

TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY, SEPTEMBER 19, 2013

Regular Meeting - 7:30 PM

Superintendent's Office
30 Greenough Road, Plaistow, NH

Dr. Earl Metzler, II, Superintendent
Dr. Roxanne Wilson, Asst. Superintendent

Robert Collins, Chair
Nancy Steenson, Vice Chair

AGENDA

1. Call to Order – Chair
2. Roll Call – Clerk
3. Pledge of Allegiance
4. Approval of Minutes
 - a. September 5, 2013 meeting
5. Delegations or Individuals
6. Current Business
 - a. Action Plan Goals – INFORMATIONAL (60 minutes)
 - b. State Performance Plan – INFORMATIONAL (10 minutes)
 - c. Assessment - INFORMATIONAL (20 minutes)
 - d. Committee Assignments – INFORMATIONAL (5 minutes)
 - e. School Board Retreat – ACTION (5 minutes)
7. Administrator's Report
 - a. Update on School Activities – INFORMATIONAL
8. Personnel Report
9. Committee Report/Reports of the School Board
10. Correspondence Folder
11. Vendor and Payroll Registers
12. Other Business
 - a. Non-public (if needed)
13. Future Dates

DATE	MEETING TYPE	LOCATION	TIME
September 26	Facilities Annual Tour	PS/AA	6:00 PM
October 3	Regular Meeting	SAU	7:30 PM
October 9	SAU Board Meeting	SAU	7:00 PM
October 10	Joint Budget Meeting with BudCom	PAC	7:00 PM
October 17	Regular Meeting	SAU	7:30 PM
October 23	SAU Board Meeting	SAU	7:00 PM
November 7	Regular Meeting	SAU	7:30 PM
November 13	SAU Public Hearing on Budget	PAC	7:00 PM
November 21	Regular Meeting	SAU	7:30 PM

The MISSION of the Timberlane Regional School District is to engage all students in challenging and relevant learning opportunities, emphasizing high aspirations and personal growth.

ADMINISTRATOR'S REPORT

Administrator's Report for September 19, 2013 School Board Meeting

1-,3. OPEN MEETING *Self-explanatory.*

4. APPROVAL OF MINUTES

One set: September 5th regular meeting.

5. DELEGATION OR INDIVIDUALS

6. CURRENT BUSINESS

a. Action Plan Goals – 60 minutes

Elementary Principals to present their school action plans. INFORMATIONAL

b. State Performance Plan – 10 minutes

Beth Rincon to present NHDOE “report card” on Timberlane’s Special Education program. INFORMATIONAL

c. Assessment – 20 minutes

Mark Pedersen and Barry Chooljian to present stats on AP, SAT’s and college acceptance. INFORMATIONAL

d. Committee Assignments – 5 minutes

Chairman Collins to present updated committee assignment list. INFORMATIONAL

e. Assessment – 20 minutes

Board to reschedule the postponed retreat on the CIP. ACTION

7-9. REPORTS

7. Administrator’s Report – Dr. Metzler to present

a. Update on happenings and activities with each of the district schools

8. Personnel Report – Mr. Metzler to present (if needed)

9. Committee Reports and Reports of the School Board

10. CORRESPONDENCE

11. VENDOR AND PAYROLL REGISTERS

12. OTHER BUSINESS

Non-public (if needed)

13. FUTURE DATES

UPCOMING REGULAR MEETING AGENDAS

This information is provided for informational purposes only. Agenda items are subject to change.

The official agenda will be distributed one week prior to its scheduled meeting.

OCTOBER 3, 2013	
NHSBA Resolutions	<i>anticipated</i>
French Trip	<i>Mademoiselle to request permission for French Trip</i>

OCTOBER 17, 2013	
Policies	<i>1ST Reading</i>

October 17, 2013	
Policies	<i>2nd Reading/Adoption</i>

Back-Burner List

SERESC Update	<i>Beth Rincon</i>
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TIMBERLANE REGIONAL SCHOOL BOARD

Atkinson, Danville, Plaistow, Sandown
New Hampshire

Regular Meeting
September 5, 2013
7:30 PM

Timberlane Regional High School
36 Greenough Road
Plaistow, NH

Principal Woodworth introduced the Select Choir which sang the National Anthem followed by a presentation from the senior and junior class executive committee, student council, student voice, leadership team, athletes, national honor society as well as the engineering and industrial arts students. The presentation was enjoyed by all in attendance.

Call to Order

Chairman Collins called this September 5, 2013 meeting of the Timberlane Regional School Board to order at 8:07 PM.

Board Members Present

Mr. Barczak, Mr. Bealo, Mr. Blair, Mr. Collins, Mrs. Delfino, Mr. Mascola, Mrs. Sherman, Mrs. Steenson and Mr. Ward. Ben Militello was in attendance as student representation to the school board.

Administrators Present

Dr. Metzler, Superintendent of Schools

Superintendent Leadership's Team

Dr. Wilson, Assistant Superintendent

Mr. Stokinger, Business Administrator

Mr. Strainge, Director of Secondary Education

Mrs. Killen, Director of Elementary Education

Mrs. Armfield, Director of Professional Learning

Mrs. Rasicot, Director of Student Services

Mrs. Rincon, Director of Special Education

Mr. Holland, Director of Technology

Mrs. Danahy, Director of Human Resources and TRSB Recording Clerk

Mr. Woodworth, Principal of TRHS

Mr. Hogan, Principal of TRMS

Ms. Widman, TRHS Assistant Principal, Academics

Mrs. DiNola, TRHS Assistant Principal, Operations

Mr. O'Connell, TRHS Assistant Principal, Student Services

Mrs. Allaire, TRHS Academic Dean of Arts and Humanities

Mr. Pedersen, TRHS Academic Dean of Science, Technology, Engineering and Mathematics

Mr. Flynn, TRHS Academic Dean of Business and Integrated Computer Technology

Mr. Mealy, TRHS Attendance Dean

Mr. DiBartolomeo, Director of Music

Mr. Fantasia, Director of Athletics

Ms. Lavrich, TRHS Department Head of Special Education

Pledge of Allegiance

Nicholas Bealo led the assembly in the Pledge of Allegiance.

Minutes (00:01:37)

The board reviewed and approved the August 29, 2013 public meeting minutes of the Timberlane Regional School Board. **The minutes were approved by general consent of the board.**

Delegations and Individuals

None

CURRENT BUSINESS (00:02:23)

Exchange Student (00:02:23)

Timberlane Regional High school student Meg Miller presented her plans to spend her school year in Spain as an exchange student and to promote the program sponsored by Hollis Brookline Rotary Club. Her Spain host sponsor will be Sevilla Rotary Club and the host school will be IES Fernando de Herrera. Her father advocated his support offering the Miller family home to an exchange program student from Spain.

Opening of School Report (00:11:28)

Dr. Metzler provided an update of the school openings as well as emergency drill requirements.

Action Plans (00:13:27)

Principals Woodworth and Hogan presented their school action plans that are linked to district action plan. Mr. Fantasia and Mr. DiBartolomeo presented their department actions plans which also are linked to the district action plan.

Booster Plan (00:59:35)

Mr. Fantasia presented the athletic booster's plan that will define and clarify the booster and district protocols.

GPA/Academic Excellence for Athletes (01:07:41)

Mr. Fantasia reviewed the strategies used in the academic excellence program with 90% student athletes achieving honors or honors with distinction and the average team GPA is 3.46.

Food Service Update (01:14:47)

Dr. Metzler updated the board on the food service program, outlining their schedule for monthly meetings with management of Whitson's and the process to contact parents immediately for any accounts in arrears. The board will be kept informed of negative balances regarding the food service program.

Policies (01:17:27)

Mr. Mascola reviewed polices presented this evening for a first reading.

- **CA Administration Goals**
- **CB School Superintendent/Chief Executive Officer**
- **CB-R Duties of the Superintendent /CEO**
- **BDE Board/Superintendent leadership Team Standing Committees**
- **ADA Special Education Philosophy Statement**
- **CBB Appointment of Superintendent**
- **BCA-R and X School Board Ethics Statement**

Motion: Mr. Bealo motioned to approve the following policies as presented

- **CA Administration Goals**
- **CB School Superintendent/Chief Executive Officer**
- **CB-R Duties of the Superintendent /CEO**
- **BDE Board/Superintendent leadership Team Standing Committees**
- **ADA Special Education Philosophy Statement**
- **CBB Appointment of Superintendent**
- **BCA-R and X School Board Ethics Statement**

Mr. Ward seconded. With no further discussion the motion passed by a vote of 8-1-0. (Mr. Barczak opposed)

Administrator's Report (01:22:37)

Dr. Metzler reminded the public of the annual facilities tour. He reviewed the schedule for the Timberlane Regional School Board, Facilities Committee and Timberlane Regional Budget Committee for September 12th at 6pm at the high and middle schools to include the Performing Arts Center. The second tour is scheduled for September 17th at 6PM for Sandown North and Central and Danville schools. The final tour is scheduled for

September 26th at 6pm for the Pollard and Atkinson Academy. He outlined the on-line and virtual coursework requirements for students. He talked about the EveryDay Math Program letter to parents, the option for consideration of business partnerships. He updated the board on Algebra II textbooks, and the remembrance for September 11th and Constitution Day activities and the Athletic Awareness Events.

He asked the board if they would consider waiving policy GBEB A relative to staff dress as, many schools wear jeans as fundraisers. He asked the board to consider waiving this school year. Any school wishing to have a fundraiser of this type would have to notify the central office.

Motion: Mr. Bealo motioned to waive policy GBEB A until March of 2014. Mr. Ward seconded. With no further discussion the motion passed by a unanimous vote of 9-0-0.

Dr. Metzler closed his report with informing the board of the next essay contest for students.

Committee and Reports of the School Board (01:37:15)

School board members reported on their activities throughout the district. Mr. Blair, Mr. Bealo, Mr. Mascola and Chairman Collins all attended the Policy Committee meeting. Mrs. Delfino and Chairman Collins attended the Community Relations Committee meeting.

Correspondence (01:52:36)

Done

Vendor and Payroll Check Registers (01:52:37)

Vendor and payroll registers were signed by the board.

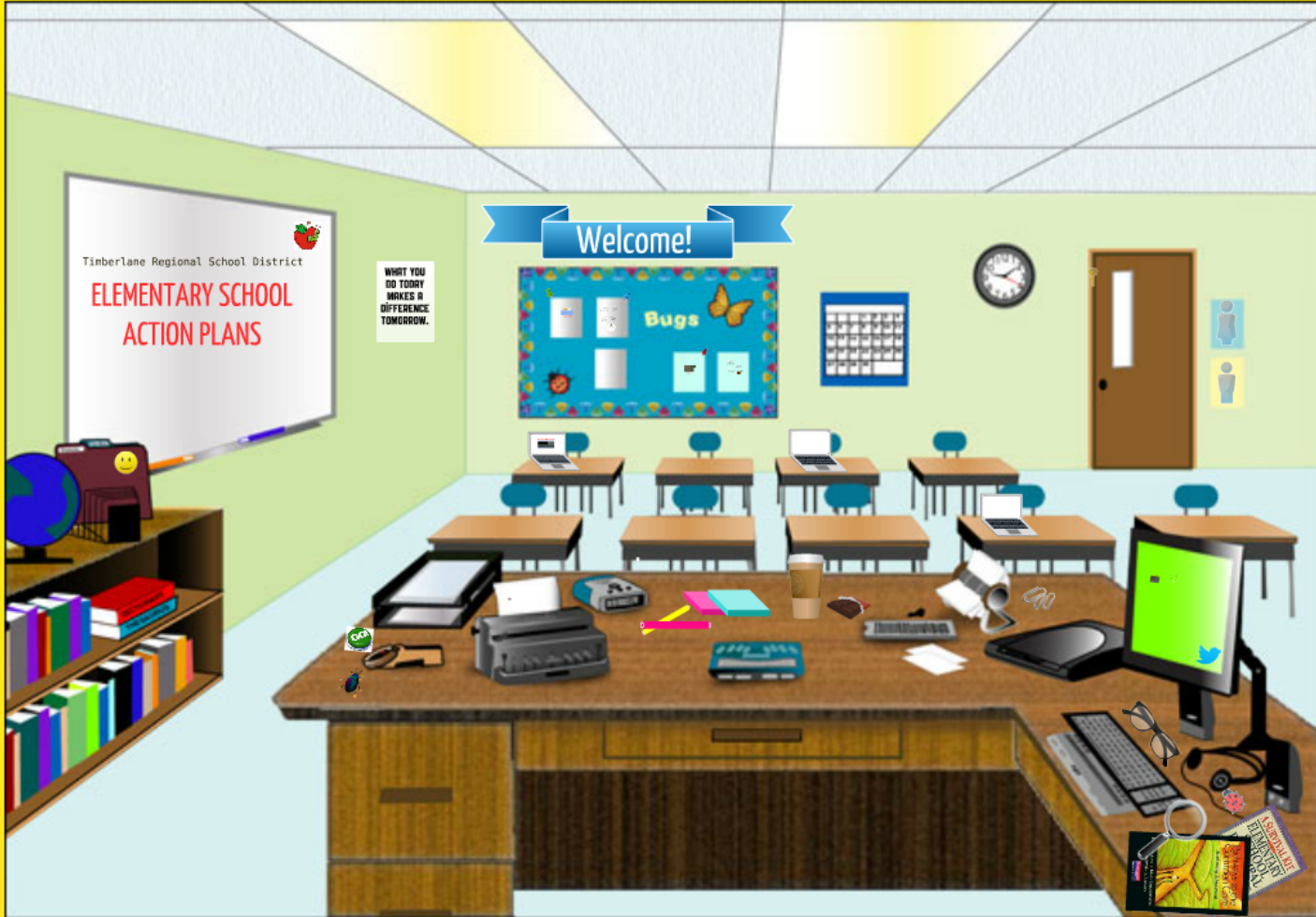
Other Business (01:52:40)

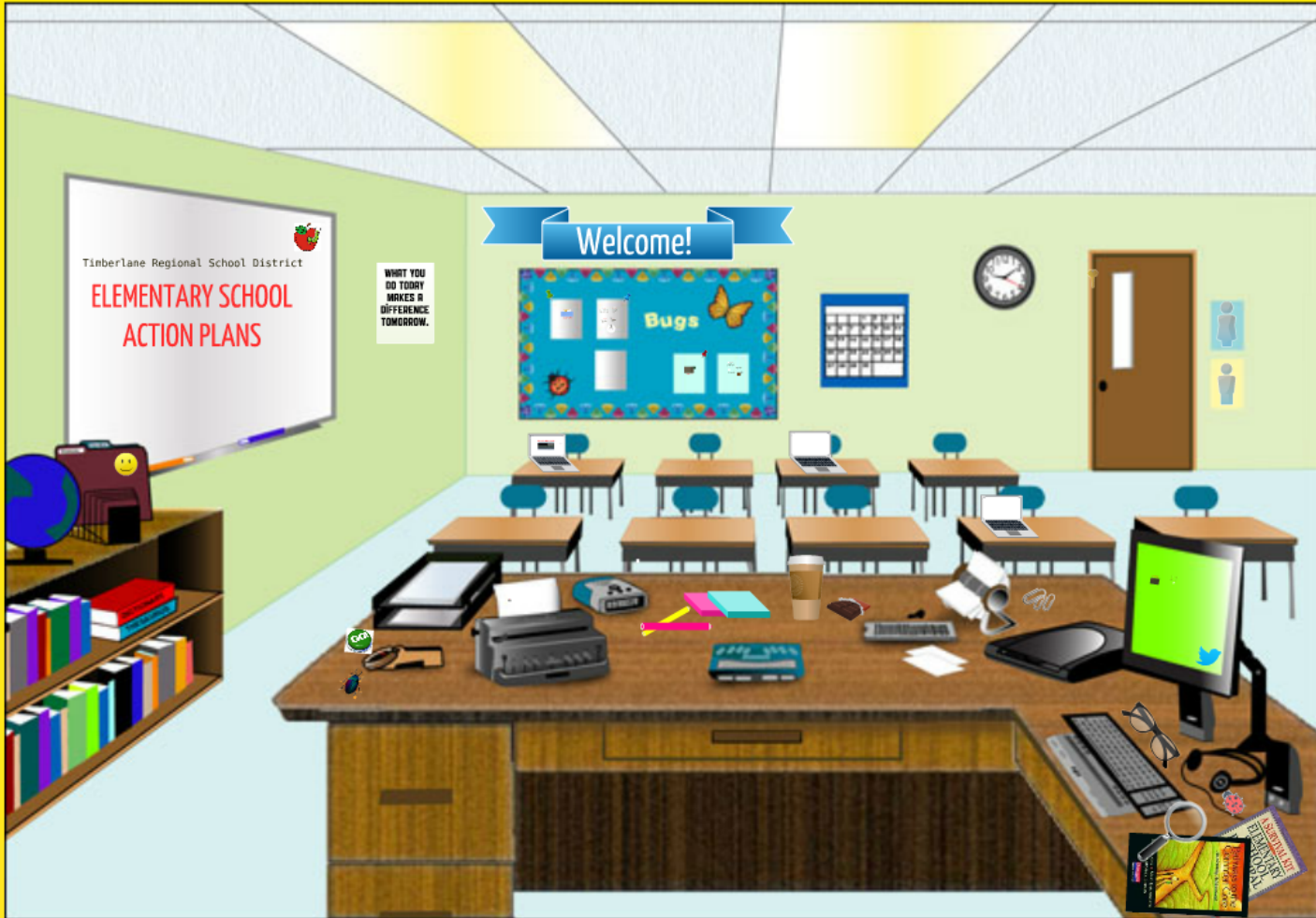
Mr. Stokinger reminded the public of the Facilities and Safety Committee meetings scheduled on September 10, 2013 at the Central office.

Having no further business before the board Chairman Collins adjourned the meeting at 9:58 pm.

Respectfully submitted,

Nancy Danahy
School Board Clerk







Timberlane Regional School District

ELEMENTARY SCHOOL ACTION PLANS



SANDOWN NORTH



Goal #1: Assessment

By January 2014, the Leadership Team will develop data collection systems to assess and adapt instructional practices in response to data and educator feedback, as measured by a completed written data collection form.



Goal #2: Communication

By June 2014, we will have established communication norms and procedures to optimize collaboration, as measured by 80% staff consensus.



Goals #3: RTI

By June 2014, Teachers will make informed instructional decisions based on formative and summative data to accelerate student achievement by 5%. Pacing and instruction will be responsive to assessments.



Goal #4: Instruction

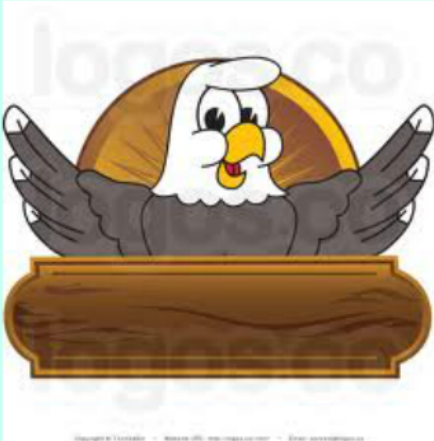
By June 2014, students will partake in weekly experiences that engage multiple modes of learning, as measured by walk-throughs and observations.

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SANDOWN CENTRAL



Goal #1: Common Core

In an effort to create a shared language between schools and develop an understanding and implementation of the Common Core Standards, Sandown Central and Sandown North will meet and collaborate for professional development, which will be measured by exit slips and surveys at the end of each collaborative session.



Goal #2: Math

In an effort to improve student achievement in mathematics, we will further develop, extend and refine our RTI framework, by more effectively utilizing data to plan and implement focused group instruction in mathematics. Progress will be measured by increasing the percentage of students at the proficient level on assessments by 3%.



Goal #3 : Data

In an effort to improve student performance, the data team will assist teachers in the creation of a system by which students are vested in monitoring their own progress. This will be measured by 3% improvement in student achievement in academics over their fourth and fifth grade years.



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DANVILLE ELEMENTARY SCHOOL





Goal #1

During the school year 2013-2014, Danville Staff will explore and develop a plan for differentiated instruction during small group instruction in reading and math to ensure no more than 15% of students participate in tier 2 for remediation.

Goal #2: RTI



During the school year 2013-2014, Danville staff will use the data system established to make instructional decisions within our RTI model with at least 5% gains in reading and math.

Goal #3



During the school year 2013-2014, the Universal Team will create clear behavioral expectations and consistent consequences by designing, facilitating, and evaluating a program of positive interventions and supports using collected data.

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ATKINSON ACADEMY



Goal #1



In an effort to ensure that no more than 15% of the student population will require strategic intervention all staff (Professional & Support) will continue working to support students in all grade levels in the area of literacy and mathematics. Student progress will be monitored using end of unit benchmark assessments in both areas throughout the 2013-2014 school-year.



Goal #2



Atkinson Academy will have a systematic data collection process in place by June 2014 that will provide teachers with accurate and reliable information from which instructional decisions can be made.

Goal #3



Atkinson Academy will develop a systematic behavior management plan to be designed and implemented during the 2013-2014 school year.



POLLARD SCHOOL



Goal #1: Literacy

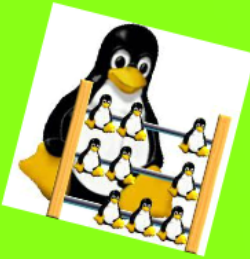


All students will increase acquired skills critical to literacy development by 5-8% by the end of the 2013-2014 school year as measured by pre- and post-assessments, including emergent literacy checklists for pre-kindergarten and grade level word lists for kindergarten through fifth grade.

Areas of Focus of acquired skills critical to literacy development:

- ~PreK/K: Emergent-Letter name-alphabetic
- ~Grade 1: Late emergent- Within word pattern
- ~Grade 2: Late letter name-Early syllable and affixes
- ~Grade 3: Within word pattern-Syllables and affixes
- ~Grade 4: Within word pattern-Syllables and affixes
- ~Grade 5: Syllables and affixes-Derivational relations

Goal #2: Math



All Students, as indicated below, will increase mastery in the “Critical Areas of Focus” based upon the Common Core Standards for their grade level by 5-8% by the end of the 2013-14 school year as measured by pre- and post-assessments.

Critical Areas of Focus:

- ~PreK/K: Fluency of number sense including demonstration (objects) and ability to compare whole numbers within 20.
- ~Grade 1: Fluency and understanding of addition facts within 20.
- ~Grade 2: Fluency and understanding of subtraction facts within 20.
- ~Grade 3: Fluency and understanding of multiplication facts up to 100.
- ~Grade 4: Fluency and understanding of division facts up to 100.
- ~Grade 5: Fluency and understanding with addition and subtraction of fractions.

Goal #3: Science

To increase students' scientific knowledge, critical thinking, habits of mind, vocabulary, writing and use of graphical tools by participating in a grade level scientific research based project. A grade level summative assessment will be used to measure student achievement (process and product will be measured by grade level rubrics). Grade 4 Science NECAP scores will increase of 5-8% in the proficient level in comparison to the spring 2013 results.

Grade level scientific research based project theme:

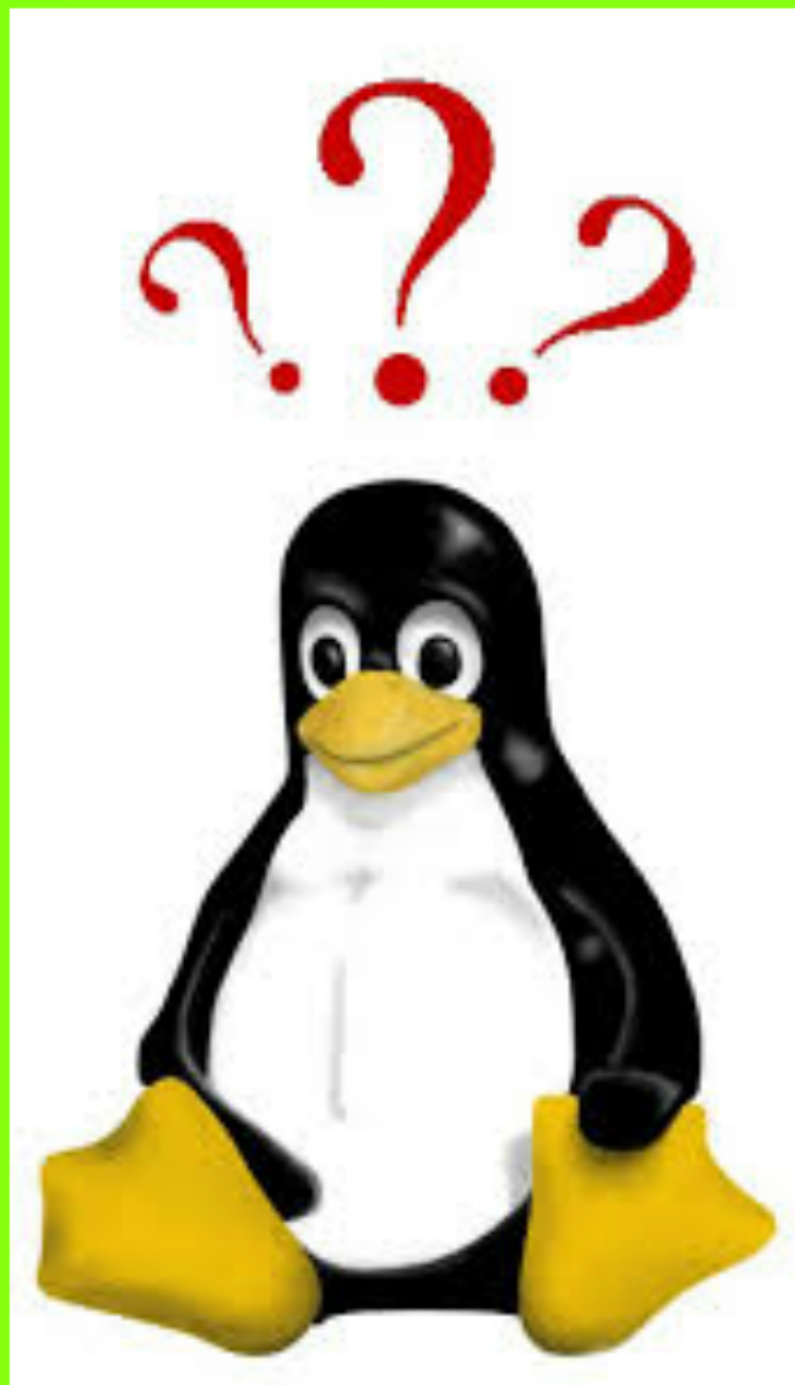
- ~PreK/K: The Four Seasons
- ~Grade 1: The Five Senses
- ~Grade 2: Plants
- ~Grade 3: Simple Machines/Motion
- ~Grade 4: Food Chains and Webs
- ~Grade 5: Structure of Matter/Chemical Reactions





Goal #4: Climate

To improve the learning environment and culture of Pollard School, all community members will model our core values and expectations during the 2013-14 school year. This will be measured by reviewing student behavior referral forms documented with the School Wide Informational System (SWIS) program and pre-post staff climate surveys. Pollard has baseline data from the staff climate surveys taken in the fall and spring of the 2012-13 school year.



Timberlane Regional School District

ELEMENTARY SCHOOL ACTION PLANS



WHAT YOU
DO TODAY
MAKES A
DIFFERENCE
TOMORROW.

Welcome!





Timberlane Regional School District



ELEMENTARY SCHOOL ACTION PLANS

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ATKINSON ACADEMY
School Action Plan
2013-2014



Kathleen Dayotis-Principal

Christopher Snyder-Assistant Principal

TABLE OF CONTENTS

Mission Statement.....	3
Principal’s Message	4
Action Plan.....	6
A. Assessment of Plan.....	6
B. Goal Statements.....	6
C. Related Professional Development	8
Leadership Team Members.....	9
School Site Assessment	13
Submission Page	15
Appendix.....	16
A. School Security and Safety Plan	16

Mission Statement

Through the process of learning,

We value and build:

Knowledge

Respect

Community

Principal's Message

Through the process of learning, we value and build knowledge, respect and community. This is a simple motto that we at Atkinson Academy try to base our entire school ideals around.

The Atkinson Academy's staff works extremely hard instilling strong work ethics in each student. WE value education and have high expectations for our students. From pre-k through fifth grade, we feel that it is important to form strong foundations so that students will go onto Middle, High School and college to be successful.

RTI, or Response To Instruction, was added this year to all grade levels. As we all know, sometimes we might need some information repeated a couple of times to clearly understand a concept or idea. There's nothing wrong with that! The same with children, repetition, is sometimes needed. Thirty minutes each day was added to the schedule for reading and math. During these times, children are grouped according to their needed, whether it is enrichment, maintaining skills or an extra boost. The flexible groups of 4-5 students change about every 6-8 weeks. Everyone in the school helps deliver services so we can maintain the small group ratio. Classroom teachers, literacy specialists and special educators are responsible to work with re-teaching groups while our media generalist, guidance, enrichment, technology and teaching assistants work differentiating other learning activities revolving around reading units. The same is also repeated for math. We have seen tremendous growth. Small groups allow the children to really shine, explore new concepts and be retaught with success.

We have also adopted the Olweus Model of Respect, Responsibility and Right Choices. This is a bullying model that students will continue following at the Middle School. The Atkinson Police Department has trained an officer once again this year to work with our fifth graders using the D.A.R.E. program. This program helps the children learn to JUST SAY NO when faced with difficult decisions or situations.

Community involvement surrounds the Academy almost every day. We are lucky to have strong, involved PTA/Night Owls Dads group. Atkinson partners with many local organizations also. The Atkinson Cub Scouts Pack 95 is responsible to keep our grounds well groomed in the fall and spring. The Atkinson Garden Club involves the children in the Smokey, the Bear Poster contest along with Woodsy Owl Poetry writings. The Atkinson Lions Club along with the King Lion comes into our younger student's classrooms to read to them. They have donated all the books that are read to the classrooms so the children will have many years of reading enjoyment. The Atkinson Women's Civic Club is available to take care of daily needs of families whenever I call. Our Fire Department spends a week at school talking to the children about fire safety while the Kimball Library partners with us on yearlong activities. The Police Department is visible this year eating lunch, attending recess and reading to our students. I feel very lucky to have this school involved with so many organizations that care about our students.

AS always, I want to thank everyone for their constant support of Atkinson Academy students and staff. WE strive towards the same goal—to make our students successful in and out of the classroom.

Action Plan

A. Assessments

This School Action Plan will be assessed in the spring of 2014.

B. Goal Statements

Goal #1 – In an effort to ensure that no more than 15% of the student population will require strategic intervention all staff (Professional & Support) will continue working to support students in all grade levels in the area of literacy and mathematics. Student progress will be monitored using end of unit benchmark assessments in both areas throughout the 2013-2014 school-year.

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	2012-2013 End-of-Year literacy and mathematics assessment data will inform instructional needs during Tier 1 (universal) teaching blocks.	August 2013	Leadership Team Grade Level PLC's
2	Atkinson Academy staff will complete a needs assessment to determine the academic needs in literacy and mathematics. This will define what strengths and weaknesses will be a focus during RTI for the 2013-2014 school year.	September 2013	Grade Level PLC's
3	The school will determine the progress monitoring tools and materials to be used in Tier 2 for strategic groups.	October 2013	Leadership Team
4	The school will have an enrichment day focused on mathematics.	November 2013	Enrichment Teacher
5	We will explore a partnership with the Kimball Library.	November 2013	Kimball Library Staff & Atkinson Academy Staff
6	The school will have an enrichment day focused on literacy.	May 2014	Enrichment Teacher
7	Grade level teams will meet each week during PLC's with a focus on planning reading and math interventions and providing continuous progress monitoring for strategic groups.	September 2013- June 2014	Grade Level PLC's

Goal #2 – Atkinson Academy will have a systematic data collection process in place by June 2014 that will provide teachers with accurate and reliable information from which instructional decisions can be made.

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Determine what literacy and mathematical data will be collected throughout the school-year.	September 2013	Leadership
2	Identify mandatory assessment timeframe/guidelines.	September 2013	Leadership
3	Professional development will ensure that all staff will have training for proper implementation. Staff will know what data was collected, when, why, how and what to analyze and use the data for making decisions.	October 2013	Staff
4	All mandatory data collection will be made available three times per year through the comprehensive assessment system.	June 2014	Assessment/Data Team
5	All professional staff will be trained on data protocols.	June 2014	All Staff

Goal #3 – Atkinson Academy will develop a systematic behavior management plan to be designed and implemented during the 2013-2014 school year.

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Determine members of the team.	May 2013	Staff
2	Identify basic goals of the team.	June 2013	Team Members
3	Explore school mascot and theme for rollouts to be used for behavioral expectations.	July 2013	Team Members
4	Unveil school mascot and theme to student body.	October 2013	All School Participation
5	Inform staff of common language and procedures to be used by students when accessing the hallway in school setting.	January 2014	Entire Staff
6	Continue consultation with Howard Muscott for further assistance.	October- May 2014	Team Members

C. Related Professional Development

Dates	Topic Description	Grade(s)	Time	Location	Facilitator	Goal # (if applicable)
	DIBEL's NEXT	K-5 th		Atkinson	Gaye Diagle Jill Feneberg	1
	DIBEL's NEXT Data Analysis	K-5 th		Atkinson	Gaye Diagle Jill Feneberg	1 & 2
	Everyday Math Enrichment/ Intervention	Pre-K-5 th		Atkinson	Doug Blay	1
	Everyday Math – E-Suite Training	Pre-K-5 th		Atkinson	Kelli Killen	1
	PBIS/Olweus Training	PBIS/ Olweus Team		Atkinson	Howard Muscott	3
	LETRS Training			Atkinson	Gaye Diagle	1
	X-tra Math	1 st -5 th		Atkinson	Chris Snyder	1
	Google Chromebook Training	4 th & 5 th		Atkinson	Lois Paul	
	Google Drive Training	4 th & 5 th		Atkinson	Lois Paul	

Atkinson Academy Leadership Team

Chair:	Kathleen Dayotis, Principal
Co-Chair:	Chris Snyder, Assistant Principal
Teachers:	Susan Donnelly, Pre-K
	Pam DuLong, Grade 2
	Lynne Ouellette, Grade 3
	Brian Shawley, Grade 5
Staff:	Meredith Bastien, Special Education
	Doug Blay, Enrichment
	Claire Culligan, Food Service
	Jill Feneberg, Literacy Specialist
	Jeff Goddard, Physical Education
	Linda Siemering, Special Education Assistant
	Christina Wood, Occupational Therapist

Atkinson Academy Assessment & Data Team Members

Chair:	Kathleen Dayotis, Principal
Co-Chair:	Chris Snyder, Assistant Principal
Teachers:	Lindsie Guillermo, Grade 1
	Jennifer Spires, Grade 2
	Leanne Perron, Grade 3
	Nicole Shawley, Grade 3
	Suzi Schultheis, Grade 4
	Erin Camire, Grade 5
Staff:	Beth Fenderson, Special Education
	Jill Feneberg, Literacy Specialist
	Deb Simard-Hill, Speech Pathologist

Atkinson Academy Target Team

Chair:	Kathleen Dayotis, Principal
Co-Chair:	Chris Snyder, Assistant Principal
Teachers:	Nadine MacDougall, Grade 1
	Lynn Ouellette, Grade 3
	Erin Camire, Grade 5
Staff:	Paula Amante, School Nurse
	Jill Feneberg, Literacy Specialist
	Melissa Oakley, Special Education
	Elissa Salemi, Guidance Counselor

Atkinson Academy Olweus/PBIS Team

Chair: Kathleen Dayotis, Principal

Co-Chair: Chris Snyder, Assistant Principal

Teachers: Katie Small, Grade 1

Jen Spires, Grade 2

Katie Hutchinson, Grade 3

Erin Camire, Grade 5

Melissa Guy, Grade 5

Staff: Pam Alexander, Art

Diane Geary, Library Assistant

Anna Lizier, Technology Teacher

Beth Fenderson, Special Education

Elissa Salemi, Guidance Counselor

Christina Wood, Occupational Therapist

Sunshine Committee

Chair: Jen Toth, Media Generalist

Members: Nicole Habib, Grade 5

Nicole Bailey, Grade 4

Erin Lozowski, Grade 4

Professional Development Committee

Members: Chris Snyder, Assistant Principal

Deb Bell, Kindergarten

Diane Geary, Library Assistant

Safety Committee

Members: Kathie Dayotis, Principal

Warren Currier, Head Custodian

Sandra McKay, Executive Assistant

Jeff Goddard, Physical Education Teacher

Paula Amante, School Nurse

Claire Culligan, Food Service

School Site Assessment

Add a description of your school's assessment process here...

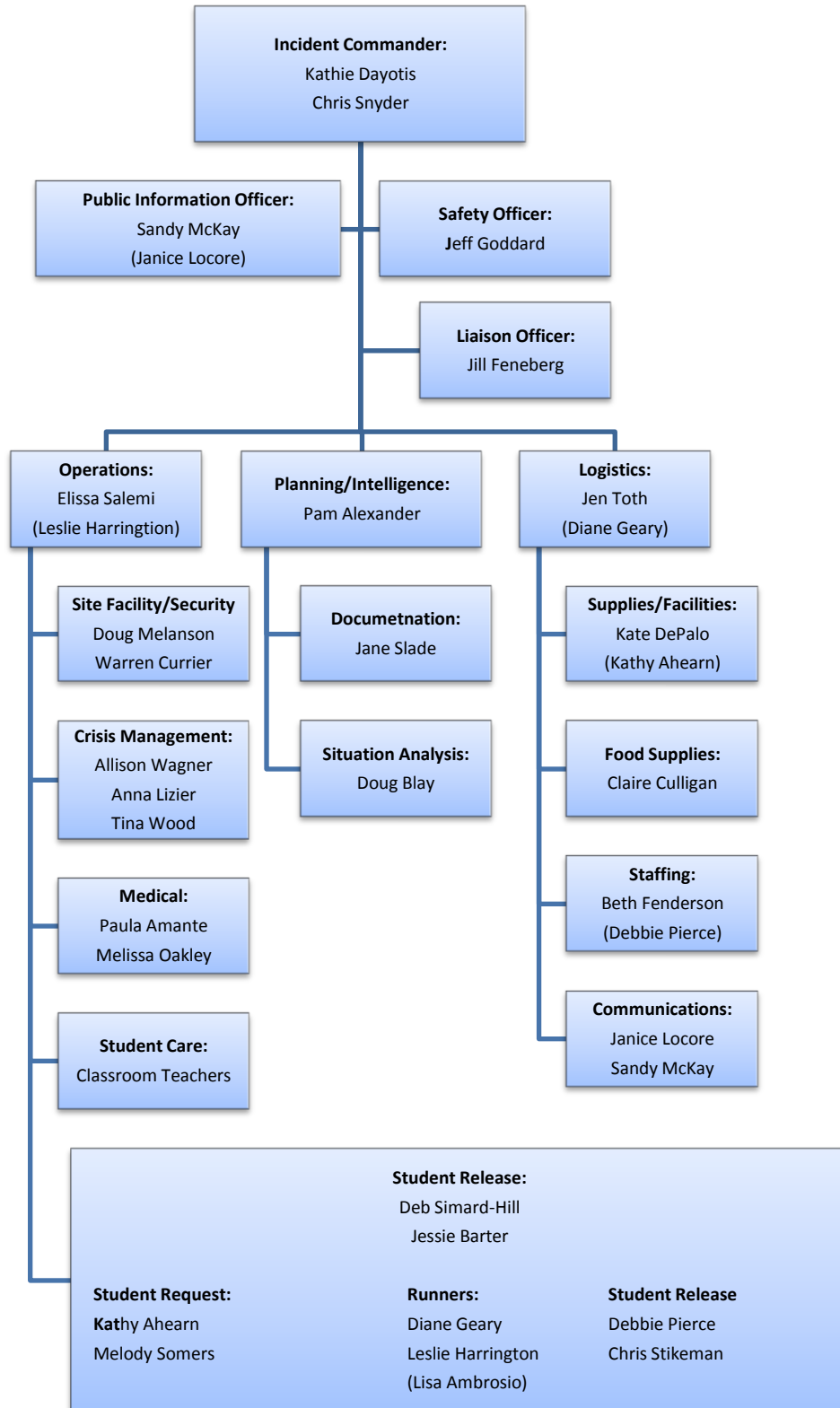
Submission Page

Submitted By: Kathleen Dayotis and Christopher Snyder

Appendix

A. School Security and Safety Plan

- *Assemble Emergency Response Team*
- *In case of an emergency exit quickly with emergency bag and go to assigned area and take roll.*
- *Attendance will be collected and called into secretaries.*
- *Once attendance is collected principal will instruct staff to move to off-site evacuation.*
- *Off-Site Evacuation (Atkinson Fire Station)*
- *Secretaries call for buses to assist students and staff to evacuation site that are unable to walk*
- *Adults and students that are unable to walk to the off site location, proceed to the “Do Not Enter” sign by the driveway of the 1803 building and wait to be picked up.*
- *School Nurse and Secretaries are responsible for bringing student emergency contact and health information.*
- *Students who are in specials stay with that teacher until they are reunited with their classroom teacher at the off site location.*
- *When students arrive at the off-site location teachers will have designated areas for each grade. Teachers will have students sit quietly in all designated areas and retake attendance.*
- *While at the Fire Station teachers and staff will wait for instructions from the Incident Commander (Principal).*



Danville Elementary School
School Action Plan
2013-2014



Submitted By
Nancy T. Barcelos, Principal
William J. Pimley, Assistant Pimley

June 2013

TABLE OF CONTENTS

Mission Statement.....	3
Principal’s Message	4
Action Plan.....	5
A. Assessment of Plan.....	5
B. Goal Statements.....	5
C. Related Professional Development	7
Leadership Team Members.....	7
School Site Assessment	9
Submission Page	11
Appendix.....	12
A. School Security and Safety Plan	12

Mission Statement

The mission of the Danville Elementary School is to provide students with a foundation in basic skills, to provide an introduction to the arts, to promote a positive work ethic, to create an environment that nurtures an atmosphere of tolerance and respect for each other, and to inspire an attitude of inquiry and enthusiasm for learning that will enable our children to become productive, responsible citizens.

Our Core Values:

Respect,

Responsibility,

And

Pride!

Principal's Message

Danville School is home to just over three hundred students in grades Pre-kindergarten – five held in seventeen classrooms. The school is the heart of the town. A combination of academic initiatives and school culture activities organized by staff, PTA, and community members enhance and enrich student experiences each day. The efforts of those referenced attribute to a very positive and productive environment focused on student success and achievement.

At Danville School we have embraced the core values of Respect + Responsibility = Pride. Our school motto is Danville Hawkes Soar for Success! The town of Danville was originally named Hawke in 1760 after its' founding father, Admiral Sir Edward Hawke.

Our expectation of a positive school culture promotes effective practices to benefit all children socially and academically. To achieve this we have implemented a school wide system of positive behavioral supports. Students are recognized for demonstrating targeted behaviors and are rewarded with specific praise. For students with more complex needs we are in the process of building wrap around supports to help them be successful.

Our instructional practices incorporate a three tiered model called Response to Instruction (RTI). RTI is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions. We offer quality core instruction that addresses the needs of most students at the tier one level. When examined, if it is noted students did not make expected progress, they are offered supplemental instruction in a small group called tier 2. This small group instruction is focused on a specific aspect of the content (reading, math). When students are in need of more support they are offered a more intensive intervention in a small group or individualized setting, called tier 3. Similarly, if students master targeted goals during universal instruction, they are offered small group instruction that will enhance and enrich their knowledge base. If students still demonstrate a comprehensive understanding of their studies, they participate in the enrichment program. This most likely occurs during tier three times, where students are getting intensive instruction in an area(s) of need. Teachers collaborate within Professional Learning Communities (PLCs) to discuss student achievement. They problem solve and make data-based decisions to improve student learning.

We thank all constituencies associated with the strong learning atmosphere that we have fostered for our students-School Board, Superintendent's Office personnel, parents, staff, and especially our wonderful students.

Action Plan

A. Assessment of Plan

To be determined at the end of 2013-2014 school year

B. Goal Statements

Goal #1 – During the school year 2013-2014, Danville Staff will explore and develop a plan for differentiated instruction during small group instruction in reading and math to ensure no more than 15% of students participate in tier 2 for remediation.

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Review current practices for instruction during small group instruction for below, on, and advanced level students.	Summer 2013	Administration and Staff
2	Determine teaching strategies to use to meet the needs of students at all levels during small group instruction.	Fall 2013	Administration and Staff
3	Assess all students each trimester using DIBELS NEXT	September 2013, January, May, 2014	Classroom Teachers
4	Review NECAP data for skills needing improvement.	Fall 2013	Administration and Staff
5	Investigate reading and math assessment tools to measure student progress.	2013-2014	Administration and Staff
6	Train staff on reading and math assessment tools to be used	2013-2014	Administration

Goal #2 – During the school year 2013-2014, Danville staff will use the data system established to make instructional decisions within our RTI model with at least 5% gains in reading and math.

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Representation from Danville on A Team	2013-2014	Administration
2	Communication tool to disseminate information from district team to building team	2013-2014	Administration
3	Establish data protocol for building use	2013-2014	Assessment Team
4	Train all who work with students on data protocol and the use of data at Danville School	2013-2014	Assessment Team
5	Staff will continually review current data to improve student achievement	2013-2014	Staff
6	Target Team representation will be at PLC meetings	2013-2014	Administration and Staff

Goal #3 – During the school year 2013-2014, the Universal Team will create clear behavioral expectations and consistent consequences by designing, facilitating, and evaluating a program of positive interventions and supports using collected data.

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Train 3 members of Universal Team to enter and interpret SWIS data reports	September 2013	H. Muscott
2	Introduce staff to SWIS data system	October 2013	Administrators
3	Improve communication around roll outs to engage all staff in implementation of program	August 2013	Universal Team members
4	Include grade levels in different ways to encourage ownership of rollouts	School Year	Universal Team members
5	Use grade 5 students as role models to demonstrate and teach desired behaviors	School Year	Universal Team members
6	Grade 4 students plan community building	June 2014	Universal Team

event to kick off new roll out in fall	members
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C. Related Professional Development

Dates	Topic Description	Grade(s)	Times(s)	Location	Facilitator	Goal # (if applicable)
Fall 2013	Book study around guided instruction	PK-5	Staff meetings	Danville School	Administrators	1
Summer 2013	Training on SWIS data input	Admin & Secretary	Summer	Danville School	H. Muscott	3
2013-2014	Continue training around positive behavioral support system	Universal Team	School Year	Danville School	H. Muscott	3
2013-2014	Data Team Training	A Team	Summer	SAU	SAU determined	2
2013-2014	Aligning interventions to student profiles	PK-5	School Year	Danville School	S. Spadorcia	1

Leadership Team Members

School: Danville School

Chair/Principal: Nancy Barcelos
nancy.barcelos@timberlane.net

Teachers: Alison Angle, special educator
Alison.angle@timberlane.net

Charlene Antonakos, grade 5

Charlene.antonakos@timberlane.net

Sally Decost, grade 2

Sally.decost@timberlane.net

Susanne Theriault, special educator

Susanne.theriault@timberlane.net

Cindy Wood, enrichment teacher

Cindy.wood@timberlane.net

Staff:

Christine Dube, Para Educator

Christine.dube@timberlane.net

Gail Murphy, Para Educator

Gail.murphy@timberlane.net

William Pimley, Assistant Principal

William.pimley@timberlane.net

Assessment Team:

Alison Angle, Special Educator

Nancy Barcelos, Principal

William Doughty, Technology Teacher

Stephanie Mezquita, Kindergarten Teacher

William Pimley, Assistant Principal

Vivian Rockwell, Literacy Specialist

Emily Ronco, Grade 5 Teacher

Cindy Wood, Enrichment Teacher

School Site Assessment

As part of our District Action Plan, administrators are currently reviewing our assessments for all students including all three tiered levels. At this time our assessments can be summarized in the following way:

Mathematics:

District Summative-NECAP grades 3-6

Tier I- EDM End of Unit test grades K-5

EDM Mid-Year Test grades K-5

EDM End of Year test grades K-5

Tier II- Number knowledge baseline grades K-5

Number Worlds (placement, exit, end of unit) grades K-5

*Tier III-*Enrichment SAGES/grades 3-5

Enrichment TOMAGS/grades 3-5

Writing:

District Summative-NECAP grade 5

Tier I- Reading Streets End of Unit Open Response grades 1-5

Reading Streets Unit #5 Writing Prompt (scored against 6 traits rubric) Gr 3

Reading Streets End of Units Writing Prompts (scored against 6 traits rubric) Gr 4-5

Reading:

District Summative-NECAP grades 3-5

DIBELS Next 3 times a year

Tier I- Reading Street End of Unit grades K-5

Reading Street End of Year grades K-5

Grade 1:Baseline Assessment

Weekly Spelling Tests grades K-5

Weekly vocabulary grades K-5

6 Minute Solution grades K-5

Reading Street High Frequency Word Assessment grades K-5

Tier II- Quick Phonics Screener grades K-3

Spelling Inventory Grades K-5

Foundations Grades K-3

QRI (Whole To Part) Grades K-5

Lively Letters Grades K-3

Phonemic Awareness in Young Children Grades K-3

Spellography Grades 3-5

Running Records Grades K-5

Words Their Way Grades K-5

Just Words Grades 4-5

Tier III- Reading Street My Sidewalks grades K-5

Reading Milestones Grades K-5

Foundations Grades K-3

The WADE (Wilson) Grades K-5

LIPS Grades K-5

Visualizing & Verbalizing Grades K-5

Enrichment: SAGES grades 1-5

Running Records Grades K-5

DIBELS Next Grades K-5

Submission Page

Submitted By: Nancy Barcelos

Appendix

A. School Security and Safety Plan

A safe and secure educational setting is the foundation required for effective instruction and learning. A comprehensive and specific plan has been developed and is located in the main office, labeled Emergency Response Plan.

The Safety Committee meets quarterly to ensure the safety of all students by:

- a) Identifying hazards in the building/playground
- b) Reviewing staff accident reports
- c) Reviewing student accident reports
- d) Reviewing bus safety
- e) Reviewing traffic safety
- f) Discussing health prevention and management

The Joint Loss Management Committee meets quarterly to ensure safety in the work place by:

- a) Reviewing hazards in collaboration with the Safety Committee
- b) Evaluating slip, trip, fall hazards and reporting to custodians and/or facilities department
- c) Training annually on the safety precautions around Bloodborne Pathogens
- d) Offering first aid & CPR training within the district annually
- e) Educating staff on health issues as necessary:

The Crisis Management Committee and Emergency and Behavioral Health Response Committee respond to situations through:

- a) Emergency Response Management Plan using the Incident Command Structure
- b) Safety drills
- c) Emergency evacuation off site drills
- d) Planning, assessment, and response to critical incidents

Pollard School

School Action Plan

2013-2014



Submitted By:
Michelle Gaydos, Principal
Michele Vance, Assistant Principal

Date Submitted:
September 11, 2013

TABLE OF CONTENTS

Mission Statement.....	3
Principal's Message.....	4
Action Plan	6
A. Assessment of Plan	6
B. Goal Statements	6
C. Related Professional Development	10
Leadership Team Members	11
School Site Assessment	12
Submission Page	15
Appendix	16
A. School Security and Safety Plan.....	16

POLLARD SCHOOL'S

CORE VALUES

Respect, Responsibility and Safety.

SCHOOL MOTTO

What you do today makes a difference tomorrow.

MISSION STATEMENT

The children of Pollard School will become responsible, respectful members of society. The children will be assisted by dedicated teachers, parents, and community members who will provide an academically challenging learning environment which is safe, orderly and nurturing so they can reach their full potential.

Principal's Message

Pollard School is the largest of the five elementary schools in the Timberlane Regional School District. It is comprised of 570 Pre-Kindergarten through fifth grade students. We have 3 administrators, over 50 professional staff, and 30 support staff. We have an economically diverse community with over 26% of our K-5 population currently receiving free or reduced lunch. Our school has 2 district programs under our roof: The Timberlane Learning Center (TLC) which is Special Education/Inclusionary Pre-School Program that includes 83 preschool students (ages 3-4) and our Autism Spectrum Disorder (ASD) program.

Pollard School students, parents and staff are committed to our three core values: *respect, responsibility and safety* and we focus on these values each and every day. We have created a school community where every child's individuality and needs are considered when our instructional practices and enhanced programs are implemented. Our School Motto: "What we do today makes a difference tomorrow" is truly the first thought we have when implementing a new program or activity and the last thought when we are assessing the final results.

Pollard School has been a School In Need of Improvement (SINI) in both reading and math for our Special Education sub-group since 2009. We have worked hard to create goals that focus on increasing both the reading and math skills of all students. We have organized our school's master schedule to include dedicated time for reading (90 minutes) and math (60 minutes) each day. We continue to refine our Response to Intervention/Instruction (RTI) strategies, including adding Tier 2 and 3 times in Reading and Math for each grade level. Our staff is working hard to read and interpret data to make informed decisions about our students. Our grade level PLC's have truly become a place that we talk about our students, their assessment data and differentiating instruction that will reach all of our struggling learners.

We have employed the use of research based best practices in the area of language arts. All classroom and Special Education teachers, as well as Title I Tutors and Para Educators were provided professional development in the area of Best Practices in Reading Instruction including: guided reading, phonetic instruction, comprehension, and fluency. Special Educators attended workshops designed to increase their understanding of diagnostics and instructional planning, as well as, training in writing Individual Educational Plans (IEPs) that specifically addressed the NH grade level expectations and soon to be Common Core Standards. We are beginning to shift our thinking to a more data driven decision making instructional process including various universal screenings, Response to Intervention/Instruction (RTI) and progress monitoring. Through these trainings, as well as, authentic planning and dialogue during Professional Learning Community (PLC) time, teachers are gradually increasing their understanding of using data to inform their instruction. Students are now on their way to reaching their full potential in language arts.

Our increased understanding of assessment and instruction has also impacted our math instruction. We provided training for our Para Educators so that they could assist all children while in the classroom and during Tier times. We have had a dedicated 30-minute Math Intervention Time (MIT) block where classroom teachers and Title I Tutors reinforce math skills and facts with struggling learners and students needing enrichment are provided extending activities to challenge them at their academic level. Based upon teacher observation, instruction and assessments, students in need of math reinforcements rotate in and out of these groups.

Pollard School continues to work on making our school a bully-free zone and all of our students can best be categorized as “Bucket Fillers”. (The bucket represents your mental and emotional self. When your bucket is full, you feel more confident, secure, calm, patient, and friendly. When your bucket is overflowing, you experience an intense happiness that can spread to those around you. When your bucket is empty, it contains few, if any, positive thoughts or feelings. An empty bucket can affect your behavior and cause you to express your emotions in a way that empties the buckets of those around you.) Our message is clear, encouraging positive behavior as children see how very easy and rewarding it is to express kindness and appreciation toward their peers on a daily basis.

Action Plan

A. Assessment of Plan

TBD at the end of the 2013-14 School Year

B. Goal Statements

Goal #1 Literacy: All students will increase acquired skills critical to literacy development by 5-8% by the end of the 2013-2014 school year as measured by pre- and post-assessments, including emergent literacy checklists for pre-kindergarten and grade level word lists for kindergarten through fifth grade.

Areas of Focus of acquired skills critical to literacy development:

- PreK/K: Emergent-Letter name-alphabetic
- Grade 1: Late emergent- Within word pattern
- Grade 2: Late letter name-Early syllable and affixes
- Grade 3: Within word pattern-Syllables and affixes
- Grade 4: Within word pattern-Syllables and affixes
- Grade 5: syllables and affixes-Derivational relations

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Train a Literacy data team to proctor and score the grade level word identification assessment	By August 27 th (2 hrs.)	Literacy Specialist
2	A Universal Screening as a Pre-test given to all students using grade level lists	By September 20 th	Literacy Data Teams
3	All classroom teachers will administer a Spelling Inventory from Words their Way for all students found to be strategic based upon the Universal screening data collected by the literacy Data Team,	By September 27 th	Classroom teachers
4	Data will be discussed at PLC and grade level teachers will implement a plan using Tier times based on their class/grade level data.	By October 4 th	Literacy Specialist, /grade level PLC members
5	The Words Their Way Instructional philosophy will be utilized as a resource during Tier 2 instruction for struggling students' grades K-five. This program would improve not only our students' spelling but also their word attack, reading fluency, vocabulary, and comprehension at the word level.	Mid October-June (due to NECAP testing and training needed)	Classroom teachers, Title I Tutors, Literacy Specialist, SpEd Case Managers

6	Progress Monitoring struggling students identified by the universal screening scores using Words Their Way resources.	by end of November, January, March	Literacy Specialist, /grade level PLC members
7	Universal post-assess all students using grade level lists using the Universal Screening as a post-test	By May 30 th	Literacy Specialist, /Title I Tutors /classroom teachers

Goal #2 Math: *All Students, as indicated below, will increase mastery in the “Critical Areas of Focus” based upon the Common Core Standards for their grade level by 5-8% by the end of the 2013-14 school year as measured by pre- and post-assessments.*

Critical Areas of Focus:

- *PreK/K: Fluency of number sense including demonstration (objects) and ability to compare whole numbers within 20.*
- *Grade 1: Fluency and understanding of addition facts within 20.*
- *Grade 2: Fluency and understanding of subtraction facts within 20.*
- *Grade 3: Fluency and understanding of multiplication facts up to 100.*
- *Grade 4: Fluency and understanding of division facts up to 100.*
- *Grade 5: Fluency and understanding with addition and subtraction of fractions.*

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Teachers at each grade level will create (or agree upon one already created) universal pre and post assessment.	August 27, 2013 Staff Meeting or First PLC	Classroom teachers, Title I Tutors
2	Grade level universal screening to identify students that currently require intervention with the focus area skills. (possibly AIMSweb)	By September 20 th	Classroom teachers, Title I Tutors
3	Data will be discussed at PLC and grade level teachers will implement a plan using Tier times based on their class/grade level data.	By October 4 th	Classroom teachers
4	Choose, Introduce and train staff to implement a universal screening, progress monitoring, and data management system that supports Response to Intervention/Instruction (RTI) and tiered instruction. (budgetary issue)	September staff meeting	Building Administration
5	Progress monitor struggling students using our new progress monitoring, and data management system.	by end of November, January, March	Classroom Teachers, Title I Tutors
6	Universal post-assess all students	By June 6 th	Title I Tutors

Goal #3 Science: *To increase students' scientific knowledge, critical thinking, habits of mind, vocabulary, writing and use of graphical tools by participating in a grade level scientific research based project. A grade level summative assessment will be used to measure student achievement (process and product will be measured by grade level rubrics). Grade 4 Science NECAP scores will increase of 5-8% in the proficient level in comparison to the spring 2013 results.*

Grade level scientific research based project theme:

- *PreK/K: The Four Seasons*
- *Grade 1: The Five Senses*
- *Grade 2: Plants*
- *Grade 3: Simple Machines/Motion*
- *Grade 4: Food Chains and Webs*
- *Grade 5: Structure of Matter/Chemical Reactions*

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Purchase "Navigating the Information Tsunami: Engaging Research Projects that meet the Common Core State Standards" for all staff to assist with the creation of their scientific research based project	Summer 2013	Building Administration
2	Staff meeting Overview of Understanding By Design (UBD) or District Training if scheduled in the fall	October Staff Meeting	Building Administration
3	Grade levels will plan their scientific research based projects utilizing their UBD Template and the Tsunami research reference book.	November-January	Grade level teams
4	Introduce and complete the scientific research based projects	February-April	Classroom teachers
5	Grade level displays to highlight student scientific research will be showcased at our "Pollard Night at The Museum" evening event.	Ongoing, culminating in Spring 2014	Enrichment Teacher, Grade level PLC members

Goal #4 Climate: *To improve the learning environment and culture of Pollard School, all community members will model our core values and expectations during the 2013-14 school year. This will be measured by reviewing student behavior referral forms documented with the School Wide Informational System (SWIS) program and pre-post staff climate surveys. Pollard has baseline data from the staff climate surveys taken in the fall and spring of the 2012-13 school year.*

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Whole staff development focus on: <ul style="list-style-type: none"> • Core values, School Motto and Mission Statement <ul style="list-style-type: none"> ○ Do we need a vision statement? ○ Do we need “we believe” statements? ○ Add common core/21st century learning to our mission statement • Behavior expectations by reintroducing the behavior matrix <ul style="list-style-type: none"> ○ Reviewing specific playground expectations ○ Classroom expectations • Behavior forms <ul style="list-style-type: none"> ○ Majors vs. minors conversation-when do we send to the office? • Specific instruction on being Pro-Active with all student communications 	During beginning of the year meeting time (August 27) 1-2 Hours	Building Administration and ALL staff
2	Institute SWIS program for k-5 student data and comparable data collection tool for pre-k. (approval issue with SWIS)	By November 1 st	Building Administration /A-Team
3	Institute scheduled rollouts and celebrations attached to the Pre-K ‘We Can Do IT’ and K-5 ‘Pollard School has HEART’ & Bucket Filling themes.	Monthly	Bullying Committee now part of the Leadership Team/A-Team
4	Institute bi-monthly Staff activities (recognition, appreciation, collegiality)	Bi-monthly	Sunshine/Wellness Committee
5	Review monthly data on Student Behavior Referral Forms using SWIS Program	Monthly	Building Leadership Team/A-Team
6	The Building level Sunshine/Wellness Committee will administer an end of year staff survey (similar to 2013’s but meeting the needs of current building reality)	May 2014	Sunshine/Wellness Committee

C. Related Professional Development

Dates	Topic Description	Grade(s)	Times(s)	Location	Facilitator	Goal # (if applicable)
Mid October-June	Words Their Way Program will be utilized during Tier 2 instruction for struggling students grades K-five.	K-5	TBD	Pollard PLC Room	TBD	1 - Reading
September	Train additional staff on administering AIMS Web and/or Easy CBM	All grades	September staff meeting	Pollard PLC Room	TBD	2 - Math
Summer	Purchase "Navigating the Information Tsunami: Engaging Research Projects that meet the Common Core State Standards"	All Prof Staff			Building Administration	3-Science
October	Staff meeting training on Understanding By Design (UBD)	All Prof Staff	October Staff Meeting or district training	Pollard PLC Room	Building Administration	3-Science
	Institute and train specific personnel on SWIS Program to organize all student behavior data (budgetary issue as well as an approval issue with SWIS)	Administration, guidance counselor, school secretaries	By November 1 st	Pollard PLC Room	SWIS Trainer	4-Climate

A-Team Members

(This team will consist of a representative from each grade level and SpEd, Specialist group and support staff. The team will be reviewing all data in relation to our Reading, math and science Action Plan goals)

School: *Pollard School*

Chair/Principal: *Michelle Gaydos, michelle.gaydos@timberlane.net*

Teachers: *Stacey Eaton (Gr PreK),
Gia Buckley (Gr K),
Colleen Ferrante (Gr 1),
Shirley Toscano (Gr 2),
Laura Shute (Gr 3),
James Pelletier (Gr 4),
Dolores Coyle-Quirk (Gr 5),
Marie Champion (Gr 3 SpEd),
Terri Spear (Gr 2 SpEd),
Sue Tozier (Literacy Specialist),
Kristen Dalphond (enrichment)
Marcia Blutstein (Guidance)*

Staff: *Corinne Andrade (Para),
Olivia (Hope) MacDonald (SSR Para)
Michele Vance (Asst Principal)*

Universal Team (Formally known as Leadership & Climate Committee) Members

This team will consist of a representative from each grade level and SpEd, Specialist group and support staff. The team will be reviewing all data in relation to our new SWIS behavior tracking program, designing monthly rollouts for Behavior using the SWIS data and making school-wide decisions (such as scheduling).

School: *Pollard School*

Chair/Principal: *Michelle Gaydos, michelle.gaydos@timberlane.net*

Teachers: *Liz Felder (Gr PreK),
Elizabeth LaRosa (Gr K),
Leslie Laudani (Gr 1),
Jodi McFarlin (Gr 2),
Dayna Rodriguez (Gr 3),
Melissa Wolfe (Gr 4),
JoAnn Robichaud (Gr 5),
Marcie Nee (Gr K/1 SpEd),
Amy Dailey (ASD Teacher),
Sue Tozier (Literacy Specialist),
Marcia Blutstein (Guidance)
Christine Cina (Speech)
Mary Corredor (ASD Speech)
Pattie Fogarty (Technology)
Gretchen Bird (Music)
Pat Collins (Media Specialist)*

Staff: *Denise Georgoudis (Para),
Tammy Andraktos (Para),
Pat Cornell (Para)
Maryanne Pappas (Para)
Michele Vance (Asst Principal)*

School Site Assessment

We believe that our students should have multiple opportunities to demonstrate what they know and are able to do. Assessment is a tool that provides a snapshot of their developmental learning process. The data gathered guides our educational priorities and decisions as it relates to each individual student. The value of the individual and his/her contribution to our global community lies in the manner in which he/she uses intelligence, experience, and creativity in the 21st century.

We give assessments for a variety of reasons, including reporting student progress and achievement; evaluating curriculum and instruction; identifying strengths and weaknesses; comparing Pollard Schools' students with national, state, and other norms; and identifying students who may need some extra help or who may benefit from specialized programs. It is ultimately our way for schools to be accountable to our students, parents and community.

As part of our district Action plan, administrators are currently reviewing our assessments for all students including all three tier levels. At this time our assessments can be summarized in the following way:

Mathematics:

District Summative-NECAP grades 3-5

Tier I- EDM End of Unit test grades K-5

EDM Mid-Year Test grades K-5

EDM End of Year test grades K-5

*Tier II-*Number knowledge baseline grades K-5

Number Worlds (placement, exit, end of unit) grades K-5

Easy CBM grades K-5

*Tier III-*Enrichment SAGES/grades 3-5

Enrichment TOMAGS/grades 3-5

Writing:

District Summative-NECAP grade 5

Tier I- Reading Streets End of Unit Open Response grades 1-5

Reading Streets Unit #5 Writing Prompt (scored against 6 traits rubric) Gr 3

Reading Streets End of Units Writing Prompts (scored against 6 traits rubric) Gr 4-5

Reading:

District Summative-NECAP grades 3-5

Universal Assessment- DIBELS Next 3 times a year

Tier I- Reading Street End of Unit grades K-5

Reading Street End of Year grades K-5

Grade 1:Baseline Assessment

Weekly Spelling Tests grades K-5

Weekly vocabulary grades K-5

6 Minute Solution grades K-5

Reading Street High Frequency Word Assessment grades K-5

Tier II- Quick Phonics Screener grades K-3
Spelling Inventory Grades K-5
Foundations Grades K-2
QRI (Whole To Part) Grades K-5
Lively Letters Grades K-3
Phonemic Awareness in Young Children Grades K-3
Spellography Grades 3-5
Running Records Grades K-5
Words Their Way Grades K-5
Just Words Grades 4-5

Tier III- Reading Street My Sidewalks grades K-5
Reading Milestones Grades K-5
Foundations Grades K-2
The WADE (Wilson) Grades K-5
LIPS Grades K-5
Visualizing & Verbalizing Grades K-5
Enrichment: SAGES grades 1-5
Running Records Grades K-5
DIBELS Next Grades K-5

Submission Page

Submitted By: **Michelle Gaydos, Principal**

Michele Vance, Assistant Principal

Appendix

A. School Security and Safety Plan

Sandown North Elementary School

School Action Plan

2013-2014



Justin Bentley-Melle, Technology/Enrichment Teacher
Diane Chauvette, Literacy Consultant
Amy Difeo, Grade 1 Teacher
Jill Harriman, Speech/Language Pathologist
Linda Janvrin, Grade 3 Teacher
Patrice Liff, Assistant Principal/Curriculum Coordinator
Kim Stewart, Kindergarten Teacher
Carol White, Learning Disabilities
Jennifer Winsor, Grade 2 Teacher
Jo-Ann Georgian, Principal

June 20, 2013

TABLE OF CONTENTS

Mission Statement.....	3
Principal’s Message	4
Action Plan.....	5
A. Assessment of Plan.....	5
B. Goal Statements.....	5
C. Related Professional Development	7
Leadership Team Members.....	8
School Site Assessment	9
Submission Page	10
Appendix.....	11
A. School Security and Safety Plan	11

Mission Statement



Challenging learners to succeed in a respectful environment

Principal's Message

"If you don't know where you are going, you will probably end up someplace else." ~Yogi Berra

Throughout the 2012-2013 school year, staff members looked at ways to further improve our school through the core of teaching and learning. The roles and responsibilities of each team were examined in order to avoid duplication of efforts, to become more efficient and effective, and to improve communication and flow of message. Much data was collected and many conversations were held to inform professional practice and to fuel continuous improvement.

We have learned much from our involvement with Positive Behavioral Interventions and Strategies (PBIS) these last eight years. We have relied on collaborative practices and widespread leadership, with members taking collective responsibility for preserving the culture. Checklists were completed to help team members focus on the prioritized tasks. Goals and action plans were written, with clearly defined expectations and members' responsibilities being a part of the plan. There is such a strong commitment to the work, to its innovation and follow-through, that, as one staff member said, "It's just who we are; it's how we do business".

There were times when it was difficult to stay the course, to not give up. Having clearly defined goals and priorities helped us to focus on the group's important work. Common language created a shared mindset, thereby making the work the responsibility of the collective whole.

As we researched and talked at Leadership meetings, it became clear that our Professional Learning Communities are critically important in making instructional decisions. The staff is excited about the possibilities. Staff members have assumed responsibility for the behavioral success of **each** child, and of **all children** in our building. It seems logical, since the structure is in place, that the focus now be on academic performance and success. We will learn together, share strategies, question, plan, and together be responsible for children's academic success.

Our job is to ensure that children will learn at high levels. For that to occur, the adults will be routinely engaging in job-embedded learning. Working in teams, they will be empowered to make important decisions, with the expectation being that they will support each other and learn from one another. Student learning will be systematically monitored; the evidence of student learning will be used to respond immediately to students who experience difficulty. Built into our systems is a way to look at the data, at the evidence, to inform practice and to fuel continuous improvement.

The work of PBIS taught us that successful school initiatives depend on a sustained approach to help develop the capacity of educators. Successes are celebrated. Creative ways of working together will continue to be embraced so that defined outcomes can be achieved. Professional development will be offered to further the educators' abilities to be effective in their work. The purpose of the work is twofold: 1. Increased student achievement and 2. Increased educator sense of professional fulfillment. Action steps to achieve our goals are in place, including person/s responsible for completion and dates.

Action Plan

A. Assessment of Plan

The Leadership Team conducted surveys, completed checklists, and engaged in conversations with other staff members. The strategic plan, district goals, and Dr. Metzler's personal goals were considered. The Leadership team made decisions as to which areas closely matched district priorities and were deemed to be areas of priorities. They then created goals.

B. Goal Statements

Goal #1 – *By January 2014, the Leadership Team will develop data collection systems to assess and adapt instructional practices in response to data and educator feedback, as measured by a completed written data collection form. (Assessment)*

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Define how we currently assess practices	May 2013	Leadership
2	Develop a system for addressing educator concerns about practices	December 2013	Leadership
3	Structure a format for data review of trends and successes	August 2013	Leadership
4	Implement our strategies for addressing educator concerns about practices	October 2013	Leadership
5	Teach our system for addressing educator concerns about practices	January 2014	Leadership

Goal #2 – *By June 2014, we will have established communication norms and procedures to optimize collaboration, as measured by 80% staff consensus.*

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Determine the principal purposes of our communication strategies and assess out technology needs based on those purposes. We will advocate for necessary support and tools by illustrating how they will improve our performance as a school	June 2013	Leadership
2	Research, experiment with and design a variety of communication strategies	October 2013	Leadership
3	We will begin to use communication tools decided upon	October 2013	Leadership
4	Collect data to determine which tools are proving most effective	January 2014	Leadership
5	Implement the communication plan through a planned progression of users from specified to general purposes	September 2014	Leadership

Goal #3 – *By June 2014, Teachers will make informed instructional decisions based on formative and summative data to accelerate student achievement by 5%. Pacing and instruction will be responsive to assessments. (RTI)*

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Create criteria for identifying needs and supports	October 2013	Leadership
2	Collect universal data to build a clear picture of our students as learners	November 2013	Leadership
3	Share instructional practices	September 2014	Leadership
4	Evaluate practices	June 2014	Leadership
5	Implement a fluid model of RTI	June 2015	Leadership

Goal #4 – *By June 2014, students will partake in weekly experiences that engage multiple modes of learning, as measured by walk-throughs and observations. (Instruction)*

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Provide professional development on using instructional tools that utilize various modes of engagement in instruction	June 2014	Leadership
2	Create a scheduling structure that allows for the flexibility and time required for truly engaging activities	August 2013	Leadership
3	Encourage building wide and classroom specific decision making regarding student instruction	November 2013	Leadership
4	Schedule time for collaborative data review and planning	August 2013	Leadership

C. Related Professional Development

Dates	Topic Description	Grade	Time	Location	Facilitator	Goal # (if applicable)
October 2013	Coaching	PreK-3 Specialists				
October 2013	Technology tools for Communication				Justin Melle or District Technology	
November 2013	Data analysis	1-3			Mary Claire Heffernan	

Leadership Team Members

School:	<i>Sandown North Elementary School</i>
Chair/Principal:	<i>Jo-Ann K. Georgian, Principal</i> <u>JoAnn.Georgian@Timberlane.net</u>
Teachers:	<i>Amy Difeo, <u>Amy.Difeo@Timberlane.net</u></i> <i>Linda Janvrin, <u>Linda.Janvrin@Timberlane.net</u></i> <i>Kim Stewart, <u>Kimberly.Stewart@Timberlane.net</u></i> <i>Jennifer Winsor, <u>Jennifer.Winsor@Timberlane.net</u></i>
Parent Group Reps (if applicable):	<i>n/a</i>
Staff:	<i>Justin Bentley-Melle, <u>Justin.Bentley-Melle@Timberlane.net</u></i> <i>Diane Chauvette, <u>Diane.Chauvette@Timberlane.net</u></i> <i>Jill Harriman, <u>Jill.Harriman@Timberlane.net</u></i> <i>Patrice Liff, <u>Patrice.Liff@Timberlane.net</u></i> <i>Carol White, <u>Carol.White@Timberlane.net</u></i>
Assessment Team:	<i>School-wide academic: Leadership Team</i> <i>School-wide behavioral: Universal Team</i> <i>Grade level: PLC</i>

School Site Assessment

To create our action plan the Sandown North Leadership Team adapted strategies and procedures based on Justin Bentley-Melle's *Venture Companion*. At the core of our approach are systematic observation, reflection, planning, and application. Patient and engaged observation is the essential foundation for creating meaningful and effective goals

Our objective was to create goals that would serve our mission and improve upon our performance as a school. We began by looking at four elements of our practice: our relationships, our needs, our character, and our engagement. We dedicated at least one full week to record our observations on each of these elements in turn. In addition to using journals for documentation, Leadership Team members data mined existing evidence such as SWIS data and archived surveys. Staff provided current feedback through short target surveys.

The Leadership Team looked for trends across our four practice elements. We sorted related observations into groups called **C**omprehensive **O**bservation **G**roups (COGs). Each COG contained at least one observation from each of the four practice elements: relationship, needs, character, and engagement. We discussed which COGs are most relevant to our mission, and which are most concerning, urgent, and important. Based on these discussions, we selected one COG as a focus for our goals.

Our goals are based on the desired outcomes for each of the observations within the selected COG. Our entire school staff was involved in assessing each goal for its relevancy and its strategic value. For relevancy we used the metrics of **S**ervice, **P**inciples, **O**wnership, **K**ey factors, and **E**nergizing. For strategic value we checked that our goals are **S**trategic, **M**easurable, **A**chievable, **R**esults, and **T**ime bound.

We established four symbiotic goals, each serving one distinct element of our practice. We identified the milestones that are essential to meeting each of our goals. The tasks required to reach each of our milestones were then plotted. We are currently building strategies and plans for completing our tasks and meeting our milestones.

Submission Page

Submitted By: Sandown North Staff

Appendix

A. School Security and Safety Plan

The mission of the Sandown North Safety Program is to provide a safe environment where children to learn in a respectful environment.

1. Safety Committee – Safety of all staff and students on school grounds
 - a. Identifying hazards in the building/grounds
 - b. Review of staff incident/accident reports
 - c. Review of student accident reports
 - d. Bus safety
 - e. Traffic safety
 - i. Student arrival and dismissal traffic patterns
 - ii. Staffing to enforce traffic safety patterns
 - f. Playground safety
 - i. Rules for students
 - ii. Playground supervision training
 - iii. Playground first aid
 - g. Health Issues – Prevention and Management
 - i. Flu clinic
 - ii. State Reporting of Illness
 - iii. Review trends and make recommendations
 - iv. Outbreak reporting and management (with SAU)
 - v. Communication with family/public

2. Joint Loss Management Committee – Staff Safety in the Workplace
 - a. Prevention of hazards in collaboration with Safety Committee
 - b. Slip, trip, fall hazards –evaluating, reporting and recordkeeping
 - c. Bloodborne Pathogens Training – annual training.
 - d. CPR/First Aid Training – annual training offered in district
for all school authorized activities (field trips, classrooms, etc.)
 - e. Health Education to Staff as necessary

3. Crisis Management Committee - Emergency and Behavioral Health Response
 - a. Emergency Response Management Plan
 - i. FEMA and National Incident Command System structure
 - ii. Emergency Evacuation (including Off-site, Fire)
 - iii. Other Safety Drills within the school property.
 - b. Behavioral Health Response Plan
 - i. Critical Incident Definition

“Stressor event that has the potential to lead to a crisis response
In many individuals” (ICISF)
 - ii. Assessment, Planning & Response in Critical Incident Management
Before During and After Critical Incident(s)

(All plans are on file in the Emergency Response Team binder.)

Sandown Central School

School Action Plan

2013-2014



Douglas E. Rolph Principal
Mary Youngblood Literacy Specialist
Kathryn Bruce Teacher
Nancy Magee Teacher
David Ciarla Technology /Enrichment Teacher
Gail Capriole Special Education Teacher
Barbara Robinson Paraprofessional

June 27th 2013

TABLE OF CONTENTS

Mission Statement.....	3
Principal’s Message	4
Action Plan.....	6
A. Assessment of Plan.....	6
B. Goal Statements.....	6
C. Related Professional Development	8
Leadership Team Members.....	8
School Site Assessment	10
Submission Page	12
Appendix.....	13
A. School Security and Safety Plan	13

Mission Statement

The mission of Sandown Central School is to inspire learning in all students by providing challenging opportunities that emphasize high standards, continuous improvement, personal responsibility and accountability for academic success, and respect for self and others.

Principal's Message

At Sandown Central School, our mission is for all students to achieve their greatest potential. We strive to inspire learning by providing challenging opportunities that emphasize high quality research and educational best practices. We encourage personal responsibility and accountability for academic success, and seek continuous improvement and growth for all learners. In order to achieve and maintain our goals and expectations in our mission, the School Leadership Team, through a collaborative process, has created a school wide action plan with specific goals and accountability demands to ensure our students reach their maximum potential. Education is everyone's responsibility. With collaboration, continuous focus, reflection, assessment, and professional development, we will maintain our high expectations and improve academic achievement.

With the onset of the Common Core Standards, it became apparent that our primary goal would be to increase staff knowledge on these standards, which will ultimately guide and support instructional practices in the classroom, and allow students to become proficient in the standards. This goal will be a long standing goal that will require extensive professional development to implement effectively. During the extended period of professional development, we will collaborate with Sandown North to become more skillful in the progression of the learning standards across the grades. This greater understanding of the learning progressions within the grades will create a common language.

In reviewing assessment data and discussing student growth at Professional Learning Committee Team meetings, Target Team meetings, and staff meetings, it became apparent that we need to extend and refine our Response to Instruction focus on reteaching mathematics to improve student achievement. This will require additional mathematical assessments in order to ensure that the instruction is informed and focused. It will also be necessary to increase the time scheduled for reteaching mathematical skills and administering pre and post testing.

Sandown Central's aim is to inspire student learning. Our goal is for students to be intrinsically motivated regarding their progress. With the creation of a school data

management team, we plan to involve students more in reflecting on their individual progress, and monitoring this progress throughout the school year.

In order for Sandown Central School to achieve its mission, we will be required to maintain a constant focus on these goals. These objectives will be posted and guide our meetings and professional development. We will continually reflect on the attainment of these goals. The achievement and success of our students is everyone's responsibility.

Action Plan

A. Assessment of Plan

Assessment of plan will be completed in 2014

B. Goal Statements

Goal #1 – *In an effort to create a shared language between schools and develop an understanding and implementation of the Common Core Standards, Sandown Central and Sandown North will meet and collaborate for professional development, which will be measured by exit slips and surveys at the end of each collaborative session.*

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Attend and participate in joint professional development sessions with Sandown North	June- 2014	Staff
2	Alternate location of P.D. sessions between schools.	June- 2014	Principal
3	Additional goals dependent on 2013-2014 P.D. calendar	June- 2014	Leadership Team
4	Review district survey/ exit slips after each P.D. session.	December 2013, after first shared P.D.	Leadership Team
5	Determine the appropriateness of the survey slips to our goals.	December 2013	Leadership Team

Goal #2 – *In an effort to improve student achievement in mathematics, we will further develop, extend and refine our RTI framework, by more effectively utilizing data to plan and implement focused group instruction in mathematics. Progress will be measured by increasing the percentage of students at the proficient level on assessments by 3%.*

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Use the math end-of-unit assessment results to inform focus grouping and instruction.	October 2013 and ongoing.	PLC Teams
2	Administer pre and post assessments in tier two to measure growth on specific skills.	October 2013	Tier Teacher
3	Evaluate the process of steps 1 and 2 and make any necessary changes.	January 2013	PLC Teams/Leadership Team
4			
5			

Goal #3 – *We will create a school data collection and management team that will oversee the collection, reporting, and response to data to inform instruction and increase student growth and achievement by 3%.*

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1	Identify and create a data team that will assist in the data collection, management and response to the data.	November 2013	Principal
2	Develop a system to collect, share, and manage and respond to data.	November 2013	Data Team
3			
4			
5			

Goal #4 – *Add your Goal #4 description here...*

Action Steps/Monitoring Plan

Step#	Strategies/Activities	Timeline	Team/Person Responsible
1			
2			

3			
4			
5			

C. Related Professional Development

Dates	Topic Description	Grade(s)	Times(s)	Location	Facilitator	Goal # (if applicable)
Fall/ Winter 2013	Training Staff on the implementation.	4-5	Half Days	Sandown Central	District or out of district consultant	Goal #1
Fall 2013	Using Data to inform Math instruction.	4-5	Half Days	Sandown Central	District or out of district consultant	Goal #2
Fall/Winter 2013	Training the data team.	4-5	Full Day	Sandown Central	District or out of district consultant.	Goal #3
Fall/Winter 2014	Training staff to interpret and respond to data.	4-5	Half Days	Sandown Central	District Data Team Consultant.	Goal #3

Leadership Team Members

School: *Sandown Central School*

Chair/Principal: Douglas.Rolph@timberlane.net

Teachers:

Mary.Youngblood@timberlane.net

Kathryn.Bruce@timberlane.net

Nancy.Magee@timberlane.net

David.Ciarla@timberlane.net

Gail.Capriole@timberlane.net

Barbara.Robinson@timberlane.net

Parent Group Reps (if applicable): *Heidi Chaput -PTA*

Staff:

See Website for listing of all Sandown Central Staff

Assessment Team:

Douglas E. Rolph

Mary Youngblood

Kathryn Bruce

Nancy Magee

David Ciarla

Gail Capriole

Barbara Robinson

School Site Assessment

MATHEMATICS:

District – Summative – NECAP grades 4-5

Tier I- EDM End of Unit Test grades 4-5

EDM Mid- Year Test grades 4-5

EDM End of Year Test grades 4-5

Tier II- Number knowledge baseline grades 4-5

Number Worlds (placement, exit, end of unit) grades 4-5

Tier III- Enrichment SAGES/grades 4-5

Enrichment TOMAGS/grades 4-5

WRITING:

District Summative- NECAP grade 5

Tier I- Reading Street End of Unit Open response grades 4-5

Reading Street end of Units Writing Prompts (scored utilizing 6 Traits rubric) Gr. 4-5

READING:

District Summative – NECAP grades 3-5

DIBELS Next 3 times a year on all students in fall, on designated students in winter and spring

Tier I- Reading Street End of unit grades 4-5

Reading Street End of year grades 4-5

Weekly Spelling tests grades 4-5

Weekly vocabulary grades 4-5

Tier II- Words Their Way Spelling Inventory grades 4-5

QRI (Whole to Part) grades 4-5

Spellography K-5

Running Records grades 4-5

Wilson Just Words grades 4-5

Tier III- Reading Street My Sidewalks grades 4-5

Reading milestones grades 4-5

The WADE (Wilson) grades 4-5

LIPS Grades 4-5

Visualizing & Verbalizing grades 4-5

Enrichment: SAGES grades 4-5

Running Records grades 4-5

DIBELS Next grades 4-5

Wilson Just Words grade 4-5

Submission Page

Submitted By: *Douglas Rolph, Mary Youngblood, Kathryn Bruce, Nancy Magee, David Ciarla, Gail Capriole, Barbara Robinson*

Appendix

A. School Security and Safety Plan

The Sandown Central School Crisis/ Safety Committee convene monthly, and as needed to respond to major incidents and events. The committee continually reviews safety procedures and protocols. The greater community (police, fire, parents, and the Timberlane Regional School District is involved as needed. Sandown Central practices safety drills and evacuations throughout the school year. The committee debriefs immediately following any drill, incident, and /or evacuation. Modifications and changes are made as needed based on input from committee members. All pertinent information is communicated to Sandown Central staff and /or the community in a timely fashion.

**Please see supporting documentation.*

Supporting documentation may be found by following the link below:

<\\Apollo.timberlane.net\staffonly\actionplan>

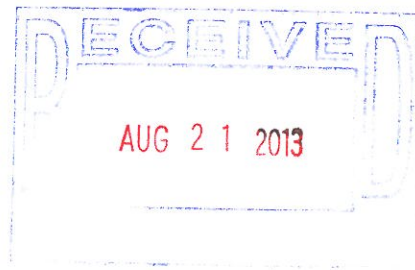


Virginia M. Barry, Ph.D.
Commissioner of Education
Tel. 603-271-3144

Paul K. Leather
Deputy Commissioner of Education
Tel. 603-271-3801

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

August 19, 2013



Dr. Earl Metzler
Superintendent / SAU 55 / Timberlane
30 Greenough Road
Plaistow, NH 03865

Dear Dr. Metzler:

The New Hampshire Department of Education (NHDOE) is issuing determination letters for each school district for the FFY 2011 (2011-2012) reporting period. The determinations, required under the Individuals with Disabilities Education Act 2004, are part of the on-going efforts to improve results for children and youth with disabilities.

The NHDOE is required to determine if districts meet the requirements and purposes of IDEA. The NHDOE has reviewed the required information and determined that the Timberlane school district **meets the requirements and purposes of the IDEA** based on the established criteria. The NHDOE has enclosed a rubric outlining the compliance status of your school district on each criterion. The determination was made based on the total points earned. Enclosed is the federal description of the four categories of determination. There are specific technical assistance or enforcement actions, consistent with the level of concern signaled by the determination, for any district that does not meet the requirements of the IDEA.

In making our determination for each district, the NHDOE considers the totality of the information we have about each district. This includes the district performance on the factors.

- **State Performance Plan Indicator 4B:** The district does not have a significant discrepancy by race or ethnicity in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. Data were timely and accurate.
- **State Performance Plan Indicator 9:** The district does not have a disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification. Data were timely and accurate.
- **State Performance Plan Indicator 10:** The district does not have a disproportionate representation, by disability category, of racial and ethnic groups in specific disability categories that is a result of inappropriate identification. Data were timely and accurate.
- **State Performance Plan Indicator 11:** Initial evaluations for special education are completed within state established timelines. Data were timely and accurate.
- **State Performance Plan Indicator 12:** Children referred from Family-Centered Early Supports & Services to special education have a determination of eligibility prior to the third birthday. Children who were found eligible have an IEP developed and implemented (signed by the parent) on or before the third birthday. Data were timely and accurate.
- **State Performance Plan Indicator 13:** The district met the requirements for compliance with effective transition for students aged 16 and above. Data were timely, accurate and reliable.

- **State Performance Plan Indicator 15:** General Supervision findings of noncompliance identified in 2010-2011 through monitoring, complaints and due process hearings are corrected within required timelines.
- **State Performance Plan Indicator 7:** Preschool special education child progress data were timely and accurate.
- **Coordinated Early Intervening Services (CEIS): Federal Table 8.** Data were timely and accurate.
- **Audit:** Audit findings regarding special education funds are corrected within timelines.
- **IDEA Grant Management:** The district completes reporting for IDEA funds within timelines. All grants must be closed within 90 days of the project end date.
- **Maintenance of Effort (MOE):** Data were timely and accurate.
- **IDEA Grant Management:** Federal Assurances are submitted as required in the online grant system.

The criteria may change from year to year based on the federal requirements and State data. This does not negate any specific issues regarding compliance that require correction but is an overall determination of the district status with regard to the implementation of IDEA.

School district determinations are made using the same four categories that the Office of Special Education Programs (OSEP) used when making the determination of States. To find out more about New Hampshire's determination please go to:

http://www.education.nh.gov/instruction/special_ed/districtdeterminations.htm

The four categories of determination based on the above criterion are:

- Meets the requirements and purposes of the IDEA.
- Needs assistance in implementing the requirements of the IDEA.
- Needs intervention in implementing the requirements of the IDEA.
- Needs substantial intervention in implementing the requirements of the IDEA or there is substantial failure to comply with the requirements of IDEA.

The NHDoe is committed to supporting school district's efforts to improve results for children with disabilities.

Sincerely,



Virginia M. Barry, Ph.D.
Commissioner of Education

VB/eh

Enclosure: District Scoring Rubric
Technical Assistance Resources List
616 Determination Sheet

cc: Susan Rasicot, Director of Student Services

FFY 2011 Determination of NH District Implementation of IDEA
August 2013

District Name: Timberlane Regional

General Supervision – SPP/APR Data; 618 Federal Tables and Monitoring Data				
APR Indicator	District Compliance	Data Submitted Timely	Data Valid and Reliable	Total
<p>Indicator 4B: Suspensions/Expulsions</p> <p>As required by OSEP, data are examined from the year before the reporting year. Therefore, for the FFY 2011 (July 1, 2011-June 30, 2012) reporting year data are examined for July 1, 2010-June 30, 2011.</p> <p>Data are from the federal reports: Table 5 of <i>Information Collection 18200621 (Report of Children with Disabilities subject to Disciplinary Removal)</i> and Table 1 (Child Count) of <i>Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under IDEA Part B, as amended)</i>.</p>	0	0	0	0
<p>Indicator 9: Disproportionate Representation: All disabilities</p> <p>These data are from the 10/1/11 federal report: Table 1 (Child Count) of <i>Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under IDEA Part B, as amended)</i> and the NHDOE 10/1/11 Race/Ethnic Enrollment Data for all students.</p>	0	0	0	0
<p>Indicator 10: Disproportionate Representation: By category</p> <p>These data are from the 10/1/11 federal report: Table 1 (Child Count) of <i>Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under IDEA Part B, as amended)</i> and the NHDOE 10/1/11 Race/Ethnic Enrollment Data for all students.</p>	0	0	0	0
<p>Indicator 11: Initial Evaluations</p> <p>These data are from a desk audit for initial evaluations initiated between September 1, 2011-November 30, 2011, inclusive.</p>	0	0	0	0
<p>Indicator 12: Early Transitions</p> <p>These data are from a desk audit for early transitions for children referred from ESS who turned 3 between July 1, 2011 and October 31, 2011, inclusive.</p>	0	0	0	0
<p>Indicator 13: Secondary Transitions</p> <p>These data are from onsite reviews of selected student IEP files, aged 16 and above, that occurred from July 1, 2011 through June 30, 2012.</p>	0	0	0	0

District Name: Timberlane Regional

General Supervision - SPP/APR Data; 618 Federal Tables and Monitoring Data		
APR Indicator	Timely Verification of Correction of Noncompliance	Total
Indicator 15: Timely Correction of Noncompliance These data are from NHDOE General Supervision system (monitoring activities and dispute resolution) based on identified findings of noncompliance issued in FFY 2010 (July 1, 2010-June 30, 2011) to be corrected as soon as possible but no later than 1 year from the identification of the finding. This includes Indicator 11 and 12 from 2010-2011 (to be corrected in 2011-2012.)	0	0

APR Indicator	Data Submitted Timely	Data Valid and Reliable	Total
Indicator 7: Preschool Outcome Measurement System These data are from the 07/1/11-6/30/2012 report period. Data are entered by districts into the assessment tool publisher's online system. Districts are required to provide data through a desk audit to ensure the validity and reliability of the data.	0	0	0

Federal Tables	Data Submitted Timely	Data Valid and Reliable	Total
Coordinated Early Intervening Services (CEIS): These data are for federal Table 8. Based on students who benefited from CEIS in school years 2009-2010, 2010-2011 or 2011-2012 and who subsequently received special education in 2011-2012.	0	0	0

Fiscal	Timely Fiscal Management	Total
Audit This information is provided by the NHDOE, Commissioner's Office, Audit Manager for the time period of 7/1/11-6/30/12	0	0

	Data Submitted Timely	Data Valid and Reliable	Total
IDEA Grant Management This is based on district reporting (final report) for federal IDEA funds for 2011-2012. All grants must be closed within 90 days of the project end date.	0	0	0

Fiscal	Data Submitted Timely	Data Valid and Reliable	Total
Maintenance of Effort (MOE): These data are for federal Table 8. MOE based on FFY 2011 funding to maintain MOE during school year 2011-2012.	0	0	0

Federal Assurances	Assurances Submitted Timely	Assurances Complete	Total
IDEA Grant Management The district submits required documentation regarding federal assurances in the online grant system for state FY 11.	0	0	0

District Name: Timberlane Regional

Summary	
<p>Final District Determination based on total score: MR</p> <p>A total score of 0-2 = Meets Requirements (MR); A total score of 3-7 = Needs Assistance (NA) (NA2 means year 2, etc.); A total score of 8-12 = Needs Intervention (NI); or A total score of 13 or more = Needs Substantial Intervention (NSI).</p>	<p>Total Score for 2011-2012 Determination: 0</p> <p>2011-2012 Determination: MR</p>
<p>Trend Data for District</p>	<p>2010-2011 Determination: MR</p> <p>2009-2010 Determination: MR</p> <p>2008-2009 Determination: MR</p> <p>2007-2008 Determination: MR</p> <p>2006-2007 Determination: MR</p> <p>2005-2006 Determination: MR</p>