

SCHOOL DISTRICT OF NEW LONDON
Monitoring Report to the Board of Education

Program Title: Engage in Early Intervention	Schools Affected: All # Of Students Affected: All	Timeframe: 2011 – 2012 School Year
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Mission Target(s):

- Continue the development of processes, resources, and staff training to effectively implement **Response to Intervention (Rtl)** throughout the district by December 2013.
- Continue to implement a full complement of personalized **alternative education programming** including “off-site” options that will prevent or reduce the impact of academic and social problems that can dramatically limit student success.
- Understand and marshal community, professional, and district resources to address **mental illness in the school setting**.
- Monitor the fidelity of the **4K Community Collaborative model** and make necessary transitional modifications to kindergarten and first grade as identified.

Program Goal(s): We need to be clear about “what” it is we want students to know, do, and understand. To do this we must:

Rtl: Develop a district Development Team for Rtl; Identify interventions in place and gaps to be filled; Train staff in evidenced-based intervention; Evaluate course offering to ensure appropriate opportunities at all levels for all students; Determine progress monitoring tools for 3X/year checkpoints; Populate a database with interventions, students, and their progress.

Alternative Education: Inventory and communicate opportunities available to our students to promote academic and behavioral success.

Mental Illness: Begin to research and partner with other area districts to understand and support students with mental illness.

4K Community Collaborative: Continue to equip 4K and 5K classrooms with materials for developmentally and age appropriate exploration in learning; Develop and train in Early Childhood Environmental Rating Scales(ECERS) within all 4K sites and Early Childhood : Special Education (EC:SE), with pilots at identified sites; Determine assessment models for students within all 4K programs; Explore “train the trainer” models for professional development in early learning curricula and environments, to include a transitional overview with 5K; Identify and equip 4K classrooms with resources for effective transitions between 4K to 5K and 5K to grade 1; Plan and promote 4K outreach opportunities.

Goal Rationale:

As one of five focus areas of the district, pursuit of early intervention opportunities affords equity for all students in their academic achievement and personal growth. It ensures that we truly work within the premise of our Mission – Success for ALL Students.

Personnel Allocated to Goal Achievement:

Budget Allocation to Goal Achievement:

Highlights/Accomplishments:

Rtl: Rtl work completed through MLT subgroups working on problem solving teams and progress monitoring; training and support of special educators in Curriculum Based Measurements (CBMs); Research and book study group on effective implementation of Rtl in K-12 school settings.

Alternative Education : Alternative Education Programming continues to build student success with Pegasus and PATHS programs; GEDO #2 (GED

Option 2) began with 6 very credit deficient students this fall, all 6 will graduate by end of summer. All did complete the portfolio and exit interview requirements; Participants at Rawhide's Home plus and WI National Guard ChalleNGe Academy have demonstrated success; All students identified as At-Risk have an educational plan in place and additional supports to meet their needs; At-Risk numbers are now concentrated at the upper grades (juniors and seniors) – noting impacts of positive changes due to "Working Lunch" at the middle grades, ninth grade and Advisement connections at the high school.

Mental Illness: Ongoing dialogue with regional school districts on mental illness of students within schools; Training completed by Mrs. Christopherson and our Psychologists, Amy Menchl and Jessica Rice on "Helping Traumatized Children Learn," which focuses on aspects of the mentally ill children within school settings.

4K Community Collaborative: Blocks and storage for the 5K programs were purchased already to support a rich exploratory learning environment; Purchase of age-appropriate assessments for Early entrance requests; Revised policy for early admission has already been board approved; Great feedback on the 2010-11 outreach activities and opportunities for the coming school year; Overwhelming reception to our first year of 4K programming.

Concerns:

Rtl: Big plans in the coming year, which require training of many staff members.

Alternative Education : We do anticipate more students in coming years to meet the state definition of "at-risk," especially as next year's seniors will need to meet the 24 credit requirement for graduation.

Mental Illness: An ongoing issue across Wisconsin and the Nation with little direction or financial supports from outside agencies to support these children in their educational endeavors.

4K Community Collaborative: Need for a consistent, unified assessment in the 4K setting.

Suggested Next Steps:

Rtl: Align staff skill-set to research based instructional strategies that work; Create a District Development Team for Rtl; Identify, catalog, and indicate gaps in interventions currently effectively implemented in the district; Share interventions and trainings in reading, math and writing interventions; Populate SIMS system with identified district interventions; Determine progress monitoring tools for checkpoints in K-8, 3X/year; Revise special education process to align with changes to law for identification of students with Specific Learning Disabilities; Align MLT action team with DPI multi-level system to foster consistent terminology; Evaluate high school courses to ensure opportunities are available to address needs of all students.

Alternative Education : Ongoing monitoring of Alternative Education programming for effectiveness and looking at other cost-effective avenues to meet student needs; Separate GEDO#2 & Credit Recovery students for better program management and opportunity for more students; Utilize the portfolio process with At-Risk students to focus on post-secondary plans; Continue outreach to connect "non-completers" into the GEDO #2 program and further increase graduation rates; Continue work with a focus on progress monitoring and inclusionary practices in all IEP documentation.

Mental Illness: Continue dialogue and potential partnering with other districts to support students and their families; Participate in trainings, as appropriate; continue to build relationships with other caregivers and agencies to better understand how we might support students educationally, when faced with mental illness.

4K Community Collaborative: Focus on a 4k assessment- paper/pencil or online options dependent upon "fit" and affordability; Further training for staff in curriculum and ECers; Identify and equip classrooms for smooth transitions from 4K to 5K and 5K to first grade.

Attachments:

Completed by: Ann Christopherson, Director of Pupil Services and Jo Collar, Parkview Elementary Principal.

Date: July 21,2011