasionally

Screening to identify students

Assessments:

Quizzes
Writing samples
Public speaking assignments
NWEA
NECAP
Tests
Book reports

When:

STATE OF OUR SCHOOLS SURVEY - PAUL SCHOOL

Parents - approximately 134 respondents

For the following, please check the box that fits your beliefs	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Parenting					
The school provides opportunities for parent training and education.	11%	49%	26%	12%	2%
The school has established support networks that are available to parer	6%	53%	32%	8%	1%
The school uses home visits to share information with parents.	0%	9%	44%	23%	22%
Communication					
The school communicates regularly with parents.	20%	56%	18%	5%	2%
The lines of communication are open between parents and teachers.	29%	56%	15%	1%	2%
The school contacts parents only when problems arise.	8%	40%	22%	25%	7%
The school keeps parents informed about important events.	32%	43%	11%	5%	2%
The school is prepared to communicate with non-English speakers.	2%	6%	83%	6%	3%
The school involve parents in daily activities of children's education.	16%	41%	26%	12%	5%
Volunteerism					
The parents in school freely volunteer time.	14%	50%	29%	8%	1%
Parent volunteers are commonly involved in student education.	12%	40%	43%	6%	0%
There is an established group that organizes parent volunteers.	8%	36%	46%	11%	0%
There are opportunities for all parents to be volunteers at this school.	23%	45%	24%	6%	2%
The school makes good use of the parents' skills and strengths.	11%	37%	36%	13%	2%
Learning at Home					
Parents are actively encouraged to help with homework.	46%	39%	13%	2%	0%
Teachers plan homework activities expecting parent support.	31%	43%	22%	2%	1%
Parents and teachers work together to support learning at home.	19%	43%	25%	10%	4%
Homework is the responsibility of the student (not parent).	24%	41%	11%	15%	8%
Parents are easily able to tell what homework has been assigned.	23%	50%	14%	12%	1%
The level of assigned homework is too much.	11%	20%	23%	34%	10%
Decision Making					
Parents are actively involved in the school policy development.	3%	17%	50%	20%	8%
Parents serve in functional role is school improvement plans.	2%	23%	50%	19%	5%
All parents have a voice in the direction of the school's development.	7%	22%	44%	20%	6%
School decisions involve the input and desires of parents.	5%	24%	44%	20%	7%
Collaboration with community					
The school is a good place for parents to find resources and support.	9%	46%	34%	11%	1%
The school is clearly connected to the community.	16%	53%	19%	10%	2%
The community supports the school.	18%	50%	19%	9%	4%

STATE OF OUR SCHOOLS SURVEY - PAUL SCHOOL

Staff - approximately 45 respondents

For the following, please check the box that fits your beliefs	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Parenting					
The school provides opportunities for parent training and education.	5%	45%	21%	24%	7%
The school has established support networks that are available to parer	11%	41%	27%	14%	7%
The school uses home visits to share information with parents.	0%	23%	30%	28%	12%
Communication					
The school communicates regularly with parents.	33%	50%	13%	4%	0%
The lines of communication are open between parents and teachers.	21%	60%	10%	7%	0%
The school contacts parents only when problems arise.	2%	22%	24%	44%	4%
The school keeps parents informed about important events.	40%	58%	2%	0%	0%
The school is prepared to communicate with non-English speakers.	0%	12%	51%	34%	2%
The school involve parents in daily activities of children's education.	12%	40%	33%	16%	0%
Volunteerism					
The parents in school freely volunteer time.	9%	55%	25%	11%	0%
Parent volunteers are commonly involved in student education.	9%	30%	39%	20%	2%
There is an established group that organizes parent volunteers.	27%	38%	27%	6%	2%
There are opportunities for all parents to be volunteers at this school.	35%	45%	14%	4%	2%
The school makes good use of the parents' skills and strengths.	6%	36%	44%	13%	0%
Learning at Home					
Parents are actively encouraged to help with homework.	26%	61%	11%	2%	0%
Teachers plan homework activities expecting parent support.	29%	44%	18%	7%	2%
Parents and teachers work together to support learning at home.	9%	40%	42%	7%	2%
Homework is the responsibility of the student (not parent).	31%	37%	16%	14%	2%
Parents are easily able to tell what homework has been assigned.	22%	52%	22%	2%	0%
The level of assigned homework is too much.	7%	4%	29%	47%	13%
Decision Making					
Parents are actively involved in the school policy development.	4%	11%	47%	29%	9%
Parents serve in functional role is school improvement plans.	4%	18%	47%	31%	0%
All parents have a voice in the direction of the school's development.	11%	20%	30%	35%	4%
School decisions involve the input and desires of parents.	2%	17%	48%	26%	7%
Collaboration with community					
The school is a good place for parents to find resources and support.	18%	62%	16%	2%	2%
The school is clearly connected to the community.	5%	52%	26%	22%	0%
The community supports the school.	4%	20%	39%	24%	13%

SPAULDING HIGH SCHOOL FOCUS GROUPS

Questions for Staff

14 Staff participated:

- 1 science teacher
- 2 math teachers
- 2 social studies teachers
- 3 English teachers
- 2 school to career
- 2 guidance
- 1 coach
- 1 nurse

Generally speaking, can you describe how well prepared the students from Wakefield are to meet the academic demands of Spaulding High School?

Two categories – successful or fail – no middle ground
Similar to the students from Rochester
More prepared – read more, study habits, write better
Difference in their transition – coming from a small school
Preparation is good – not a lot of middle ground.
Used to be unprepared in math, but not so anymore
There are strong students and those who struggle. Middle ground ones stay under the radar.
Special Ed students get lots of support.

In what areas are they or are they not – what do you think would help?
Parent engagement is where it is at.

How do you feel the students from Wakefield do integrating with the students socially?

Transportation issue and limits integration. May drop out.
Guidance reports that the freshman love being at SHS – appreciate largeness of school, new friends, opportunities.
They come in thinking they are different but it doesn't last.
There is 'hostility' towards them when they are dismissed early due to snow.
No stigma – teachers don't know who is from Wakefield.
They lose so much of their day due to transportation – not fair – means they can't access employment in Rochester – miss more days of school
View of Wakefield as 'Hicksville' with nothing to do.
'Wakehood'
Nice kids – but they stereotype themselves.
The commute kills them – impacts extra-curricular and extra-help.
Some attendance issues
Leave early due to snow
Drop out – don't like school – don't like getting up so early

Poorer economics in Wakefield – not an academic community
If sick – have to make it on their own as often no ride
Tough for 9/10 th graders – not connected – bus time not good – too early for football.
Seems to be some ‘neglect’
Integration is good – difference is snow days – really hard for them to make up the work as
can’t stay for help (late bus way too late – and limited stops) – miss too many ‘E’ block
times
Is difference initially but they integrate with time
Distance is a problem – can’t stay after until 3 as bus isn’t until 5

Do you feel the lines of communication are the same or different with the parents from Wakefield as they are with the parents from Rochester?

Hard for some parents to come to parent meetings.
Don’t see any difference
Usually can get hold of them
Difficult with all parents – phones often disconnected or no answer – same as with Rochester
parents – hard for them to get to semester parent nights – lower % show
Same as anywhere – would like to see improved email connections – Infinite Campus – but
problem is no INTERNET at home – evening events are hard due to distance
Not different than Rochester parents – hard with a large school and those who fall through the
cracks – attendance is an issue.

In what ways do you feel supported by the parents of Wakefield students? In what ways do you feel that the parents of Wakefield students could be more supportive?

Teacher feels appreciated by parents – they are very grateful for any help given their students.
Parents who are devoted do a good job
Economically challenging – no Internet access, computers, printers, email
See kids as more self-sufficient – as parents are so far and hard to get sometimes
Supported the same as Rochester parents

Is there anything different you would like to see the Wakefield SAU do in order to improve the success rate of Wakefield students at Spaulding?

Two different late buses
Build own school would benefit Wakefield students – they lose out with the very long day.
Too long on bus especially for freshman.
Build system of parent emails to replace hard copy information that often doesn't get home.
Increase communication to increase awareness and involvement of parents.
Expand curriculum in science from K-8 to K-12 – Wakefield input into Rochester Middle
School curriculum – coordinate
Improved communication with Paul School
Systematic approach to career activities K-12. ETC training from SHS at Paul School – video
and bring SHS students to Paul School
Spend more time at Paul School – importance of joining something – extracurricular
SHS staff doesn’t know staff / administration of Paul School

Late bus is biggest issue
Dropout is a parent message that it is OK – culture
Absence rate is worse
Are test scores of those going to Nute or Kingswood similar?

Questions for Students

Approximately 17 students

What is the hardest thing (academically) about going to Spaulding?

- Changing was hard – don't get as much help as at Paul School
- No special education English
- Grading structure different
- Homework really effects your grade in high school
- Math
- Science was a strong area
- Ahead in some areas – very prepared for science
- Lacking in history – geography and civics
- Getting things done on time
- Each teacher has a different policy for handing in work

What would have made it easier?

The halls are less crowded
Tardy system

What was the hardest thing (other) about going to Spaulding?

If not a social person it is tough to transition especially if not outgoing enough
Spaulding has the wrong opinion of what we are like
At Spaulding you have to do it all yourself
Size of building – amount of walking

Do you participate in any extracurricular activity (sport, chorus, club, etc)? What?

ROTC
Can't do anything – Woodman's Corner – too long a bus ride
Very difficult to know about outside activities
Music, drama, band, student play

Are there obstacles that get in the way of you participation?

Not being able to get home
Few kids involved in after school activities

Knowing how low SHS is ranked but it costs money to go to Kingswood
Woodman Corner – hour long bus ride

Do you think your parents are generally happy with your education at Spaulding?

No

Not really – mom worries about mental health

Know how low SHS is ranked but it costs money to go to Kingswood

Thinking back to when you attended the Paul School, what do you remember as the most important things that helped you be successful there?

The teachers – a tight knit community

The teachers got to know you

The quality of the teachers

What, if any, are your plans for after high school?

Marines

UNE

Army

College

Art College

Mathematics or law

Accounting / Math

Social Worker

Paul School is much more laid back – high school more demanding

A welcoming program would be helpful

Kids need to see the school building during the day when kids are in it to see how it looks

Walk to bus 1 mile – leave home at 5:45 AM. Two miles from late bus stop to home.

Need a better harassment system – blue form is submitted but they don't read it quickly – if handled better it might stop

Cheap Kleenex – rough

Infinite campus – not usually familiar

Spaulding has more to offer academically

You can get away with a lot more at Spaulding – much more freedom – if at Paul School would have been in office – and parents would know

Math at Spaulding is boring – needs to be more hands on

Police get called at Spaulding – Officer Blaire gets called

Surprised about some of the teachers – getting arrested – 'wouldn't have happened at Paul School'

RESULTS OF PHONE INTERVIEWS WITH PARENTS OF SPAULDING HIGH SCHOOL STUDENTS WHO RESIDE IN WAKEFIELD

What type of information and support did you receive from Paul School to help your child transition to Spaulding? What type of information and support did you receive from Spaulding to help your child transition to Spaulding? Are there things that you would like to see done differently?

Was a lot – it was helpful - IIII
Paul School Social Worker was helpful – Mentor Program excellent - IIII
Paul School Guidance Counselor was helpful – Parent night - II
Paul School – Parent nights - III
- Newsletter
Spaulding – Information nights – tour of building – was information on line - III
No problem – smooth – III
Got help picking classes – II
Meeting for Freshman Academy – transition went well
Nothing they had was helpful at Paul school
Student was home-schooled until high school – got no information but transition was smooth

Ideas for things to be done differently-

Would like to know who to contact at Spaulding if problem – what is the chain of command there
Better communication from Spaulding needed
Sports was helpful – II
Listened too much to other parents before hand – was very nervous, but it was good.

Do you feel that the lines of communication between parents and teachers (at Spaulding) are open?

Not really – parent has to contact teacher – No info sent home – need to self advocate
No – II
Hard to get missed work
Excellent Freshman Academy Administrator
Excellent Guidance at Spaulding– II
So-so – tried to contact teacher last year but took a long time to get back
Better now there is email – but some teachers take a long time to get back to you – one not at all
Depends on the teacher – contact isn't great but one was wonderful
Yes – IIIII - any issue has had a quick response – good feedback from teachers
No – they don't have compassion for him- 504 student

How often do you visit the Spaulding website?

Never – IIIIII
Often - II

3 times a week
1 time every 2 weeks- II
Once in a while – III
Yes – but it is confusing

Have you accessed Infinite Campus?

No – not a computer person
No – IIIIIIIII
All the time – II- attendance, schedule, report card – it is great
1 time every 2 weeks – II
Tried to but too hard

What types of parenting information have you accessed (access to services, literacy information, G.E.D., college information) while your child has been at Spaulding? Do you feel that you have enough information?

Not much – III - students have to do own research on stuff
None – but don't want any – have enough
College information nights
Financial aid information
Information comes home
Educational talent search
Lots of college stuff – big packet – overwhelming
Career day
Fast-Web for scholarships
Student brings home college information - III
Good enough – sometimes, if not you have to go do it on your own- II

Do you have the opportunity to connect with other parents of Spaulding students? If yes, in what type of setting? If no, would you like that opportunity?

Connect –
No - III
Yes – at sports events - III
just had a principal gathering – met with Freshman – open house
parent groups
notices
parents of kids friends only – II
with friends - IIII– compare notes
Not often II – schedule is a conflict
With neighbor
Want an opportunity –
No – II
Yes – I
We have to advocate for ourselves
Not sure

How much voice do you feel you have in the direction of the high school's development?

Not much – II – if you join a group have some say, but still opinion doesn't really count – nothing changes
None – IIIII – seems far away – regional school that caters to Rochester students – not attentive to needs of Wakefield as in late bus – so big
Oh Jesus no
Not sure
Not as much as she should
Quite a bit – focus monitoring at Spaulding – parents need to be part of solution – sports connection – you can be as involved as you want to be
Yes – II
Depends on who you talk to – some are good but no communication with other teachers
Don't know

Other comments.

Spaulding doesn't sweat the little stuff – like gum – kids did better there – Paul School focuses on ridiculous things that get in the way of failing (i.e. OT studies support kids focusing better with gum). Student are allowed to move more at Spaulding.

Students are looked down upon – instances of teachers looking down at Wakefield students.

Child did well at Spaulding – good teachers – thinks things are good – not need to change but doesn't have say in things.

Only disappointment has been the math teachers – student loves math but hasn't been exposed to good teachers.

Disapprove of the way teachers treat the Wakefield students.

Appalled when visited at condition of school – lockers, bathrooms.

Paul School Staff Focus Group Discussion Summary/Emerging Themes

“Culture is generally thought of as the normative glue that holds a particular school together. With shared vision, values, and beliefs at its heart, culture serves as a compass setting, steering people in a common direction”.

-Thomas Sergiovanni

On March 6, 2009, Focus group discussions were conducted at the Paul School as part of the data collection activities for both the NHDOE Focused Monitoring Process, and Restructuring Planning Process. The focus group discussions were facilitated conversations with staff, conducted by consultants made available from the NHDOE, for the purpose of conducting small group discussions focus on specific issues related to factors impacting student achievement at the Paul School.

The information gathered from the Paul School staff focus group sessions yielded rich information that will be provided to the Achievement Team as a data source in answering their essential question:

Essential Question: At the Paul School, what are the contributing factors to the achievement gap that exists between those students who scored proficient and above and those who did not?

It is important to note that the Achievement Team places much value upon the voice of staff, and what they think, and the information provided through the focus group conversations will assist in the data gathering process and the results will be taken into consideration by the team as they work toward answering the essential question.

In order to categorize and summarize the findings and emerging themes gathered from the focus group discussions, the Achievement Team utilized the research taken from “Transforming Schools: Creating a Culture of Continuous Improvement”, Allison Zmuda, Robert Kuklis, Everett Kline (copy right 2004) to categorize the response of the staff.

According to Zmuda, Kuklis, and Kline, some of the basic operating principles of a school as a competent systems include the following:

1. A shared vision articulates a coherent picture of what the school will look like when

the core beliefs have been put into practice.

2. The legitimacy of a shared vision is based on how well it represents all perspectives in the school community.
3. Once staff members commit to the share vision, they must gain clarity on their responsibility for achieving that vision.
4. A competent system is driven by systems thinking.
5. In a competent system, all staff members believe that what they have collectively agreed to do is challenging, possible and worth of the attempt.
6. When staff members perceive data to be valid and reliable in collection and analysis, data both confirm what is working well and reveal the gaps between the current reality and the shared vision in a way that inspires collective action.
7. All staff must see the content and process of professional development as a necessary means to achieve the desired end.
8. It is not the number of innovations addressed in staff development, rather the purposeful linkage among them that makes systemic change possible and manageable.
9. A competent system proves itself when everyone in the system performs better as a result of collective endeavors and accepts accountability for school improvement

The questions, as listed below, were posed to staff to gain their perceptions and opinions, and to explore areas identified by the Achievement Team as critical areas that that needed to be explored in more depth.

Staff voluntarily participated in Focus Groups to answer the questions. There were approximately 24-26 Staff who attended the Focus Groups. There were teachers from all grade levels except Grade 8 and there were also representatives from Paraprofessionals,

Related Service Staff, Guidance, and a Reading Coach.

The questions posed to them were as follows:

1. (Given the various Teams that are currently in place at Paul School...Grade Level Teams, Data Meetings, Curriculum Coordinator discussing GLE's) What are the Norms of Staff Interaction that are acceptable at Paul School?
2. When Staff are not participating in these Teams in a professional manner, how are people held accountable?
3. Describe how Staff engages in open and honest discussion about school issues with administration and with each other?
4. How do you identify problems at Paul school and describe the problems solving strategies and group processing skills you utilize?
5. How do you believe this could be improved? What do you need to do to accomplish this?
6. How does communication flow at school amongst the Staff as well as from Administration to teachers and from school to district and school board and back? In what ways can it be improved?
7. If there were one or two things you could change, what would they be?

The data gathered during the Focus Groups appears to have clustered into the following areas:

Climate, Leadership, School Board, Principal, Staff, Staff Meetings, Accountability, Communication and Paraprofessionals.

Climate:

Little interaction among staff
Don't know many people in the building
Not time to talk or get to know others
Everyone is afraid for their job

Unsafe in this building
Turnover of administrators
Everyone is afraid of the School Board
Seems like things are fragmented
Norms of behavior need to be clarified
Disrespectful behavior and no one is accountable
Staff have asked for a third person to be present before speaking to another person about a sensitive issue
No professionalism
I come to school and work to 3:00PM and don't make waves
I have little to lose so I will pursue thing for kids
I will be written up if I walk in the upper grade corridor. My job is in the elementary area
No expectation that people need to be respectful. There are no consequences.
If offenses are repeated no one does anything
Staff question who is in charge. Is it the School Board, Principal or Superintendent?
Confidentiality is an issue
It would be a dream to have everyone get along. Professional interactions would be more productive.
Some people pound you into the ground over minor issues. Small things grow into major issues.
No flexibility around here
More professionalism around here. We should practice what we teach the kids. Even if staff doesn't like each other, we must be respectful. At least tolerate each other.
We need to work together
We need to be tolerant of each other.
A teacher fell and an ambulance as required, causing us to restructure some of the day.
Some teachers were very help and caring. Some were angry the day was disrupted.
In the past, administrators had us work together more frequently and this developed climate
There is an enormous variety of staff behavior from grade to grade.
There is enormous anxiety at the end of the year when people are being moved. They are terrified they will be placed with certain people.
If you accomplish what you are here for and mind your own business, the bar is set higher for you
Some people are just rude and disrespectful all of the time and it is just expected.
I feel there is an expectation that we keep separate. Stay in your own section.
There is a lack of enthusiasm
There is one person who is very critical and everyone is afraid to step out.
We are discouraged from asking questions at Team Rep

At our Union meetings, we are told not to say anything because you don't know who you can trust. This mentality is creeping in. It fosters a lot of mistrust.

"You vs. me", primary vs. middle school

We are segmented. This was the first time we did not take part in choosing the principal

Teachers were more connected to past principals. They were interested in getting to know us and our families.

We need more camaraderie.

Seems like we are discouraged from having social gatherings. We didn't have a holiday party this year

It's awful, awful. We used to be very social with each other.

The Staff Room is never used. It is too out of the way.

the secretary of the school is also secretary of the school board

The secretary is not always welcoming to Staff and parents

Staff are afraid to go into the Office

Ideas come up and others call it stupid

It's every person for themselves right now and some things go underground

We can rely on Guidance to turn to when problems arise. They are a safe source.

People are unwilling to change even if it's in the best interest of the child.

People need to be able to do their job without fear of recrimination

The problem is top down

I felt very welcomed here when I first arrived

I get pulled over by school board members asking for information

Modules get up to 89 degrees in the Winter

I don't know if a safe forum exists for Staff to discuss concern

Groups are very separate; K-3, 4-5, 7-8. I don't know where Grade 6 is. There are factions ganging up and back-stabbing

We are not encouraged to speak to the school Board or Superintendent

We have been adrift for the last few yrs. It has been very lonely and hurtful

We have been shell-shocked

This is the first year in my career I do not know people in the building. New staff were never introduced to us

Students are very aware of the problems we have been having as Staff

This is not a happy place. It is not good that a staff member has a spouse on the School Board.

I was reprimanded in front of a parent. Too many supervisors and no clear hierarchy

If I could just come to school every day and do my job and leave me alone.

Staff Meetings:

1. Meetings are structured but no time for discussion
2. We have plenty of meetings in K-3
3. Tuesday afternoons we have scheduled meetings. We have no time during the day to meet. After school work is not enough. Hard to communicate during the day
4. The last building meeting was embarrassing. A book was assigned and none of the Staff was willing to risk volunteering in the discussion.
5. Finding time to meet is difficult; finding extra time is difficult.
6. In large forums, issues are not brought up because of how they may be perceived by others
7. There is a lot of humanity in the building
8. Everyone shares information at grade level meetings. We don't follow a process. Not clear who is in charge
9. Without an agenda, Grade level meetings can turn "catty"

Principal:

- Approachable
- Principal was instructed to bring leadership back to the Principal
- We are often told that we will discuss something later. Team Rep is not an appropriate time for a question
- Administration prefers to email rather than face-to-face and then there is not follow through
- Feel supported when kids misbehave. Student was dealt with swiftly.
- Previous principal clarified ground rules
- The principal needs time to get to know the school before implementing changes but cannot because of the pressure from the Board and risk to his employment
- It's good to know principal is available if issues arise
- It's nice to have Mr. Troy here

Leadership:

1. The Friday group was disbanded
2. Inappropriate adult behavior is not addressed
3. I am not aware of administrative expectations

Staff:

1. Staff are trusted
2. Professional
3. Some people refuse to participate in staff activities and sit off by themselves
4. Some people are not willing to be flexible
5. There are some teachers we avoid at all costs because it is not a pleasant interaction
6. There is very little time for Social studies and Science. Wish we could grade those courses pass/fail

Paraprofessionals:

1. Don't participate in meetings
2. If I have a problem then I go through the chain of command
3. We don't meet together as a group
4. We are welcome at staff meetings but don't go. Our day ends at 3PM
5. If you question a policy you are not in it for the kids
6. I would not feel safe bringing up concerns
7. There has been an atmosphere of intimidation
8. Paras need more communication from Administration

School Board:

1. People are afraid of the School Board
2. School Board cannot fire people and then expect people to feel safe
3. I am going to ask School Board members to come into my classes
4. If the School Board could respect the Superintendent thing might be able to change
5. Some people go to School Board members before speaking to principal or superintendent
6. It is very much a conflict of interest for spouses to be on the school board
7. The School Board needs to have a better understanding of what their job is
8. School Board members are available. You don't need to wait for a meeting

Communication:

1. K-3 communication is fabulous
2. K-3 staff meet regularly with Paras
3. Sometimes we don't know what's going on with our kids
4. Many people will not check their email
5. The Leadership has said everyone must check their email, but some staff still refuse

6. It can make it difficult to deal with a person whose spouse is on the school board. This issue has been brought to the Teacher Union, but the town needs to decide this issue
7. Some individuals like Paras, cannot check morning notices until later in the day due to time constraints
8. Sometimes the communication system works but often committees overlap, people get angry and no one coordinates this
9. Overall communication needs to improve
10. Morning notices are the only vehicle of communication
11. We used to have yearly calendars and everyone had information
12. Communication via email is not helpful; it is too impersonal
13. The Wakefield Ed Assoc send people to school board meetings to update the rest of the community
14. People pick and choose what information gets to us

Accountability:

1. No one is held accountable for unprofessional behavior
2. It's not worth reporting instances of intimidation because nothing will be done about it
3. There are no clear expectations about how adults need to behave
4. There is not a clear sense of acceptable decorum
5. The handbook deals with how Staff deals with problems among themselves
6. It's the teacher's job to make sure kids are safe to do their job
7. The children are our responsibility. Once they leave the lower grades, they become the property of the upper grade staff. We still feel a sense of responsibility for them
8. We now have one leader. We can go to him with problems.
9. If you need to accomplish something, everyone else needs to see it happen. If there is an action plan in place, that person needs to do what's on the action plan

Suggestions:

1. Get rid of green slips
2. We need a neutral person we could go to, like an ombudsman
3. I would like more Team time; time to check in with other same grade teachers about student progress
4. Access student information on Performance Pathways
5. Some teams meet and have norms, others do not
6. More time to collaborate and observe others teach
7. Change needs to sat at the top and not by being more powerful but more inclusive of

the whole

8. Some kind of mediation needs to occur
9. WIT needs to be run with classroom teachers
10. A procedure and agenda for Grade level teams would be very helpful
11. People need to go straight to individuals with issues; address things directly
12. I would like to see more interactions between upper and lower grades
13. We need discussion groups and meetings to discuss issues
14. We need better communication between Staff and the School Board

As the Achievement Team reviews the results and emerging themes from the focus group discussions, it will be important to remember that strong learning cultures don't emerge spontaneously; they are cultivated and nourished by visionary leaders. The norms and values supporting the vision and overall culture must be meaningfully connected to the community served by the school.

“Just as personal visions are pictures or images people carry around in their heads and hearts, so too are the shared visions pictures that people throughout an organization carry. They create a sense of commonality that permeates the organization and gives coherence to diverse activities”.

-Peter Senge

Wakefield Student Focus Groups
March 27, 2009

10:15 Grades 3 and 4

- I like that we have a bunch of plays and puppet show
 - I like the math-all the times. Dividing numbers
 - Reading books
 - I like math and times tables
 - I like math and reading
 - I like math, times and division
 - I like history
 - I like everything. Best is Lunch and math
 - I like times table
 - I like the specials---gym art, music and health computers
 - Reading centers and switch to do tests
 - I like the interventions---learning about culture like Japan-Haikus
 - I like to read a cook do a puppet show and end of book shares every Friday
 - Broadcast yourself
 - I only like certain things in math—division problems are hard...triangles
 - Math games we learn how to play
 - For NH History, we pick people on a list and write a report, dress up like them
 - Bout Math we have X tests to see how well we can do them
-
- Some kids are a little nasty. They swear. Sometimes the teachers don't hear it.
 - A lot of writing on the girls bathrooms.
 - Once had to go outside because there was a bomb threat (2008)
 - I hate 'someone' was written
 - Some kids hold the doors hold the doors for teachers. Others slam the door
-
- Swear on the back of the bus. Write it in the frost on windows
 - Older kids talk about things the
 - Tell the teachers...don't do anything about it. Don't believe you.
 - Bus drive can't hear...music is too loud
 - Some of the bigger kids beat up the little kids
 - Consequence is green slip. They don't hand them out much
 - My friend got choked on the bus
 - Might get kicked off the bus
 - Kids sometimes talk back to the teacher
 - They might make fun of some kids
 - You can go to the two principals. You can talk to them about it.
 - On the bus, people were pulling our hair and pulling at us under the seats, kicking people and grabbing book bags
 - Sometimes in school, they say they didn't do it when they really did
 - Got yelled at or got a green slip.

Kids Treat Teachers

- Talk back to them
- Some kids spit gum under desks
- The older kids chew gum and put it under the desks
- Green slip-if you do something really bad, go to principal's office, call parents and tell them what you did.
- Can go to Guidance teacher (2 of them) to my teacher, to the substitute teachers or principals

Teachers Treat Students:

- When we act bad, they are not happy, when we are good, they treat us good
- When we do something good, they give us a ticket to earn prizes
- Teachers are really nice. A few are very strict. They yell at you. Not a lot.
- Some teachers kind of yell at you
- We feel happy and safe at school. I don't feel safe with bomb threats and fire drills or lock downs.

Communication Between Teacher/Parent

- My Mom puts a note in my Agenda. Ask for a conference
- Conferences and report Cards. We are a part of the conference.
- In 4th grade, at the conference, we are just in the back of the room playing games or on the computer

Change One Thing:

- I would change the way kids behave at the school so everyone treats everyone with respect
- Everyone should have lockers, not just the older kids
- Change everyone who is different so no one will make fun of them
- More room to play on the tar...too crowded in Winter and when field is wet
- More room to put books in your desk
- Stop the swearing on the buses, pulling hair or pulling under the seats
- Give you two pieces of pizza
- Change the way everyone treats everyone. Don't make fun of me.
- When they get picked on, the Guidance teacher or the homeroom teacher helps. It happens often.
- Change when we go to Lunch....to go whenever we want
- We have PAWS – PBIS

11:15 Grades 5/6

What is Fun at Paul School?

- Everyone has known one another since K and up and everyone has his/her own group of friends.
- Most grades get recess- but not at the older grades
- Everyone is treated the same way
- The fun special that we have—in gym we have the chicken run, the records, music (the instruments), art and we can free draw when we're done
- The right amount of homework
- They don't overflow you with projects...in upper grades

- The SEEK G/T Program
- The teachers are all nice

How Kids Behave and Interact:

- As we get into older grades people get more mature
- Ways we communicate changes, may be learning new words. You might get a little more rough
- Most of the people, but some can be mean
- If people are mean, it doesn't make people feel good.
- If misbehave, teachers will talk to them and give them a strike and might lose a few minutes of recess. Works for a few day, and then they are right back to it again.
- Kid who really act out, get green slips---some kids might have contest to try to get more green slips.
- Parents should teach you what is good
- Sometimes kids get green slips
- When you misbehave, go to talk to vice-principal and then you get a call home. Sometimes that stops the behavior.
- The Guidance counselor used to have peer mediation. Kids discuss how they are going to stop this fighting.
- In our classroom, we have card with different consequences....blue is lose recess, red is detention. Like they didn't do any of their work or disrespectful or not polite.
- If you behave you get to spell "MONTHLY ACTIVITIES", you can do the activity
- Some teachers don't punish enough. They are too easy
- On the bus, sometimes the kids will tell the bus driver. Blue bus (goes by E. Wakefield) is really bad. Now we have this pizza party thing
- Some of the teachers can be easy.

Teachers Treating Students:

- Sometimes substitutes can roll their eyes and cop an attitude
- Subs don't always know the routine
- Sometime the adults don't believe what the kids say
- Sometimes teacher don't really listen to you....say yeah, yeah, yeah
- In the lower grades with teachers talk with assistants and they talk real loud in the cafeteria about us kids
- One 6th grade teacher will scream and slam the door if you don't do your homework. The also did that when the teacher's pencil broke.
- Sometimes teachers will have a bad day and they will scream and yell and makes you feel like you're not in a very good environment
- We are not allowed to talk about an incident afterwards, but the assistants were talking about it in the Cafeteria and pointing out the kids in the Cafe
- Be able to talk in the Cafeteria when we are going to line up because it is our free time
- When someone doesn't do their homework for the 5/6th time, The 6th grade teacher will write their name on the board and whisper, "that's not surprise"
- The parts that have gotten better are that the teaching has gotten slower so we can learn it.
- Worse is Lunch. Teachers are yelling a lot more. They talk out loud about us.
- I think we should have more after school activities with teacher that might know more about it and

have a suggestion box with activities that would support more kids.

- In SEEK a few yrs ago. The teacher made comments to a student about how the teacher wasn't qualified to be teaching G/T
- Not always good to say what's on your mind
- Some teachers let you make up your missing homework and give you an opportunity not to miss recess
- One teacher made a kid do extra pages when he didn't get his work done
- More teachers who make class fun.

Teacher Talking with Parents:

- Teachers give you a good review to parents
- My mother said that whoever called her about my bad behavior was very rude to her
- My Mom wanted my teacher to call ahead time that I wasn't doing well instead of waiting until reports came out.
- Nurse is really nice to kids

Staff Communicate with Each Other:

- Most of the time they are friends
- Teachers have inappropriate relationships with each other

Change Paul School:

- Teachers don't let you in the building til 8:15 and we want to sit down and study for a test
- Change attitudes of teachers when they talk out loud when they are angry. It scared me.
- Teacher could give us more time to get ready to start the day
- Have teachers listen to students more and believe that what is said is the truth
- Have to wait for bathroom pass
- No enough recess time, now only 20 minutes
- In the AM, not have to rush in the hallways to get to class
- Lunch should be able to talk until we are lining up
- Change the homework policy, so that we don't have 2-3 hrs in one night and not on the weekends. That's your break
- More extra credits things like Drama, Art, School sports and not have to pay for Recreational Sports. We used to have an ice rink.
- School needs more after school fun things

Picked on:

- On bus because they don't think they will get caught
- It does happen a lot but kids go into Peer Mediation
- The teachers usually talk to the kids and could lose recess or get kicked out
- They could get an ISS, OSS and get kicked out for a whole week

12:15 Grades 7/8

Students with Each Other:

- Communicate with each other as any other teenager
- There was a fight with two girls a month ago with inappropriate language. They got suspended for 3-5 days
- Sometimes inappropriate language
- Sometimes kids threaten others that they will beat them up.
- There is a lot of sarcasm when they are picking on one another
- The buses are like free for all, verbal fights, hectic and chaotic
- Bus drivers just yell to be quiet but no one listens
- Some kids are picked on who have trouble learning, like SPED
- Annoying when you get something that is being taught and have to wait until everyone else understands it or you are the only one who doesn't get it

Adults with Students:

- Depends on kids and the teachers
- Some teachers go after one kid. They will pick you out of a crowd and go after you. More often in class. Hallways are a break time.
- Usually pretty fair. The consequences were fair, but sometimes no talking about it, just teachers give a consequence. Try to have student tell you everything and don't jump to conclusions. Give kids an equal chance.
- If it's a real big problem, go to Guidance.

Teachers Treating Each Other:

- One of my teachers went up to the other teacher and started yelling and freaking out.
- Sometimes teachers don't communicate with each other and then the student gets into trouble.
- Sometimes the classroom can be a fun place. Science and Math are fun
- Check in with an adult, but assigned to the right person. Have kids pick.
- Peer Mediation but most kids do not know about it

Communication with Parents:

- Call if you do something is wrong
- Parent Teacher Conferences

Spaulding HS

- Freshman Academy and or mentor Academy

Best about School

- How fun the teacher are and how professional they are
- Some teachers can be hurtful to kids

Change:

- Make it more modern...getting same books from older siblings
- Get more money to upgrade, not just fund raising for trips
- We hear it's a good school

- We should have a locker room and a classroom not class in
- Teachers are more focused on kids who have more trouble learning
- I get picked on a lot because I have trouble learning. It happens almost every day
- No one gets picked on and everyone has one friend
- Too early to be here

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