

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

Newport School District
SAU43
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Newport, NH 03773

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Note: the Addenda pages are not numbered due to the number of items and they could not be incorporated into the main document.

New Hampshire Department of Education
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Focused Monitoring Districts
Summary Report
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2. Introduction

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

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

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

Date of Report: June 23, 2010

Statutory Authority for New Hampshire Department of Education Monitoring

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

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

Participants in the Newport School District Focused Monitoring Initiative are: New Hampshire Department of Education Technical Assistants: Jennifer Dolloff and Robert Andrews

Leadership Team Members:

Superintendent Marilyn Brannigan, Director of Education Virginia O. Irwin, Principals Barry Connell, Patti Warren, Peggy McKinney, and Kathy Niboli, Early Childhood Director Elizabeth Gibbs

Universal Achievement Team Members: See Addendum Miscellaneous

IEP Review Team Members by school: See Addendum Miscellaneous

3. Focused Monitoring Activities

The Focused Monitoring Process is designed to meet the individual needs of each selected school district. As a result, each district progresses through process at a different pace and often in a unique sequence. Please utilize this section of the report to capture the process and activities utilized in your district. The following list of focus areas and methodologies should serve as a guide as this portion of the report is developed. Not all of the items listed will be addressed by one district; please select and expand upon the activities and processes utilized in your district. Refer to the Focused Monitoring Timeline Document, past agendas and minute to assist with this portion of the report.

5 - Step Inquiry Process.

- a. Getting Ready for Inquiry. This was the first effort that the Leadership Team undertook. It began at the initial training during the RtI Summer Conference in July 2009 when the Leadership Team worked with the SERESC consultants assigned to Newport. Another district team worked on a data collection survey at Data Camp which was held in August 2009 so that they could support the second step in this process. The Leadership Team met on September 2, 2009 (see agenda) and reviewed the System Readiness Tool. It was given to all staff in the district in September/October 2009. Simultaneously the Parent Information Resource Center started working with parents and other community and school partners to determine perceived needs of the district and satisfaction with the educational program. Both of these surveys were used as a baseline for the Focused Monitoring initiative. The minutes of the September 18, 2009 meeting are evidence of this activity.
- b. Organizing and Analyzing Data. The results of the Readiness Survey, the PIRC community survey, the Mapping Initiatives at each building level, NECAP scores (more recent than the ones that were used to select Newport for FMI), the NWEA results, data collected at Data Camp in the summer of 2009, Chalk Talk, an extensive list of improvement strategies, were used as the data resource to prioritize areas of need and establish sub-committees. The subcommittees were Parent and Family Engagement which morphed into Communications and RtI and Curriculum which focused on Literacy. This activity began at the UAT meeting on October 23, 2009.
Later in the process we reviewed the PET-R and the Michigan SWEPT results to establish a baseline for our FM goal.
- c. Investigating Factors. This is the area of study that has taken the most amount of time. At subsequent meetings, November 20 and December 11, 2009, the UAT reviewed the 7 Norms of Collaboration, introduced the First of Five Consensus process, reviewed the district's rankings (relative to NECAP) and established focus areas for each subcommittee. Contributing to this work was the work of the NH Responds Leadership Team at Richards and Towle, both of whom are using RtI to determine achievement levels, identify gaps, and review growth data points in the area of literacy. Note: the district has also begun RtI in mathematics at the 5-6 grade level which is one more strategy to improve math results at the early middle school grades. Since this activity is new to the district there was not a lot of data available for review. At the December meeting each subcommittee narrowed its scope and began to generate their hypotheses. These were finalized at the January 22, 2010 meeting and they are: For the RtI/Curriculum Committee it is, *Implementing a quality core literacy curriculum with*

fidelity will improve all student achievement. For the Communications Committee it is, Communication gaps and an inconsistent decision-making process exist at many levels (intra/inter) and through parent and community.

The next meeting was March 5, 2010 and the Communications Committee added a second hypothesis to their action plan which states, *Focused training and resources will improve student achievement.* The RtI RUT shared with the UAT their mission statement and it was adopted by the UAT. It was later approved by the Newport School Board.

The next activity which was at the April 9 meeting was the development of district-wide goal statements: # 1. Reading Proficiency rates will increase as measured by the NECAP from (2010 results) to 85% in 5 yrs for Kindergarten (grade3)-6. (The supports will start at Kindergarten) and (The testing will measure from grade 3 forward). # 2: Narrow the Achievement Gap in Reading between special education students and their non-disabled peers in Middle School and High School (close the gap 15 real points each year and in 5 yrs this will leave the gap at 3 real points).

- d. Write Plan. This is the result of the plan development. A smaller group of people met three times to review all of the FM material generated to date and wrote the draft plan which was reviewed by the Leadership Team. It will be considered draft until the plan is approved.
- e. N/A. This will be the second year of activity for the FM Initiative.

Align with Current District /DOE Processes:

Given the current results of the district's status under No Child Left Behind, this plan will be CORE to the development and implementation of the SINI and Restructuring plans which are required. The SINI Coordinator will also assume oversight to the implementation of the FM plan along with the UAT who will implement and the Leadership Team who has ultimate oversight and responsibility for meeting the district's goals. This initiative/activity aligns with NH Responds, a five year grant to the Newport district for the implementation of RtI in three areas: literacy, mathematics, and behavior. The UAT absorbed the NH Responds leadership team and several of the UAT members also serve on the school based NH Responds Teams – the TUT, RUT, and the MUT. We will continue to link all of these together to form one school improvement plan, using all the strategies identified in an earlier Chalk Talk exercise. These will form the basis of the SINI plan for Richards, the Restructuring Plan for Towle and be part of the implementation plan for the Middle School. This is an enormous undertaking considering the size of our administrative team who are responsible to see that these goals are met. The goals of the FM initiative support increased academic results for all students at Tier One, with an ultimate goal of 85 % proficient by the fifth year of this effort.

Statement of District Vision and Mission: See Addendum Miscellaneous

Description of District Goals:

For the FM Initiative they are: # 1. Reading Proficiency rates will increase as measured by the NECAP from (2010 results) to 85% in 5 yrs for Kindergarten (grade3)-6. (The supports will start at Kindergarten) and (The testing will measure from grade 3 forward). # 2: Narrow the Achievement Gap in Reading between special education students and their non-disabled peers in Middle School and High School (close the gap 15 real points each year and in 5 yrs this will leave the gap at 3 real points).

Inventory of Mapping Initiatives and Current Practices: See Addendum

NECAP Results and Analysis of Achievement Gap:

The 2009 NECAP results for the district are in the Addendum. The gap analysis is at each school and by grade. This is an ongoing process and will be continued in the next year of the FM Initiative. We have developed “mini NECAPS” at the Middle School to assess skill areas in numbers and operations which is one of the gaps we have discovered. These are used to develop supplement instruction for those students who are below proficient in this area. With the assistance of our full-time Math Coach, we have developed 14 math training opportunities this summer for all staff PK-12, using the gap data and the results of the NECAP and NWEA assessments. Those courses are included in the Addendum

Parental Involvement Activities:

As a result of the middle school being in Restructuring in SY 2008, we established several parent groups who met periodically throughout 2008. This expanded in 2009 with the addition of a grant from PIRC who held four community meetings to 1. Conduct a satisfaction survey which was part of our data gathering for the FM Initiative, and 2. Work on communication goals for the coming year. Information regarding this activity is in the Addendum.

Methods of Communicating the Work to the School Board and Community:

In addition to the meetings mentioned in the above paragraph, there have been period reports to the Newport School Board and those meetings are televised to the community. Two members of the school board have attended one or two of the FM meetings to see firsthand the level of activity and intensity of the work. School Board minutes only reflect that the topic was shared for information with the exception of when they adopted the mission statement.

Research Reviewed:

The DOE Consultants from SERESC shared several documents with the UAT including the models from the Manchester NH school district. At the quarterly state level meetings for all the districts in Focused Monitoring there were several documents shared. And NH CEBIS who is managing the NH Responds Grant has done the same for both RUT and TUT. A complete bibliography will be developed during the second year of this initiative so that all staff will have the benefit of these tools/resources.

Factors Impacting Student Achievement:

22% of the student population is identified as needing special education services. The majority are identified under the Speech and Language disability category. This has a significant impact on student achievement for those students who are significantly behind due to poor processing speed, low comprehension, etc. Another factor is low socio-economic status. Nearly 50% of the student population qualifies for Free and Reduced lunch. 51% of Richards Elementary school qualifies. This does not mean that those households do not necessarily have resources to supplement their children’s education with reading material, educational toys, etc. but it does speak to fewer resources both time and tools. The percentages at Towle are 37% and at the Middle School it is 47%. Both of these factors have an impact on the gap.

4. IEP Review Summary

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 compliance with required special education processes, as well as the review of data related to programming, progress monitoring of students with disabilities, and alignment of Special Education programming with the curriculum, instruction and assessment systems within the school district.

Data Collection Activities:

As part of the NHDOE Focused Monitoring Process a Special Education compliance review was conducted in the Newport School District on January 6 - 7, March 8, 2010. 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 Individualized Education Programs (IEP)
- Review of Local Education Agency (LEA) Focused Monitoring Compliance Application including:
 - Special Education Policy and Procedures
 - Special Education staff qualifications
 - Program descriptions
- Review of all district Special Education programming
- Review of Out of District files
- When appropriate, review of student records for students with disabilities who are attending Charter Schools
- Review of parent feedback collected through the focused monitoring data collection activities
- Review of requests for approval of new programs, and/or changes to existing programs

SUMMARY OF FINDINGS:

IEP Review Process: Conducted on January 6 - 7, March 8, 2010

As part of the compliance component of Focused Monitoring, the NHDOE worked in collaboration with the Newport School District to conduct reviews of student IEPs. The IEP Review Process has been designed by the NHDOE to assist teams in examining the IEP for educational benefit, as well as determine 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 Newport School District were provided with a collaborative opportunity to review 10 IEPs that were randomly selected to determine if the documents included the following information:

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

- Assessment (formative and summative) information gathered to develop annual goals and to measure progress toward annual goals
- Accommodations and/or modifications determined to support student access to the general curriculum instruction and assessment
- Evidence of progress toward key IEP goals and the documented evidence of student gains over a 3 year period
- Transition plans that have measurable postsecondary goals (for youth aged 16 and above)
- Evidence of required documentation for preschool programming (for children ages 3-5)

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

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

Conclusions/Patterns Trends Identified Through IEP Review Process:

- **How has this process informed future plans for improving the writing of student IEPs?**
Participants in each of the buildings report the IEP Compliance process has informed future plans for IEP development and confirm the need for the district’s current focus on the development of RtI (Response to Intervention) practices, math instruction, reading instruction and behavioral supports. Building level staff at the elementary and middle schools recognizes a need to further develop transition practices.
- **Describe how individual student performance information is conveyed from grade to grade/school to school:**
As a result of this review, the Newport School District has committed to developing stronger transition planning for students entering the Middle School and for students leaving the high school.
- **How will the district further explore the factors that have impacted poor scores for individual students on state assessments?**
The district is developing a comprehensive system of regularly scheduled data analysis sessions led by a district level Universal Team and individual building team. The current use of formative is notable and will assist in this process.
- **Strengths and suggestions identified related to IEP development/progress monitoring and services:**
 - Strengths:**
 - Comprehensive use of multiple forms of assessment
 - Uniformity of the IEP document
 - Suggestions:**
 - Use NWEA and other data, for IEP goal planning
 - IEP Teams need more common planning time and more time to work together on IEP goals
 - More time for collaboration during the school day between general and special educators and across grade levels

- IEP teams should regularly review progress made by individual students and modify or change interventions as appropriate.

District Wide Commendations:

During the January 6-7, March 8, 2010 NHDOE Case Study Compliance Review in SAU 43, each of the schools demonstrated a high level of dedication and support to students. Staff and administration in each of the schools expressed pride in their schools and in their individual work with students. In each of the schools there is an atmosphere of professionalism and respect, which is to be commended.

- The SAU is commended for the welcome extended to the visiting team and for the preparation that was put forth to prepare for the NHDOE Case Study Compliance Review.
- The full cooperation, support and involvement of all the schools and administrators in SAU 43 in the NHDOE Case Study Compliance Review are recognized.
- Throughout the SAU there has been a significant commitment of time and resources dedicated to curriculum development, Response to Intervention practices and communication/ decision making.
- Each of the schools in the SAU has a child centered learning environment. The schools appeared to be welcoming, and safe.

LEA Focused Monitoring Compliance Application:

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

Out of District File Review:

Based on the random review of 3 student files for children with disabilities placed out of district, there were:

Findings of Non-Compliance:

- None

Commendations:

- All three files reviewed were well organized.
- The Special Services Administrator demonstrated a strong level of knowledge regarding each student involved in the review.

Students with Disabilities Attending Charter Schools: NA

Requests for Approval of New Programs and/or Changes to Existing Programs: None

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

Preschool	1
Elementary School	2
Middle School	2
High School, Age below 16	0
High School, Age 16 or above	5
Total Number of IEPs Reviewed	10 (including 3 Out of District Placement Reviews)

Findings of Noncompliance Identified as a Result of the NHDOE Compliance and IEP Review

Visit:

As a result of the 10 IEPs that were reviewed on January 6-7, March 8, 2010, the following findings of noncompliance were identified: Of the 3 IEPs reviewed, 2 lacked documentation of a statement of the transition service needs for the student under the applicable components of the student's IEP that focuses on the student's course of study, such as participation in advanced-placement courses or a vocational education.

1. Ed 1109.01 (a) Required IEP Compliance, Contents of IEP

- Of the 6 IEPs reviewed, 2 lacked documentation that multiple measures were used for decision making when developing the IEP. All IEPs must be developed with information gathered from multiple sources of assessment data.
- Of the 6 IEPs reviewed, 2 lacked documentation that all of the identified student's strengths, interests and academic, developmental and functional needs were addressed in the student profile.
- Of the 6 IEPs reviewed, 4 lacked documentation that parent concerns for improving the student's education were included. Similarly, during 3 of the 6 IEP reviews, staff members indicated that a process for eliciting parent input was not in place in their respective buildings.

2. Goals and Benchmarks/Objectives

Ed 1109 34 CFR 300.320

- Of the 6 IEPs reviewed, 2 lacked evidence of a relationship between the goals and students needs, resulting from his/her disability, as described in the present level of performance.
- Of the 6 IEPs reviewed, 5 lacked evidence of measureable annual goals. IEP goals must contain criteria for measureable and achievable progress.
- Of the 6 IEPs reviewed, 1 did not include functional goals.
- Of the 6 IEPs reviewed, 2 lacked evidence that the benchmarks or short term objectives were connected to the annual goals.
- Of the 6 IEPs reviewed, 1 lacked documentation that the IEP met the student's needs in order to be involved in and make progress in the general education curriculum.
- Of the 6 IEPs reviewed, 2 lacked documentation that the student's behavior impedes his/her learning or that of others.

3. Transition

Ed 1109.01 CFR 300.320

- Of the 5 IEPs reviewed during the IEP review visit, 3 lacked documentation that the IEP meets the requirements of Indicator 13.

4. Measuring Progress

Ed 1109 34 CFR 300.320

- Several of the IEPs reviewed lacked documentation that the progress updates provided specific, meaningful, and understandable information on the student's progress that is easily understood by a broad audience, including student, parents and teachers.

5. Accommodations and Modifications

Ed 1113.08 b Access to Curriculum

- Three of the IEPs reviewed lacked evidence of appropriate accommodations and modifications that are critical to enable students' access and progress in the general education curriculum and nonacademic/ extracurricular services.

6. Individual Education Program

Ed. 1109.01

34 CFR 300.34 Evidence of Implementation; Monitoring and Annual Evaluations; Related Services and Curriculum; Related Services and Curriculum

- Five of the six IEPs reviewed lacked evidence that all of the child's identified academic, developmental and functional needs were addressed.

7. Placement Decisions

Ed. 1111.02

34 CFR 300.116 Placements

- Two of the 6 IEPs reviewed did not provide an explanation of the extent, if any, to which the student will not participate with nondisabled peers in the regular class and other educational settings, including nonacademic settings.

8. Special Education Process Sequence

Ed. 1104.01

- To ensure compliance with Ed. 1104.01 each LEA program shall have written policies which comply with the provisions of the IDEA and RSA 186-C. SAU# 43 must update Special Education Policy and Procedures to comply with IDEA 2007.

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

V. Conclusions:

The Newport School District offers a continuum of supports and services for students identified with educational disabilities. Building level team members are commended for their commitment to students and for providing appropriate levels service to students with special education needs.

It should also be noted that regular opportunities for professional development for both professional and paraprofessional staff and administrative members are available and will continue as the district strives to improve student achievement as measured by performance on the New England Assessment Compact (NECAP).

Data are collected regularly at all grade levels in the district. A system is being developed to ensure that collected data is analyzed regularly to ensure all students are making appropriate progress. The district has made excellent use of support from technical assistants from the New Hampshire Responds initiative and the Focused Monitoring process.

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

SAU#:43	NAME OF SCHOOL DISTRICT: Newport			SUPERINTENDENT/EXECUTIVE DIRECTOR: Michael Marcinkus (7/1/10) Marilyn Brannigan				
SPECIAL EDUCATION DIRECTOR: Virginia O. Irwin				DATE OF PLAN: May 28, 2010				
THE NHDOE, BUREAU OF SPECIAL EDUCATION, REQUIRES THAT ALL FINDINGS OF NON-COMPLIANCE BE CORRECTED AS SOON AS POSSIBLE, BUT NO LATER THAN ONE YEAR FROM THE FINAL REPORT DATE – BY May 14, 2011								
FINDINGS OF NON-COMPLIANCE: Findings of non-compliance are defined as deficiencies that have been identified through the Focused Monitoring Review Process, which are in violation of state and federal Special Education rules and regulations.							For Use By Technical Assistant At Follow Up Visit	
FINDINGS OF NON-COMPLIANCE	CORRECTIVE ACTION	PERSON(S) RESPONSIBLE	EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE	TIMELINE (Check appropriate columns below to indicate expected completion time for each activity.) Please note: citations re: individual students must be benchmarked in the first quarter.				Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):
				8/10	11/10	2/11	5/11	Note as Met, In Process or Not Met
Ed 1109.01 (a) Required IEP Compliance	All required components of an IEP including evidence of multiple measures being used for decision making, identification of student strengths, inclusion of parent concerns will be in the document.	Case Managers Consultants	IEPs will be reviewed by the Special Education Coordinator at each school (PPT Chair or Principal) for compliance randomly selected for each Case Manager. Director of Education will randomly review IEPs for compliance. Training is scheduled	X	X	X	X	

	Training on IEP development will be provided							
Ed 1109 Goals and Benchmarks/Objectives	All IEPs will have goals that relate to student needs; all will be measurable; there will be functional goals. Benchmarks will be established and documentation of student progress will be noted. All IEPs will be rated quarterly and a written narrative that is more meaningful will be included.	Case Managers	IEPs will be reviewed by the Special Education Coordinator at each school (PPT Chair or Principal) for compliance randomly selected for each Case Manager. Director of Education will randomly review IEPs for appropriate goal statements and benchmarks. Narrative report format in place	X	X	X	X	
Measuring Progress		A team of Special Education staff and the Director of Education will develop a report format for inclusion in E-Z IEP and/or as an addendum		X	X	X	X	
Ed 1109.01 Transition	10% of IDEA Part B funds will be set aside to improve Transition Services for students including development of age appropriate goals.	Case Managers, Transition Coordinator	Transition goals will be reviewed and plans implemented as appropriate by Transition Coordinator	X	X	X	X	
Ed 1113.08 Access to Curriculum	All students will have the appropriate access to the general curriculum as indicated by the accommodations and modifications necessary and	Case Managers	IEPs will be reviewed by the Special Education Coordinator at each school (PPT Chair or Principal) for compliance randomly selected for each Case Manager. Director of Education will randomly review IEPs for	X	X	X	X	

	written in every student's IEP.		appropriate statements regarding modifications and accommodations.					
Ed 1109.01 Related Service and Curriculum	All IEPs will show evidence that the academic, developmental, and functional needs are addressed.	Case Managers; Consultant will provide training in IEP development.	IEPs will be reviewed by the Special Education Coordinator at each school (PPT Chair or Principal) for compliance randomly selected for each Case Manager. Director of Education will randomly review IEPs for appropriate statements regarding academic, developmental and functional goals.					
Ed 1111.02 Placement Decisions	All IEPs will clearly state where a student will receive direct instruction and the extent to which he will receive same with his non-disabled peers A rationale will be included.	Case Managers	IEPs will be reviewed by the Special Education Coordinator at each school (PPT Chair or Principal) for compliance randomly selected for each Case Manager. Director of Education will randomly review IEPs for appropriate statements regarding placement.	X	X	X	X	
Ed 1104.01 Special Education Process Sequence	The Special Education Policy and Procedures manual will be updated	Director of Education with a policy development team	New manual will be available and approved by the Newport School Board	End of first semester FY 11				

5. Action Plan:

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

Newport SCHOOL DISTRICT _____ ACTION PLAN

MEASURABLE STUDENT LEARNING GOALS_: # 1. Reading Proficiency rates will increase as measured by the NECAP from 70% to 85% in 5 yrs for Kindergarten (grade3)-6 forward)*. #2 Narrow the gap between special ed students and non-disable peers in the middle and high school.

OBJECTIVE:

#1 Close the gap 15 real points each year. In five years, this gap will close to _____ yrs.

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	When	What & by whom	When
Every school will implement RtI in reading.	RtI team Data keeper Curriculum materials Scheduler Funding from SINI grants	Principals School Psychologist Teachers and Staff SST Teams	8/10 to 6/11	What & by whom	When	What & by whom	When
				Leadership Team (District RtI Team) will monitor quarterly. Benchmarking by teachers 3 times a year, monitored by the building RtI teams.	3/x/yr	Universal Achievement Team will review test scores, benchmarks, as presented by building RtI team.	6/11

Every school will implement Rtl in reading		Principals	Fall 2010	Leadership team will follow up with each school team and see that the team has been established.	9/10	Teams exist.	9/10
Choose and implement a new reading assessment at Richards: Rigby Ultra Benchmark Assessment	\$3,000.00 FM \$	Building Leadership Team (BLT)	7/2010	Principal will send in PO June 2010 and schedule training 8/26/10			
Every school will implement core curriculum	ELA Curriculum Committees	ELA Chair Teachers Reading Teachers Title I Integration Teacher English Teacher	8/30/10	Leadership Team will ensure that materials are distributed PD Committee will monitor training needs for staff to implement core...monthly		Curriculum will be implemented with fidelity Staff Development opportunities are scheduled	

*(The supports will start at Kindergarten) and (The testing will measure from grade 3 onward)

5. Action Plan:

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

Newport SCHOOL DISTRICT _Newport_____ ACTION PLAN

MEASURABLE STUDENT LEARNING GOALS_# 2: Narrow the Achievement Gap in Reading between special education students and their non-disabled peers in Towle, Middle School and High School.* Grades 5-8

OBJECTIVE #_____

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	When	What & by whom	When
Re-establish the Universal Team for Monitoring UAT	Pay participant/training 8K	Leadership Team	Prior to 9/1/10	Leadership Team		Team established	9/1/10
Establish meeting schedules and protocols	Scheduler	UAT	Prior to 9/1/10	Leadership Team	ongoing	Schedule and protocols established	ongoing
Establish agreed upon screening tools for each building and provide training	Screening tools (AIMSweb, Rigby etc.	Principals	Summer 2010	UAT	9/10	Screening tools used and data collected	

	Data manager 10K Title II		Fall 10	UAT	9/10	Training scheduled	ongoing
Universal Team will establish a monitoring schedule for Reading screening for each child		UAT/Building Leadership Team	Fall 10	UAT/Building			

* (close the gap 15 real points each year and in 5 yrs this will leave the gap at 3 real points).

5. Action Plan:

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

Newport SCHOOL DISTRICT _____ ACTION PLAN

MEASURABLE STUDENT LEARNING GOALS_: # 1. Reading Proficiency rates will increase as measured by the NECAP from (2010 results) to 85% in 5 yrs for Kindergarten (grade3)-6*. forward)._____

OBJECTIVE #_____. Focused training and resources will improved student achievement _____

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	When	What & by whom	When
Provide Training in new assessment tools	Trainer Cost associated with training including stipends and materials Funding: Title II & FM	PD Committee	Summer 10 Fall 10	What & by whom	When	What & by whom	When
				Principals will set up training	summer	Training has taken place	Fall 10
Provide training in running record analysis	Trainer—in house Stipends	Principal & PD Committee	Fall and ongoing	Leadership & PD	Ongoing	Teachers are trained And using running records analysis	ongoing

Provide implementation in core curriculum	Pre K 12 ELA curriculum In house trainers Consultants 5K	PD committee ELA chairs	Ongoing	Leadership Team, PD	As training occurs	Training schedule established and programs offered	As training occurs
Establish an annual offering of Training offerings	Trainer, staff to offer programs and consultants Title II	PD	Spring 2011	Leadership Team		Catalog is published and distributed to all staff	2011

*(The supports will start at Kindergarten) and (The testing will measure from grade 3

5. Action Plan:

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

Newport SCHOOL DISTRICT ACTION PLAN -MEASURABLE STUDENT LEARNING GOALS Communication and Decision Making
 OBJECTIVE # 1 Improved communication will improve student achievement

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	When	What & by whom	When
Develop an undated and more extensive handbook	Stipends, Printing costs Title II	Handbook committee Leadership	9/1/10- 6/15/11	Committee reports to Leadership with progress reports	monthly	Handbook completed and distributed	June 2011
				Committee provides updates of progress at SB meetings	Monthly	Website online Parent feedback	ongoing
Design a website for parents and community	Cost of Website design and maintenance	School Board Communication Committee	9/10-6/11 for development Maintenance ongoing	Principals, guidance	Ongoing	Discipline referrals decrease Attendance improves	6/11

Fully implement Bright Arrow Establish specific calling groups to improve school to home communication and outreach	Bright Arrow contract District budget Income from subscribers	Business manager Leadership Team	Fall 2010	Business manager	ongoing	Parent feedback Bright Arrow system used for many notification purposes	ongoing
Standardize meeting Minutes and Protocols to maximize effective meeting production	No budget required	UAT sub committee	Fall 2010	UAT & principal	ongoing	Meeting protocols agreed upon, published, distributed and implemented	ongoing
Implement PowerSchool at all schools with Parent Portals and PowerSchool Grade book	Powerschool training cost Power school maintenance staff salary	PD, principals	Fall 2010— June 2012	Principals, PD, Technology	ongoing	Parent portals running PowerSchool report cards used	SY 2011-2012
Establish a specific action plan with timeline for each district committee. Each district committee will have a statement of purpose, meeting schedule and annual goal.	Time	Committee chairs PD	Fall 2010	Leadership Team	November 2010	Meetings held Minutes published Goal met	June 2011

Develop a decision making plan for each committee steps and protocols to be shared with everyone including the new superintendent	Time Stipends	Leadership Team UAT	SY 2010-2011	UAT	monthly	Decision making protocol developed and distributed	6/2011
Complete a district wide inventory remedial resources and identify gaps	Time	Interventionist Academic support teachers, Related Services staff	Fall 2010	Principals/Leadership	Fall 2010	Inventory completed	November 2010
Establish PLCs in all buildings for book discussion	\$ for purchasing books	Principals ELA chairs	Fall, Winter Spring groups	Principals report to UAT	Fall, Winter, Spring	Book groups scheduled, meetings held, attendance taken, logs completed	6/2011

6. Next Steps

The FM Action Plan has been submitted with the report. The first process will be to share this with the new Superintendent and the Newport School Board. A SINI Coordinator will be hired in September and that person will be responsible for coordinating the SINI and Restructuring Plans with this Action Plan to create a comprehensive School Improvement Action Plan. The Leadership Team will attend the second year of RtI leadership training in July and use this document as a basis for continuing the focus on RtI in literacy. The Communications Committee of the School Board will take the responsibility to improve the district's website by contracting with a web designer to incorporate all the ideas in the Action Plan. In September the UAT, the TUT, RUT, and MUT teams will reconvene and review the goals and action steps. The PIRC will continue to work with the district to engage more parents in the improvement process.

Data will continue to be collected from a variety of sources and the district will train more staff on how to use Performance Pathways so that they can analyze their own student data and we can measure growth over the next five years. Using the analysis that was developed for the NECAP math results, we will continue to track cohorts of students who have been through the RtI process and see if they achieved higher results in their NECAPs. Finally, the Leadership Team will continue to meet bi-weekly throughout the summer to insure that this plan is implemented with fidelity and as the coordinating tool for all district initiatives.