

Title I Schoolwide Schools

TROY
ELEMENTARY SCHOOL
It's About Kids!

Planning Year FY13
Implementation Year FY14

Vision Statement

For Troy Schoolwide Title I Program

The mission of Troy Elementary School is to strive to educate every child in a safe and respectful environment where the school, home and community work together to develop lifelong learners. As a schoolwide school, Title I staff will provide at-risk students with additional support to meet this goal.

Introduction: Historically, Troy has consistently been one of the top two schools on our distribution page indicating highest level of poverty. Troy has qualified has a schoolwide school for 6 years, but did not have staff or principal support to move in that direction. That has finally changed. The district's literacy initiative that started four years ago can be more effectively implemented with the Title I schoolwide model in place. Although Title I has provided literacy support right along, the Extended Day Kindergarten model was our emphasis. Now that all-day kindergarten is in place, it is harder to provide supplemental support to this targeted group. Combining Title I funds with other state and local funds to support this literacy initiative will allow for a more effective strategic approach to schoolwide reform at Troy Elementary School.

Schoolwide Planning Committee

Audrey Salzmann - Principal

Karen Craig - Assistant Superintendent

Kathy Shanks - Title I Project Manager

Kelly Wichland - Kindergarten Teacher

Heather Smith - Classroom Teacher

Michelle Carrio - Title I Instructional Assistant

Laura Schimp - Parent

Alyssa Smith - Site Coordinator, ACES Before & After School Program

Jean Whitcomb - Community Member



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

Paul 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

Title I Schoolwide Schools

Participating Title I schools are classified as either Schoolwide or Targeted Assistance Schools. A Schoolwide Program permits a school to use Title I and other federal education program funds and resources to upgrade the entire educational program of the school. This is in contrast to a Title I Targeted Assistance Program, through which Title I funds are used only for supplemental educational services for eligible children who are failing or at risk of failing to meet New Hampshire State Standards.

A school may operate a Schoolwide Program if at least 40% of the children enrolled in the school are from low income families. The process for becoming a Schoolwide Program is as follows:

- ✓1. The school meets or exceeds the poverty criteria;
- ✓2. The school, in consultation with the district, decides that it wants to become a Schoolwide program;
- ✓3. The school enters into a planning period (at least a year) to ensure that it can undertake the kinds of fundamental instructional reforms necessary to improve teaching and learning; and
- ✓4. The school writes a plan which meets federal requirements and guidelines and is approved by the Superintendent and the NH Department of Education.

The NH Department of Education stands ready to support its high poverty schools in the development of Schoolwide plans. The eight components listed on the following page must be addressed in your Schoolwide plan.

Until a school completes a plan which meets federal requirements and guidelines and is approved by the Superintendent and the NH Department of Education, the school is a Targeted Assistance School in which supplemental support services are provided only to eligible students.

If you need additional information and guidance, I can be reached at (603) 271-8315 or by e-mail Mary-Ellen.Arigo@doe.nh.us

Mary-Ellen Arigo
Title I Schoolwide Coordinator



[Division of Educational Improvement](#) > [Integrated Programs](#) > [Title I](#) >

Title I - Schoolwide Schools

Title I schools, with 40% or greater poverty, may become official "schoolwide schools". This allows schools the flexibility to use Title I funds to support all children attending that school.

- [Guidance and Process to determine Title I Schoolwide School Eligibility](#)
- [List of Title I Schoolwide Schools 2013-2014](#)

| | |
|---|--|
| <p>Mary-Ellen Arigo (603) 271-8315 Mary-Ellen.Arigo@doe.nh.gov</p> | <p>Kristine Braman Program Assistant (603) 271-6055 Kristine.Braman@doe.nh.gov</p> |
|---|--|

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New Hampshire Department of Education
101 Pleasant Street | Concord, NH | 03301-3494
Telephone: (603) 271-3494 | TDD Access: Relay NH 711

DECLARATION OF INTENT

MONADNOCK TITLE I

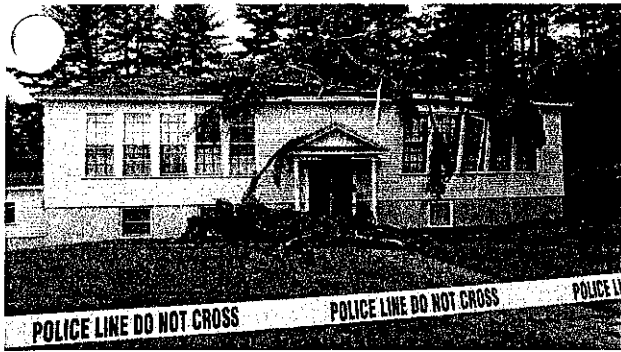
Katherine L. Shanks, Project Manager/Homeless Liaison, kshanks@mrsd.org

Sharon Arnone, Secretary / Parent Coordinator, sarnone@mrsd.org

Tina Borsa, Social Worker, tborsa@mrsd.org

600 Old Homestead Highway, Swanzey, New Hampshire 03446

Phone: 603.357.0400 · Web: www.mrsd.org/title1



August 16, 2013

Dear Mary-Ellen,

I am submitting to you an abbreviated plan for the Troy Elementary to begin operating as a Title I schoolwide school. Due to an unfortunate accident our Title I office was severely damaged structurally when a bull pine fell on the roof. Insurance coverage allowed for a rushed packing and storage of salvageable contents. Our district would not allow our staff into the building and packing had to be done by a team of 6 insurance employees. As a result boxes and furniture were packed into four pods, and finding what we need has been extremely frustrating. Our in-progress plan and documentation, which was 3/4 complete, has either been destroyed or is unavailable to us at this time. Under these very unusual circumstances, it is my hope that you will approve this partial plan with the understanding that, as documents are recreated or become available, the plan will be submitted in its complete form.

I would like to say that the planning process our team went through last year with your guidance was very valuable. We were excited that 42 district paras enrolled in the Para II certification class that was offered in the spring as a result of our planning year activities.

I hope your summer was less eventful than ours.

Thank you,

Katherine L. Shanks

Declaration of Intent to Begin Operating as a Title I Schoolwide School

TO: Mary-Ellen Arigo
Title I Coordinator
NH Dept of Education

FROM: Leo Corriveau
Superintendent of Schools
SAU 93

DATE: August 15, 2013

RE: Plan of the Troy Elementary School to begin operating as a Title I Schoolwide School

Name and address of School: Troy Elementary School, 44 School Street, Troy, NH 03465

| | | | | |
|------------|------------------------|---------------------|---------------------|--------------------------|
| Principal: | <u>Audrey Salzmann</u> | <u>603-242-7741</u> | <u>603-242-9710</u> | <u>asalzmnn@mrsd.org</u> |
| | Name | Phone | Fax | E-mail |

| | | | | |
|-------------------|----------------------------|---------------------|-------------------------|-------------------------|
| Title I Director: | <u>Katherine L. Shanks</u> | <u>603-357-0400</u> | <u>N/A at this time</u> | <u>kshanks@mrsd.org</u> |
| | Name | Phone | Fax | E-mail |

As the Troy Elementary School prepares to change from operating as a Title I Targeted Assistance School to a Title I Schoolwide School, I attest to the following:

1. The school has completed at least one year of thorough planning towards educational improvement and reform.
2. Data was presented to me on October 22, 2012 documenting that the school has a poverty rate of at least 40%. Data Source:
 Free and reduced rate lunch counts for the school year FY14 as per online grant
 Some other acceptable way of measuring poverty. Please specify: _____
3. I am satisfied that the Troy Elementary School's Schoolwide Plan meets all of the eight components required by the Elementary and Secondary Education Act as amended by the No Child Left Behind Act of 2001.
4. On August 16, 2013 I approved the Troy Elementary School's Pending Schoolwide Plan.

These conditions having been met, the Troy Elementary School will begin operating as a Title I Schoolwide School on August 28, 2013.

| | | |
|--|-----------------------|--------------------------|
| <u>Karen M. Cray</u> Assistant Superintendent of Schools | <u>Superintendent</u> | <u>8/23/2013</u> Date |
|--|-----------------------|--------------------------|

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Superintendent of Schools

Date

Schoolwide Planning Year Documentation

| | | | |
|---------------|---|--|--|
| Aug-12 | Troy Team attended DOE Summit 2012 at Keene State College and began process of integrating a scheduled plan with the improvement plan submitted May 2012 | | |
| Sep-12 | Informational packet shared with Troy School staff | Review/collect data on red-flagged students from Joan Swett's Benchmark Reading list and set goals based on most current data. | Determine Benchmark reading level for all students. Set up interventions and extension goals based on results. |
| Oct-12 | Initial planning meeting to assess principal interest in pursuing schoolwide programs for 2013-14 | Building staff receives copy of flagged students. Revised goals and instructional practice during weekly PLCs to support students. | Staff meeting check-in on progress monitoring |
| Nov-12 | 11.7 Schoolwide info mtg. via Skype w/ Mary-Ellen Arigo and Dr. Lynda Thistle-Elliott. Principals in attendance: Betty Tatro, Mt. Caesar; Melissa Suarez, Emerson; Adrienne Noel, Gilsun; Audrey Salzmann, Troy. Also, Karen Craig, Asst. Superintendent and Kathy Shanks, Title I Project Mgr. | Update whole school progress monitoring list for big picture review. | |
| Dec-12 | 12.3 A-Team discussed Schoolwide vs. Targeted Assistance programs in all Title I schools in the future. Para II certification for all district paras now required for new hires and classes will be offered to currently employed para staff. | 12.12 Audrey Salzmann, building principal, and Kathy Shanks, Title I Project Manager, presented exercise at building staff meeting. They walked through the SW/TAS components and held a discussion. | Initial staff vote, 60% in favor of schoolwide. More awareness planned. Will vote again in the spring. |
| Jan-13 | 1.9 Meeting with Troy principal, Audrey Salzmann, to plan staff meeting activities around schoolwide awareness | 1.16 Schoolwide vision presentation to building staff including all paras at weekly staff meeting. | 1.22 Title I project manager met with Troy principal to plan for Para II certification classes |
| Feb-13 | In an effort to further educate building staff, a Schoolwide info packet, modified to include building-specific data, was distributed for staff review, paras included, request for comments and questions to be returned to principal and/or Title I project manager for response. | | |
| Mar-13 | 3.13 Informational Session presented by Michelle Couture for all interested district paras on Para Educator II certification | 3.20 Email sent out to interested paras regarding dates and requirements of start-up para certification classes | |
| Apr-13 | 4.9, 16, 30 Para Educator classes held | 4.19 Second vote, 96% in favor of schoolwide. | |
| May-13 | Para II Certification portfolios reviewed and submitted for approval. | | |
| Jun-13 | | | |
| Jul-13 | 7.9 Schoolwide planning committee met to review end-of-year test data, building needs and plan for Title I support FY14. | | |



NHDOE Grants System

Welcome Katherine Shanks

Selected Fiscal Year:

2013-2014 ▼

Title I Part A Grant Application for 363 - Monadnock Regional

Schoolwide Program (SWP) School Plan for Troy Elementary School



School plans, submitted as part of the previously approved Consolidated Application, will be kept on file for the current school year unless you wish to amend them. **Check either Yes (have an updated provision) or No (provision remains the same as previously submitted) below.** If yes is checked, please attach the amended provision.

Edit

Plan Components

Requirements

Comprehensive
Needs Assessment
Yes No

Include dates of when you completed your needs assessment. Your needs assessment must have taken into account the needs of migratory and homeless children. What steps will you take to keep this data updated? How does this data change your request for federal funds?

See attached: Schoolwide Cover Letter for Troy School and TAS vs. Schoolwide Changes, Troy

Identify the Research-Proven
Instructional Strategies
Adopted in your SWP
Yes No

Describe how your SWP model is based on research-proven instructional strategies for getting all students to reach high standards. Describe how the strategies you have chosen (1) strengthen the core academic program in the school; and (2) include strategies for meeting the educational needs of historically underserved populations.

See attached: Schoolwide Cover Letter for Troy School and TAS vs. Schoolwide Changes, Troy

Instructional Support for
Children Experiencing
Difficulties Mastering
the Standards
Yes No

What strategies have you incorporated into your SWP design to ensure that students experiencing difficulties are identified on a timely basis? How do you provide additional support to these students? Please describe these interventions and how they are funded. Describe the measures you will use to include teachers in the decisions regarding the choice of and results from the academic assessments for these students. Lastly, how will you ensure that migrant and homeless children will have access to timely assessments and, if applicable, instructional interventions regardless of the time of year that they enter school?

See attached: Schoolwide Cover Letter for Troy School and

10/4/13
35

Tray students from
Powerschool

| Homeless Code | Grade | School |
|---------------|-------|--------|
| 3 | 2 | 21665 |
| 5 | -1 | 21695 |
| 5 | 1 | 21695 |
| 3 | 1 | 21695 |
| 3 | 0 | 21695 |
| 3 | 0 | 21695 |
| 4 | 9 | 21700 |
| 3 | 12 | 21700 |
| 3 | 10 | 21700 |
| 3 | 12 | 21700 |
| 3 | 12 | 21700 |
| 3 | 12 | 21700 |
| 3 | 9 | 21700 |
| 4 | 11 | 21700 |
| 3 | 12 | 21700 |
| 3 | 9 | 21700 |
| 3 | 11 | 21700 |
| 3 | 9 | 21700 |
| 3 | 9 | 21700 |
| 5 | 10 | 21700 |
| 5 | 12 | 21700 |
| 5 | 4 | 21715 |
| 5 | 5 | 21715 |
| 3 | 6 | 21715 |
| 3 | 4 | 21715 |
| 3 | 6 | 21715 |
| 3 | 5 | 21725 |
| 3 | 2 | 21725 |
| 4 | 7 | 26980 |
| 3 | 8 | 26980 |
| 5 | 7 | 26980 |
| 2 | 8 | 26980 |
| 3 | 8 | 26980 |
| 3 | 7 | 26980 |
| 3 | 8 | 26980 |

SCHOOL DEMOGRAPHICS

TAS v. SW

Troy Elementary School Demographics 2012-2013

Troy Elementary School is one of five elementary schools, a middle school and high school that comprise the Monadnock Regional School District, SAU #93, located in the southwest corner of New Hampshire. Troy was historically known as a mill town for over 100 years. The mill claimed bankruptcy in 2001, creating much hardship.

According to data from the US Census 2000, Troy NH has a per capita income of \$17,323. There are limited businesses operating in the town, including 1 small convenience market, a post office, a library, and a few small restaurants.

The school has approximately 152 students (grades K-6) and one building principal. It is her first year as principal of this school.

Free and Reduced Rate

| FY13 | FY12 | FY11 | FY10 |
|--------|--------|--------|--------|
| 45.24% | 40.77% | 46.00% | 40.94% |

2011 NECAP Results

| School Name/State | Percent of Students Substantially Below Proficient | Percent of Students Partially Proficient | Percent of Students Proficient | Percent of Students Proficient with Distinction | AYP Status in Reading |
|-------------------|--|--|--------------------------------|---|-----------------------|
| State of NH | 7 | 17 | 56 | 21 | |
| Emerson School | 6 | 21 | 58 | 14 | No |
| Troy School | 14 | 22 | 55 | 8 | No |
| Cutler | 9 | 20 | 54 | 17 | No |
| Mt. Caesar School | 9 | 12 | 61 | 18 | No |
| Sullivan School | 0 | 8 | 58 | 33 | Yes |
| Gilsum School | 11 | 11 | 65 | 13 | Yes |

2012 NECAP Results

| School Name/State | Percent of Students Substantially Below Proficient | Percent of Students Partially Proficient | Percent of Students Proficient | Percent of Students Proficient with Distinction | AYP Status in Reading |
|-------------------|--|--|--------------------------------|---|-----------------------|
| State of NH | 6 | 15 | 57 | 22 | |
| Emerson School | 11 | 30 | 55 | 4 | No |
| Troy School | 9 | 30 | 56 | 5 | No |
| Cutler | 11 | 20 | 60 | 10 | No |
| Mt. Caesar School | 11 | 23 | 59 | 8 | No |
| Sullivan School | 0 | 21 | 63 | 17 | Yes |
| Gilsum School | 11 | 34 | 42 | 13 | Yes |

Troy Elementary School AYP

| AYP | 2012 | 2011 | 2010 | 2009 | 2008 | 2007 | 2006 |
|---------|------|------|------|------|------|------|------|
| Reading | No | No | No | No | Yes | No | No |
| Math | No | No | Yes | No | No | Yes | No |

**Troy Elementary School
2012-2013**

Student Demographics

| | 12-13 | 13-14 |
|----------------------------|-------|-------|
| Total number of students: | 152 | 139 |
| African American students: | 1 | 2 |
| Asian students: | 0 | 0 |
| Caucasian students: | 149 | 133 |
| IEP students: | 17 | 19 |
| Male students: | 76 | 71 |
| Female students: | 76 | 68 |

Staff Demographics

| | 12-13 | 13-14 |
|---|-------|-------|
| Total number of instructional staff: | 14 | 14 |
| Number of HQT instructional staff: | 14 | 14 |
| Staff with three or less years experience: | 0 | 1 |
| Staff with nine or less years experience: | 5 | 4 |
| Staff with ten or more years of experience: | 9 | 9 |
| Total number of paraprofessionals: | 10 | 6.75 |
| Administrative staff: | 1 | 1 |



NH School and District Profiles

| General Information | |
|---|--------------------------------|
| School: Troy Elementary School (21725) | NCES School ID: 00305 |
| District: Monadnock Regional (363) | NCES District ID: 3304890 |
| SAU: Monadnock Regional SAU Office (93) | School Web Site: |
| Superintendent: Dr. Leo Corriveau | SAU Telephone: 603-352-6955 |
| Admin Principal: Audrey Salzman | School Telephone: 603-242-7741 |
| Address: 44 School St., Troy, NH 03465-2130 | School Fax: 603-242-9710 |
| School Open Date: | School Close Date: |
| School Type: Public School | Grades Offered: K 1-6 |
| NH Adequacy Status Met: Yes | |

| <p>Troy Elementary School Enrollment Trend</p> <table border="1"> <caption>Troy Elementary School Enrollment Trend</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr><td>2006</td><td>185</td></tr> <tr><td>2007</td><td>190</td></tr> <tr><td>2008</td><td>185</td></tr> <tr><td>2009</td><td>175</td></tr> <tr><td>2010</td><td>170</td></tr> <tr><td>2011</td><td>150</td></tr> <tr><td>2012</td><td>145</td></tr> <tr><td>2013</td><td>145</td></tr> </tbody> </table> | Year | Enrollment | 2006 | 185 | 2007 | 190 | 2008 | 185 | 2009 | 175 | 2010 | 170 | 2011 | 150 | 2012 | 145 | 2013 | 145 | <p>Troy Elementary School 2012-13 Enrollment By Grade</p> <table border="1"> <caption>Troy Elementary School 2012-13 Enrollment By Grade</caption> <thead> <tr> <th>Grade</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr><td>PS</td><td>0</td></tr> <tr><td>K</td><td>20</td></tr> <tr><td>1</td><td>23</td></tr> <tr><td>2</td><td>19</td></tr> <tr><td>3</td><td>17</td></tr> <tr><td>4</td><td>23</td></tr> <tr><td>5</td><td>25</td></tr> <tr><td>6</td><td>22</td></tr> <tr><td>7</td><td>0</td></tr> <tr><td>8</td><td>0</td></tr> <tr><td>9</td><td>0</td></tr> <tr><td>10</td><td>0</td></tr> <tr><td>11</td><td>0</td></tr> <tr><td>12</td><td>0</td></tr> </tbody> </table> | Grade | Enrollment | PS | 0 | K | 20 | 1 | 23 | 2 | 19 | 3 | 17 | 4 | 23 | 5 | 25 | 6 | 22 | 7 | 0 | 8 | 0 | 9 | 0 | 10 | 0 | 11 | 0 | 12 | 0 |
|---|------------|------------|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|---|-------|------------|----|---|---|----|---|----|---|----|---|----|---|----|---|----|---|----|---|---|---|---|---|---|----|---|----|---|----|---|
| Year | Enrollment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2006 | 185 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2007 | 190 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2008 | 185 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2009 | 175 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2010 | 170 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 150 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 145 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 145 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade | Enrollment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PS | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

School Report Card 2012-13

Enrollment

| Grade(s) | October 1 Enrollment | | | Average Class Size | | |
|-------------------------|----------------------|--------------|----------------|--------------------|----------|-------|
| | School | District | State | School | District | State |
| PreSchool | 0 | 70 | 3,200 | | | |
| Kindergarten | 21 | 114 | 11,888 | | | |
| Readiness | 0 | 0 | 75 | | | |
| Grade 1 | 23 | 130 | 13,609 | 23 | 15 | 18 |
| Grade 2 | 20 | 138 | 13,518 | 20 | 18 | 18 |
| Grade 3 | 17 | 127 | 13,841 | 17 | 20 | 19 |
| Grade 4 | 23 | 147 | 13,880 | 23 | 19 | 19 |
| Grade 5 | 25 | 138 | 14,225 | 17 | 19 | 21 |
| Grade 6 | 22 | 138 | 14,242 | 15 | 18 | 21 |
| Grade 7 | 0 | 134 | 14,645 | 0 | 0 | 22 |
| Grade 8 | 0 | 134 | 14,726 | 0 | 0 | 22 |
| Grade 9 | 0 | 162 | 16,148 | | | |
| Grade 10 | 0 | 141 | 15,079 | | | |
| Grade 11 | 0 | 130 | 14,475 | | | |
| Grade 12 | 0 | 135 | 14,404 | | | |
| Total Enrollment | 151 | 1,838 | 187,962 | | | |

School Safety

School safety data is not yet available for this year

Attendance/Four-Year Graduation Rate

Attendance/Four-Year Graduation Rate data is not yet available for this year.

[\[More Details\]](#)

Teacher Quality

| | School | | District | | State | |
|--|--------|-----|----------|------|-------|------|
| | N | % | N | % | N | % |
| Core Classes Taught by non-HQT | 0 | 0.0 | 18 | 4.1 | 3396 | 5.9 |
| Core Classes Taught by non-HQT in High-Poverty Schools | | 0.0 | | 0.2 | | 1.5 |
| Core Classes Taught by non-HQT in Low-Poverty Schools | | N/A | | N/A | | 1.4 |
| Employed Under Emergency Credentials | N/A | N/A | N/A | N/A | 14 | 0.11 |
| Bachelor's Degree | | N/C | | 38.6 | | 43.3 |
| Master's Degree | | N/C | | 59.5 | | 55.4 |
| Degree beyond Master's Degree | | N/C | | 0.0 | | 1.0 |

[\[More Details\]](#)

School Staff

| | School | District | State |
|-----------------------|--------|----------|--------|
| Teachers | 13 | 161 | 14,921 |
| Instructional Support | 10 | 94 | 6,853 |
| Librarians | 0 | 2 | 312 |
| Specialists | 4 | 26 | 2,572 |
| Admin Support | 1 | 11 | 1,244 |
| All Other Support | 5 | 22 | 3,604 |

[\[More Details\]](#)

State and Federal Accountability

| | |
|---|---------------------|
| AYP Status for 2012-2013 School Year | Content Area |
| Restructuring/Level 5 | Reading |
| Corrective Action/Level 3 | Math |
| Acceptable | Other |

| Annual Measurable Objectives (AMOs) | | | | |
|--|--|---------------|---------------|------------|
| Subject | Student Group | Target | Actual | Met |
| Reading | Whole School | 87.0 | 86.8 | Y(RC) |
| Reading | White | 87.2 | 86.9 | Y(RC) |
| Reading | Waiver - Economically Disadvantaged only | 91.3 | 91.2 | Y(RC) |
| Math | Whole School | 84.1 | 85.0 | Y |
| Math | White | 84.4 | 85.7 | Y |
| Math | Waiver - Economically Disadvantaged only | 88.7 | 88.1 | Y(RC) |

Y=Yes - Y(RC)=Yes(Risk Corridor) - N=No

| New Hampshire School Adequacy Summary | |
|--|-----|
| Met Input-Based Accountability System (IBAS): | Yes |
| Met Performance-Based School Accountability System (PBAS): | Yes |
| Performance Score: | 2.4 |
| Provides Opportunity for an Adequate Education: | Yes |

NH Accountability Information: Elementary and Middle - Performance Indicator Report
[NH Performance Based Accountability System]

| Assessment Rankings | | | | | | | | |
|----------------------------|----------------|-------------------------|----------------------------------|----------------------------|-----------------------------------|---|--------------------------------|--|
| Ranking School Type | Subject | Nbr. of Students | Index Score and Std Error | Index Score Ranking | No. of Students Prior Year | Prior Year Index Score and Std Error | Index Score Improvement | Index Score Improvement Ranking |
| Elem/Middle | Math | 103 | 85 (+/-2.3) | 262 of 366 | 105 | 82.3 (+/-2.5) | 2.7 | 43 of 365 |
| Elem/Middle | Read | 103 | 86.8 (+/-2) | 324 of 366 | 105 | 85.5 (+/-2.2) | 1.3 | 97 of 365 |
| Elem/Middle | Write | 23 | 71.3 (+/-5.2) | 319 of 328 | 23 | 73 (+/-3.5) | -1.7 | 242 of 321 |

Student Assessment

| Achievement Level (%) | Reading | | | Mathematics | | | Writing | | | Science | | |
|------------------------------------|---------|----------|-------|-------------|----------|-------|---------|----------|-------|---------|----------|-------|
| | School | District | State | School | District | State | School | District | State | School | District | State |
| Substantially Below Proficient (%) | 10 | 9 | 6 | 16 | 18 | 15 | 24 | 10 | 9 | | | |
| Partially Proficient (%) | 31 | 22 | 15 | 24 | 19 | 17 | 40 | 39 | 35 | | | |
| Proficient (%) | 52 | 55 | 56 | 40 | 44 | 44 | 32 | 39 | 44 | | | |
| Proficient with Distinction (%) | 7 | 11 | 21 | 20 | 17 | 22 | 4 | 7 | 11 | | | |
| Testing Participation (%) | 100 | 97 | 99 | 100 | 97 | 99 | 100 | 95 | 98 | | | |

Detailed assessment information:

[Assessment and Accountability Public Reporting]

NECAP Longitudinal Reports

| | | | | |
|---|-------------------------|----------------|----------------|----------------|
| 1) NECAP Teaching Year District Tested at Grade Comparison | <u>Reading and Math</u> | | | |
| 2) NECAP Teaching Year District "Cohort" History Comparison | <u>Reading and Math</u> | | | |
| 3) NECAP Teaching Year District vs. State by Tested at Grade | <u>Math</u> | <u>Reading</u> | | |
| 4) NECAP Teaching Year District vs. State by "Cohort" History | <u>Math</u> | <u>Reading</u> | | |
| 5) NECAP Teaching Year District GAP Analysis by Tested at Grade | <u>Math</u> | <u>Reading</u> | | |
| 6) NECAP and NH ALPs Teaching Year Average Index Score and GAP analysis | <u>Math</u> | <u>Reading</u> | <u>Science</u> | <u>Writing</u> |
| 7) NECAP and NH ALPs Teaching Year Percent of students at each index level | <u>Math</u> | <u>Reading</u> | <u>Science</u> | <u>Writing</u> |
| 8) NECAP and NH ALPs Teaching Year Median Student Growth Percentile (SGP) and GAP analysis | <u>Math</u> | <u>Reading</u> | | |
| 9) NECAP and NH ALPs Teaching Year Percent of students at each Student Growth Percentile (SGP) Grouping | <u>Math</u> | <u>Reading</u> | | |

Student Achievement Trends

Number and Percent of Students Scoring Proficient or Above

N is the number of students enrolled during testing minus the number of state-approved nonparticipants

| Grade | Content Area | 2010-2011 | | 2011-2012 | | 2012-2013 | |
|-------|--------------|-----------|----|-----------|----|-----------|----|
| | | N | % | N | % | N | % |
| 3 | Reading | 24 | 54 | 18 | 72 | 17 | 65 |
| | Mathematics | 24 | 67 | 18 | 72 | 17 | 71 |
| 4 | Reading | 22 | 77 | 25 | 68 | 23 | 65 |
| | Mathematics | 22 | 68 | 25 | 56 | 23 | 52 |
| 5 | Reading | 25 | 56 | 24 | 54 | 25 | 44 |

| | | | | | | | |
|---|-------------|----|----|----|----|----|----|
| 6 | Mathematics | 25 | 52 | 24 | 58 | 25 | 56 |
| | Writing | 25 | 8 | 24 | 17 | 25 | 36 |
| | Reading | 23 | 57 | 24 | 62 | 22 | 64 |
| | Mathematics | 23 | 52 | 24 | 62 | 22 | 64 |

National Assessment of Educational Progress (NAEP) Student Achievement Data-Percent of NH Students At or Above Each Achievement Level (Based on the Winter 2011 NAEP Assessment)

NAEP achievement levels are indicated as follows: B+ for Basic or above, P+ for Proficient or above, and A for Advanced

Reading

| Grade | B+ | P+ | A |
|-------|----|----|----|
| 4 | 78 | 43 | 10 |
| 8 | 84 | 40 | 4 |

Math

| Grade | B+ | P+ | A |
|-------|----|----|----|
| 4 | 92 | 57 | 11 |
| 8 | 82 | 44 | 11 |

New Hampshire Department of Education
 101 Pleasant Street | Concord, NH | 03301-3494
 Telephone: (603) 271-3494 | TDD Access: Relay NH 711

Targeted Assistance vs. Schoolwide Changes in Programming at Troy Elementary School

| | Targeted Assistance 2012-2013 | Schoolwide 2013-2014 |
|--|--|---|
| Para Certification Status | All Title I paras are certified. Building-level paras are not certified. | All Title I paras are certified and documented HQT. All building-level paras are Para II certified. |
| Professional Development | Professional Development committee and Master Plan is developed for teachers. | Professional Development committee and Master Plan is developed for teachers and paras. |
| Parent Involvement | Parent involvement is separate for Title I parents. | All parent involvement activities are joint activities for all parents in the school. There will be great participation of parents in school supported programs such as Math Nights, Literacy Nights and Curriculum Nights. |
| Allowable Use of Title I Funds | Title I funds could only be used for Title I students or related staff. | Title I funds can be utilized to improve student achievement for all students by upgrading the entire educational program of the school. |
| Selection Process for Eligible Students | Priority for selection data collected on grades serviced K-3 to rank need; selected students serviced. | All at-risk students may receive supplemental support from the Title I staff. |
| Parent Permission | Parents were required to sign permission for Title I support. | Permission no longer needed in order to provide supplemental academic support to students in need. |
| Annual Review | Title I program reviews participating children's progress and revises Title I program as necessary. | Troy's schoolwide program plan was developed based on important foundational work done on their restructuring plan. It will be reviewed annually and revised to help all children meet state standards. |

COMPONENT #1 (a)

COMPONENT #1

Comprehensive needs assessment of the entire school based on state content and performance standards

- Steps to Success
- Comprehensive survey to staff, students and parents
- Increase leadership by principal
- Need for regular, frequent progress monitoring focus in FY14

Troy Elementary School

Indicator Checklist Report

Key Indicators are shown in RED.

School Leadership Team RI

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)

| | | |
|-----------------------|---------------------|--|
| Level of Development: | Limited Development | |
| Index: | 6 | (Priority Score x Opportunity Score) |
| Priority Score: | 3 | (3 - highest, 2 - medium, 1 - lowest) |
| Opportunity Score: | 2 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |

Describe current level of development: Currently we share the results within the classroom, and some units within the PLC teams. Reteaching occurs sporadically. Differentiation occurs in the classroom but not consistently. Reteaching is done through RTI team time when time allows. Students can also stay after school for study hall and extra help.

Plan Assigned to: New Principal

How it will look when fully met: Teachers will pre-test each unit and adjust their lessons based on results. Teachers will "red-flag" students and share results with PLCs to discuss differentiation, interventions, and/or student groupings. Then will post-test each unit with the same instrument.

Target Date: 08/15/2013

Tasks:

1. For each unit, the grade level teachers will align the common core standards

with the reading curriculum and create a pre-test and tracking tool focusing on those standards.

Assigned to: Classroom Teachers

Target Completion Date: 08/15/2013

Comments: Resources:
 -Curriculum Map
 -Professional development on assessment
 -Grade level common core standards

Monitoring Activities:
 -PLC's will have pre/post tests
 -Documentation of standards being assessed using tracking tool

Monitoring Impact:
 -tracking the completion of standards as they are being assessed throughout the year

2. Create criteria for mastery for each standard

Assigned to: Classroom Teachers

Target Completion Date: 08/15/2013

Comments: This can be done within the PLC

Resources:
 -Common core standards
 -documentation/tracking tool

Monitoring activities:
 -Map Scores
 -Post-test scores
 -PLC meeting minutes

Monitoring Impact:
 -Ensuring students are reaching mastery based on periodic assessment and PLC review
 - Students will demonstrate gains in learning as measured by classroom assessments based on the criteria for mastery

3. Use pre-test results to "red-flag" students for intervention.

Assigned to: Classroom Teachers

Target Completion Date: 08/15/2013

Comments: Intervention formats can include whole group, small group, cross-grade grouping, in literacy block, and in team time depending on the nature of the lesson and pre-test results.

| | | |
|--|--|--|
| | | <p>Resources: -PLC meeting minutes</p> <p>Monitoring Activities: -Use tracking tool to identify students below proficient</p> <p>Monitoring Impact: -Evidence collected after each pre-test by teachers and shared at PLC meetings and noted in minutes - Student rosters will show flexible groupings/ regroupings for intervention sessions based on data collected by the intervention teacher</p> |
| | <p>4. Use formative assessment during the unit to adjust the lesson and/or grouping. This may include adding additional intervention.</p> | |
| | <p>Assigned to:</p> | <p>Classroom Teachers</p> |
| | <p>Target Completion Date:</p> | <p>06/30/2013</p> |
| | <p>Comments:</p> | <p>Resources: -Making staff available for intervention groups -Professional development on differentiation of all staff (certified and support) -Reading specialist -Sharing curriculum materials/instructional practices cross grade levels and throughout the school -Study Island, Reading A-Z, etc. -Keys to Literacy</p> <p>Monitoring Activities: -various forms of formative assessment to keep grouping flexible throughout the unit</p> <p>Monitoring Impact: -Frequent teacher created formative assessment to determine if students are making progress or need additional intervention. Measures of student achievement on the formative assessments will show incremental growth/ gains</p> |
| | <p>5. The post-test will be given at the end of each unit. Students who do not achieve mastery will receive additional intervention. Those who have mastered the skill(s) will receive enrichment.</p> | |
| | <p>Assigned to:</p> | <p>Classroom Teachers</p> |
| | <p>Target Completion Date:</p> | <p>08/15/2013</p> |
| | <p>Comments:</p> | <p>Resources: -Reading specialist for literacy materials and strategies</p> |

- digital resources such as: edhelper.com, readinga-z.com, studyisland.com
- PLC minutes / teacher notes on formative assessments
- Keys to Literacy

Monitoring Activities:

- Formative assessment and observations by teachers and staff instructing groups

Monitoring Impact:

- Evidence collected after each post-test by teachers and shared at PLC meetings and noted in minutes
- Patterns of progress in student achievement shown on the post-test

Implement Percent Task Complete: 0%

April 23, 2012

Title I Participants
NWEA NECAP Test Scores

| | | | | | | | | | | | | | | | | | | | |
|----|------------------------|-----------------|----------------------|------|----------|----------|--------|-------|--------|--------|--------|--|--|---------|--|--|--|--|-------|
| 12 | Troy | Carrto | Hall, Ethan | 1 | Math | 150/L | 158/A | 165/L | 154/L | 157/A | 164/L | | | | | | | | |
| 13 | Troy | Raymond/Luparia | Hall, Ethan | 2 | Math | 172/L | 180/A | 190/A | 160/L | 173/A | 165/L | | | | | | | | 185/A |
| 14 | moved | | Hall, Ethan | 2/3? | | 181/A/PP | | | 176/PP | | | | | 170/A/L | | | | | SB |
| 12 | Troy | Carrto | Handy, Colby | 1 | Math | 159/A | 168/A | 184/H | 149/L | 168/H | 181/H | | | | | | | | |
| 13 | | | Handy, Colby | 2 | | 162/L | 184/H | 191/A | 163/L | 177/A | 188/A | | | | | | | | 182/L |
| 14 | | | Handy, Colby | 3 | | 195/P | | | 169/PP | | | | | 183/L | | | | | PP |
| 13 | Troy | Carrto/May | Hourd, Michael | 1 | Literacy | 158/A | 168/A | 169/L | 143/L | 167/H | 169/L | | | | | | | | |
| 14 | | | Hourd, Michael | 2 | | 169/L | | | 168/L | | | | | 166/A | | | | | |
| 12 | Troy | Carrto | Kirker, Ryley | 1 | Math | 154/L | 164/A | 168/L | 147/L | 158/A | 173/A | | | | | | | | |
| 13 | | | Kirker, Ryley | 2 | | 159/L | 160/L | 170/L | 151/L | 156/L | 173/L | | | 157/L | | | | | 163/L |
| 14 | | | Kirker, Ryley | 3 | | 179/PP | | | 170/PP | | | | | 175/L | | | | | PP |
| 12 | Troy | Carrto | McQueen, Storm | 1 | Math | 167/A | 179/H | 185/H | 158/A | 176/H | 178/H | | | | | | | | |
| 13 | moved | | McQueen, Storm | 2 | | | 189/H | 186/A | | 168/L | 182/L | | | | | | | | 180/A |
| 14 | moved back to district | | McQueen, Storm | 3 | | | | | | | | | | | | | | | 184/A |
| 12 | Troy | Carrto | Pierce, Isaac | 1 | Math | 129/L | 143/L | 155/L | 148/L | 155/A | 163/L | | | | | | | | |
| 13 | | | Pierce, Isaac | 2 | | 160/L | 171/L | 183/L | 152/L | 165/L | 163/L | | | 152/L | | | | | 163 |
| 14 | | | Pierce, Isaac | | | 199/P | | | 162/SB | | | | | 187/A | | | | | P |
| 13 | Troy | Carrto/May | Planke, Makenna | 1 | Literacy | 149/L | 157/L | 165/L | 140/L | 155/ | 155/L | | | | | | | | |
| 14 | | | Planke, Makenna | 2 | | 154/L | | | 140/L | | | | | 150/L | | | | | |
| 13 | Troy | Carrto/May | Schulenberg, Ava | 1 | Literacy | 146/L | 170/H | 176/ | 159/A | 164 | 176/H | | | | | | | | |
| 14 | moved | | Schulenberg, Ava | 2 | | 169/L | 173/A | | 168/L | 174/L | | | | | | | | | |
| 12 | Troy | Carrto | Vernazzaro, Michaela | 1 | Math | 150/L | 163/A | 167/L | 146/L | 159/A | 166/L | | | | | | | | |
| 13 | Troy | Raymond/Luparia | Vernazzaro, Michaela | 2 | Math | 180/A | 153/L | 180/L | 146/L | 160/L | 164/L | | | 188/H | | | | | 186/A |
| 14 | moved away, came back | | Vernazzaro, Michaela | 3 | | 183/PP | | | 167/SB | | | | | 174/L | | | | | SB |
| 12 | Troy | Carrto | Fontaine, Emma Jean | 2 | Math | 162/L | 188/F | 189/A | 148/L | 156/L | 160/L | | | 156/L | | | | | |
| 13 | Troy | Raymond/Luparia | Fontaine, Emma Jean | 3 | | 194/PP | 190/PP | 199/P | 160/SB | 181/SB | 172/PP | | | 183/L | | | | | |

2008-2009
NWEA NECAP Test Scores

| FY | School | Title I Instructional Assistant | Name | Grade | Title I Subject | NWEA | | | | | | NECAP | | | | | |
|----|--------|---------------------------------------|------------------|-------|--------------------|-------|--------|--------|---------|--------|--------|----------|--------|--------|------|---------|---------|
| | | | | | | MATH | | | READING | | | LANGUAGE | | | MATH | READING | WRITING |
| | | | | | | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring | | | |
| 12 | Troy | Finnell | Baird, Damien | K | | 141/L | 142/L | | 141/L | 151/H | | | | | | | |
| 13 | moved | | Baird, Damien | 1 | | 160/A | 149/L | 175/ | 159/A | 156/L | 166/H | | | | | | |
| 14 | | | Baird, Damien | 2 | | 181/A | 195/H | | 172/A | 184/A | | | | | | | |
| 13 | Troy | Carrion/May | Berolami, Haden | K | Literacy | 133/L | 130/L | 137/L | 129/L | 130/L | 137/L | | | | | | |
| 14 | | | Berolami, Haden | 1 | | 128/L | | | 132/L | | | | | | | | |
| 13 | Troy | Carrion/May | Earle, Logan | K | Literacy | 119/L | 140/ | 140/L | 127/L | 141/A | 142/L | | | | | | |
| 14 | | | Earle, Logan | 1 | | 143/L | | | 142/L | | | | | | | | |
| 12 | Troy | Finnell | LaChance, Erin | K | | 128/L | 125/L | 137/L | 144/A | 138/L | 147/L | | | | | | |
| 13 | | | LaChance, Erin | 1 | | 139/L | 145/L | 146/L | 143/L | 148/L | 149/L | | | | | | |
| 14 | | | LaChance, Erin | 2 | | 154/L | | | 155/L | | | 168/A | | | | | |
| 13 | Troy | Carrion/May | Mitchell, Summer | K | Literacy | 142/L | 139/A | | 125/L | 133/L | | | | | | | |
| 14 | moved | | Mitchell, Summer | 1 | | 141/L | 151/A | | 147/L | 153/L | | | | | | | |
| 12 | Troy | Finnell | Natoli, Felix | K | | 149/A | 164/H | 176/H | 149/A | 160/H | 172/H | | | | | | |
| 13 | | | Natoli, Felix | 1 | | 171/H | 181/H | 196/H | 167/H | 172/H | 182/A | | | | | | |
| 14 | | | Natoli, Felix | 2 | | 194/H | | | 169/L | | 178/A | | | | | | |
| 12 | Troy | Finnell | Norton, Matthew | K | | 142/L | 145/A | 162/H | 136/L | 148/A | 160/H | | | | | | |
| 13 | | | Norton, Matthew | 1 | | 134/L | 175/H | 184/A | 163/A | 172/H | 173/A | | | | | | |
| 14 | moved | | Norton, Matthew | 2 | | 182/A | 184/H | | 179/A | 182/A | | | | | | | |
| 12 | Troy | Finnell | Plante, McKenna | K | | 126/L | 133/L | 136/L | 130/L | 143/L | 144/L | | | | | | |
| 13 | | | Plante, McKenna | 1 | | 148/L | 157/L | 165/L | 140/L | 155/ | 155/L | | | | | | |
| 14 | | | Plante, McKenna | 2 | | 154/L | | | 140/L | | 150/L | | | | | | |
| 12 | Troy | Finnell | Round, Dawson | K | | 131/L | 137/L | 136/L | 132/L | 137/L | 138/L | | | | | | |
| 13 | Troy | Carrion/May | Round, Dawson | 1 | Literacy | 142/L | 165/A | 176/A | 139/L | 152/ | 157/L | | | | | | |
| 14 | | | Round, Dawson | 2 | | 172/L | | | 151/L | | | | | | | | |
| 12 | Troy | Finnell | Russell, Brayden | K | | 142/L | 151/A | 171/H | 145/A | 148/A | 167/H | | | | | | |
| 13 | | | Russell, Brayden | 1 | | 157/L | 169/ | 194/H | 158/A | 156/A | 148/L | | | | | | |
| 14 | | | Russell, Brayden | 2 | | 153/L | | | 152/L | | 151/L | | | | | | |

I did some looking into your question. All the feedback I received recommended going with the CCSS version. We have moved away from the MRSD Power Standards on the whole and are focusing on the language of the CCSS. Also, all the standards have been put into kid friendly language using "I can..." statements. They have been done for all grade levels. Would you like me to have copies of the K/1 work sent to you?

Hope this helps.
Jennie

On Thu, Oct 3, 2013 at 2:35 PM, Sharon Amone <samone@mrsd.org> wrote:
[Quoted text hidden]

Common Core vs. MRSD Power Standards

4 messages

Sharon Arnone <sarnone@mrsd.org>
To: Jane Calnan <jcalnan@mrsd.org>

Thu, Oct 3, 2013 at 2:35 PM

Hi Jenny,
Hope this note finds you well.

Kathy asked me to write you about a question I had on one of the Common Core Standards vs. MRSD Power Standards...

For 1st grade literacy, 1st trimester, RI.1.7, the Common Core states: Use the illustrations and details in a text to describe its key ideas.

The MRSD version states: Getting fact and information from different writings.

Is the MRSD statement correct/complete?

Thanks for checking. (If there is someone else I should ask, just let me know.)
Sharon

—
Sharon Arnone
Title I Secretary / Parent Coordinator
Monadnock Regional School District
Please note that we are temporarily housed in the Maintenance Bldg.
604 Old Homestead Highway, Swanzey, NH 03446
You can still call us at 603.357.0400.
You can fax us at 603.358.6708. Thank you.
sarnone@mrsd.org www.mrsd.org/title1
Homeless Resources in NH: www.home4hope.com
Dial 211 for person to person assistance for NH resources

Jane Calnan <jcalnan@mrsd.org>
To: Sharon Arnone <sarnone@mrsd.org>

Fri, Oct 4, 2013 at 7:37 AM

I will get back to you on this:)
[Quoted text hidden]

Sharon Arnone <sarnone@mrsd.org>
To: Jane Calnan <jcalnan@mrsd.org>

Fri, Oct 4, 2013 at 10:09 AM

Thanks!
[Quoted text hidden]

Jane Calnan <jcalnan@mrsd.org>
To: Sharon Arnone <sarnone@mrsd.org>

Wed, Oct 9, 2013 at 5:11 AM

Hi, Sharon,

| TOTAL OF READING | | | | | | | |
|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | School Total |
| Cutler | | | | 75.00 | 82.00 | 76.00 | 77.67 |
| Mt. Caesar | 81.83 | 85.16 | 85.48 | | | | 84.16 |
| Emerson* | 83.25 | 83.09 | 84.12 | 77.13 | 77.36 | 74.80 | 79.96 |
| Gilsum | | | 87.83 | 66.73 | 69.07 | 82.78 | 76.60 |
| Sullivan | 88.42 | 87.00 | | | | | 87.71 |
| Troy | 85.00 | 61.33 | 76.92 | 70.69 | 66.95 | 67.35 | 71.37 |
| TOTAL | 84.63 | 79.15 | 83.59 | 72.39 | 73.85 | 75.23 | 78.14 |

| READING COMPREHENSION | | | | | | | |
|------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | School Total |
| Cutler | | | | 74.00 | 82.00 | 79.00 | 78.33 |
| Mt. Caesar | 85.16 | 83.25 | 85.36 | | | | 84.59 |
| Emerson | 92.00 | 84.32 | 83.99 | 73.52 | 77.36 | 74.88 | 81.01 |
| Gilsum | | | 85.42 | 62.17 | 68.67 | 83.89 | 75.04 |
| Sullivan | 83.36 | 92.50 | | | | | 87.93 |
| Troy | 84.17 | 60.54 | 80.87 | 72.26 | 67.55 | 70.26 | 72.61 |
| TOTAL | 86.17 | 80.15 | 83.91 | 70.49 | 73.90 | 77.01 | 78.60 |

| PHONICS (1-3); WORD ANALYSIS (4, 6) | | | | | | | |
|--|---------|---------|---------|---------|---------|---------|--------------|
| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | School Total |
| Cutler | | | | 78.00 | | 65.00 | 71.50 |
| Mt. Caesar | 86.75 | 83.89 | 89.38 | | | | 86.67 |
| Emerson | 70.50 | 81.59 | 84.53 | 82.05 | | 74.74 | 78.68 |
| Gilsum | | | 90.00 | 84.67 | | 77.89 | 84.19 |
| Sullivan | 87.92 | 85.42 | | | | | 86.67 |
| Troy | 85.63 | 62.07 | 72.62 | 81.27 | | 56.51 | 71.62 |
| TOTAL | 82.70 | 78.24 | 84.13 | 81.50 | 0.00 | 68.54 | 65.85 |

Questions for Schools/Teams to Respond to?

- 1) How many students scored in the 70th percentile or higher?
- 2) How many below the 70th percentile?
- 3) What are the areas of strength? The areas of weakness?
- 4) How did the the students who did not perform at the proficient level on the state test perform?
- 5) Those participating in Fast ForWord?
- 6) For some this assessment was administered before students had completed unit 2. What information can we gain about students' performance that may be helpful as teachers move forward?
- 7) Are there areas where a number of students have already mastered the skills be tested even if the class hasn't completed unit 2?
- 8) Are there areas already taught that especially need to be addressed?
- 9) Do the observations on this test connect at all with the SMART goals set by the teams?

AYP GROWTH - Fall 2005 to Fall 2009

April 6, 2010

Whole Group

Shows number of points of gain year to year (black lettering equals gains, red losses)

| SCHOOLS | | | | | | | | | |
|--------------|--------|---------|--------|-------|------|------------|----------|------|---------|
| Reading | Cutler | Emerson | Gilsum | MRHS | MRMS | Mt. Caesar | Sullivan | Troy | Average |
| 2006 to 2007 | 2.60 | 3.90 | 9.50 | NA | 2.50 | 2.20 | 5.70 | 3.00 | 4.30 |
| 2007 to 2008 | 2.90 | 1.10 | 2.50 | NA | 7.90 | 0.90 | 17.60 | 2.90 | 4.29 |
| 2008 to 2009 | 1.90 | 0.20 | 3.40 | 16.50 | 1.50 | 3.40 | 1.20 | 1.20 | 3.84 |
| 2009 to 2010 | 0.70 | 0.10 | 7.40 | 0.30 | 0.40 | 2.10 | N/A | 4.40 | 1.97 |
| School Total | 2.30 | 5.10 | 22.80 | 16.20 | 8.50 | 1.80 | 22.10 | 9.10 | 12.29 |

| SCHOOLS | | | | | | | | | |
|--------------|--------|---------|--------|-------|-------|------------|----------|-------|---------|
| Math | Cutler | Emerson | Gilsum | MRHS | MRMS | Mt. Caesar | Sullivan | Troy | Average |
| 2006 to 2007 | 1.40 | 2.20 | 6.20 | NA | 45.00 | 4.40 | 14.30 | 5.30 | 11.57 |
| 2007 to 2008 | 3.00 | 0.00 | 10.00 | NA | 13.80 | 1.20 | 13.50 | 3.50 | 5.57 |
| 2008 to 2009 | 1.90 | 0.20 | 3.40 | 16.50 | 3.90 | 1.50 | 3.40 | 1.20 | 3.89 |
| 2009 to 2010 | 4.90 | 0.30 | 24.60 | 15.40 | 7.40 | 2.90 | N/A | 5.20 | 6.98 |
| School Total | 5.20 | 2.70 | 31.90 | 31.90 | 42.50 | 10.00 | 24.40 | 12.80 | 10.63 |

Economically Disadvantaged

Shows number of points of gain year to year (black lettering equals gains, red losses)

| SCHOOLS | | | | | | | | | |
|--------------|--------|---------|--------|-------|------|------------|----------|-------|---------|
| Reading | Cutler | Emerson | Gilsum | MRHS | MRMS | Mt. Caesar | Sullivan | Troy | Average |
| 2006 to 2007 | 1.30 | 1.60 | N/A | N/A | 5.70 | 2.20 | N/A | 6.10 | 3.04 |
| 2007 to 2008 | 3.40 | 0.20 | 2.20 | N/A | 9.60 | 3.90 | N/A | 4.00 | 2.76 |
| 2008 to 2009 | 4.00 | 7.40 | 4.00 | 13.00 | 1.90 | 1.30 | N/A | 0.60 | 3.89 |
| 2009 to 2010 | 0.20 | 1.10 | 10.80 | 13.00 | 2.90 | 5.40 | N/A | 5.70 | 4.76 |
| School Total | 9.60 | 7.10 | 17.00 | 26.00 | 6.90 | 10.20 | N/A | 16.40 | 11.13 |

| SCHOOLS | | | | | | | | | |
|--------------|--------|---------|--------|-------|------|------------|----------|-------|---------|
| Math | Cutler | Emerson | Gilsum | MRHS | MRMS | Mt. Caesar | Sullivan | Troy | Average |
| 2006 to 2007 | 0.60 | 2.20 | N/A | N/A | 9.20 | 9.90 | N/A | 11.90 | 7.96 |
| 2007 to 2008 | 0.10 | 6.20 | 8.10 | NA | 6.40 | 2.70 | N/A | 3.30 | 2.40 |
| 2008 to 2009 | 8.30 | 4.10 | 5.10 | 12.70 | 0.40 | 2.70 | N/A | 0.10 | 3.31 |
| 2009 to 2010 | 7.50 | 7.90 | 33.30 | 12.70 | 5.81 | 4.90 | N/A | 13.50 | 10.37 |
| School Total | 15.30 | 3.60 | 36.30 | 25.40 | 8.21 | 20.20 | N/A | 28.80 | 13.24 |

Special Education

Shows number of points of gain year to year (black lettering equals gains, red losses)

| SCHOOLS | | | | | | | | | |
|--------------|--------|---------|--------|------|-------|------------|----------|-------|---------|
| Reading | Cutler | Emerson | Gilsum | MRHS | MRMS | Mt. Caesar | Sullivan | Troy | Average |
| 2006 to 2007 | 2.70 | 9.10 | N/A | N/A | 10.00 | 1.80 | N/A | 4.10 | 3.54 |
| 2007 to 2008 | 5.50 | 10.10 | N/A | N/A | 4.30 | 4.90 | N/A | 13.10 | 3.66 |
| 2008 to 2009 | 2.50 | 3.50 | N/A | 4.70 | 14.30 | 13.00 | N/A | 9.10 | 4.92 |
| 2009 to 2010 | 0.30 | 5.10 | N/A | 4.70 | 1.50 | 11.40 | N/A | 10.40 | 5.27 |
| School Total | 11.00 | 17.60 | N/A | 9.40 | 18.50 | 31.10 | N/A | 18.50 | 17.23 |

AYP GROWTH - Fall 2005 to Fall 2009

April 6, 2010

| Math | Cutler | Emerson | Gilsum | MRHS | MRMS | Mt. Caesar | Sullivan | Troy | Average |
|--------------|--------|---------|--------|------|-------|------------|----------|-------|---------|
| 2006 to 2007 | 1.00 | 1.40 | N/A | N/A | 2.70 | 6.70 | N/A | 6.40 | 3.64 |
| 2007 to 2008 | 14.70 | 3.20 | N/A | N/A | 4.50 | 1.00 | N/A | 9.40 | 0.28 |
| 2008 to 2009 | 6.50 | 0.20 | N/A | 2.90 | 13.50 | 22.70 | N/A | 4.70 | 5.82 |
| 2009 to 2010 | 5.50 | 8.20 | N/A | 2.90 | 6.90 | 5.60 | N/A | 13.50 | 1.10 |
| School Total | 1.70 | 6.80 | N/A | 6.80 | 18.80 | 34.00 | N/A | 24.60 | 10.84 |

| Part A problems 1-6 names | line segment | parallel lines | temperat ure | fact family | <, >, = | | | | | missing numbers | | | | | | | | |
|------------------------------------|-----------------|-------------------|-----------------|----------------|---------|-----|-----|-----|-----|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|
| | | | | | 1 | 2 | 3 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 9 | 9 | 9 | 9 |
| Troy School | | | 11% | 18% | 14% | 14% | 11% | 14% | 18% | 18% | 14% | 14% | 11% | 14% | 14% | 14% | 18% | 39% |
| Emerson School | | 5% | 23% | 23% | | | | | 27% | 18% | 27% | 23% | 18% | 27% | 23% | 32% | 10 | |
| Sullivan School | | | | | | | | 8% | 8% | | | | | 17% | 25% | 25% | 25% | |
| Mt. Caesar | | 7% | 7% | 23% | 8% | 5% | 10% | 19% | 19% | 21% | 31% | 31% | 21% | 31% | 31% | 39% | 32% | |
| Percent of Total | 0% | 2% | 7% | 19% | 7% | 5% | 9% | 20% | 20% | 16% | 25% | 26% | 16% | 25% | 26% | | | |

| Part A problems 7-11 names | hexagon | cylinder | time | problem solving | | | money |
|----------------------------------|---------|----------|------|-----------------|------|------|-------|
| | | | | add | 10 a | 10 b | |
| Troy School | 7% | 11% | 14% | 7% | 11% | 11% | 11 |
| Emerson School 22 | 5% | 18% | | 17% | 9% | 5% | 23% |
| Sullivan School 12 | | | 8% | | | 8% | 17% |
| Mt. Caesar 62 | 6% | 3% | 16% | 8% | 3% | 6% | 10% |
| Percent of Total | 6% | 7% | 12% | 8% | 5% | 9% | 19% |

| Part B problems 12-16 | Frames | 2-digit add & sub | | | | problem solving - array | find rule, complete table | money |
|--------------------------|-----------|-------------------|------------|------------|------------|-------------------------|---------------------------|-----------|
| | | 13 a - add | 13 b - add | 13 c - sub | 13 d - sub | | | |
| names | 12 | | | | 14 | 15 | 15 | 16 |
| Troy School | 36% | 18% | 4% | 32% | 50% | 21% | 43% | 68% |
| Emerson School | 73% | 9% | 23% | 23% | 64% | 77% | 55% | 64% |
| Sullivan School | | | | 17% | 67% | 8% | 16% | 33% |
| Mt. Caesar | 44% | 6% | 15% | 18% | 26% | 13% | 29% | 60% |
| Percent of Total | | 9% | 20% | 22% | 26% | | | |

COMPONENT #2 (b, c, h)

COMPONENT #2

Schoolwide Reform Strategies that:

a. Provide opportunities for all children to meet the state's proficient and advanced levels of student achievement.

- Implement newly developed Response to Intervention model
- Schedule Common Core instructional blocks Monday-Friday
- Half-hour intervention and extension blocks scheduled before or after Common Core block

b. Use effective methods and instructional strategies that are built on scientifically-based research

- District-wide literacy initiative includes Keys to Literacy training for all staff K-12
- Variety of staff book studies: The Café Book, The Daily Five, Education By Design, Response to Intervention, Learning By Doing, FOCUS
- The PLC process continues to evolve throughout the district
- Building reading specialist, Bethany Rafail, provides ongoing training about balanced literacy
- Student work is evaluated and analyzed. The results of progress are monitored.
- Data team developed to collect schoolwide data determining trends and RTI progress

c. Increase the amount and quality of learning time

- Made a change on the master schedule to gain instructional time (started the school day earlier)
- Changed from quarters to trimesters
- Grade-level PLCs developed trimester curriculum maps outlining Common Core State Standards to be taught by trimester

d. Provide enriched and accelerated curriculum strategies for meeting the educational needs of historically underserved populations

- A variety of curriculum strategies are available for teachers: Study Island, Fast ForWord, Mobymax, Foundations, Fountas & Pinnell, use of KTL top-down web and 2-column notes consistent throughout district at all grade levels, incorporating additional technology through the use of educational applications
- Khan Academy, Starfall, 1:1 Chromebook initiative for grade 6
- Foundations kindergarten and grade 1 as needed
- SPIRE, Phonics Boost, Blitz, Read Naturally

e. Are consistent with and designed to implement the state and local improvement plan

- Troy School's improvement plan was based on a comprehensive assessment using "Steps to Success"
- Areas identified as key indicators were principal monitoring curriculum and classroom instruction regularly. Part of the schoolwide plan to address this area is the district's adoption of a teacher supervision and evaluation model based on the William B. Ribas evaluation model.
- The FY13 improvement plan for Troy School has been modified to incorporate schoolwide goals.

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- The FY13 improvement plan for Troy School has been modified to incorporate schoolwide goals.

COMPONENT #3 (g)

COMPONENT #3

Instruction by Highly Qualified Staff:

All teachers at Troy Elementary School are designated as highly qualified educators under NHDOE guidelines. Para II Certification classes were organized in the district as part of our schoolwide planning year. All paraprofessionals at Troy Elementary School received their Para II certification.

| TYPE OF STAFF | FY13 |
|---|-------------|
| Total number of instructional staff: | 14 |
| Number of HQT instructional staff: | 14 |
| Staff with three or less years experience: | 0 |
| Staff with nine or less years experience: | 5 |
| Staff with ten or more years of experience: | 9 |
| Total number of paraprofessionals: | 10 |
| Administrative staff: | 1 |

Troy Staff List: 2013-1214

| LAST | FIRST | CELL | MAILING ADDRESS | TOWN | ST | ZIP | PHONE | POSITION |
|------------|-----------|------------------|-------------------------|----------------|----|-------|-----------------|----------------------|
| ADAMS | AMY | 499-3306 | 39 WRIGHT STREET | KEENE | NH | 03431 | 499-3306 | NURSE |
| ARGUIN | BARBARA | 313-0495 | 451 SOUTH RD. | SULLIVAN | NH | 03445 | 313-0495 | GRADE 4 |
| BELL | PATTY | 209-2526 | 40 SAWYERS CROSSING RD. | SWANZEY | NH | 03446 | 352-9578 | GRADE 1 |
| BOWREN | GEORGE | 757-3958- no txt | 125 PROSPECT STREET | TROY | NH | 03465 | 978-724-4772 | CUSTODIAN |
| CARRIO | MICHELLE | 209-6138 | 11 SCHOOL STREET | TROY | NH | 03465 | 209-6138 | TITLE ONE |
| CHICKERING | SHARON | 762-4154 | 122 POOCHAM RD | W CHESTERFIELD | NH | 03466 | 614-4770 (UL) | PARA 1/2 |
| CUTTER | LINDA | 355-9797 | PO BOX 319 | W SWANZEY | NH | 03469 | 52-0706, 355-97 | FOOD SERVICE MANAGER |
| DILLON | MICHAEL | 903-3951 | 71 NORTH LINCOLN ST | KEENE | NH | 03431 | 903-3951 | MUSIC TEACHER |
| DROGUE | TERRI | 209-4711 | 68 LEVERETT ST | KEENE | NH | 03071 | 209-4711 | PSYCHOLOGIST |
| GRASEWICZ | ROSE | 303-1745 | 323 WEST LAKE RD. | FITZWILLIAM | NH | 03447 | 565-3111 | LIBRARY AIDE |
| GREENE | NANCY | no cell | 32 ARLINGTON AVE. | KEENE | NH | 03431 | 355-1094 | ART TEACHER |
| HARTNETT | DAN | 723-0061 | 2 NORTH MAIN ST APT 2 | TROY | NH | 03465 | 723-0061 | CUSTODIAN |
| HOEFSMIT | CHARLEEN | 757-3495-no txt | PO BOX 726 | TROY | NH | 03465 | 242-6004 | PARA 6 |
| HOYT | DEBRA | 593-2622 | PO BOX 763 | JAFFREY | NH | 03452 | 532-5707 | PARA 6 |
| JOHNSON | KAREN | 547-7760 | 399 MAIN STREET | KEENE | NH | 03431 | 352-6211 | SPEC ED CASE MGR |
| KLEINE | KRIS | 209-5515 | 131 APPLE HILL ROAD | SULLIVAN | NH | 03445 | 847-3402 | OTR/L |
| LANG | CATHI | 762-1744 | 15 FITZWILLIAM RD | TROY | NH | 03465 | 762-1744 | FAST-FORWARD |
| LAWRENCE | BRIDGETTE | 762-0182 | 99 WATSON RD. | WINCHESTER | NH | 03470 | 239-6987 | SPEECH |
| LINN | MOLLY | 313-4295 | 14 PINE AVENUE | KEENE | NH | 03431 | 313-4295 | GRADE 5 |
| LOGAN | SHARLENE | 903-5937 | PO BOX 1322 | KEENE | NH | 03431 | 903-0964 | PARA 3 |
| LORD | MAUREEN | 313-3829 | 57 BRICKYARD RD. | NEELSON | NH | 03457 | 313-3829 UL | PE TEACHER |
| MARKOWSKI | LESLIE | 986-7084 | 31 WILBER STREET | KEENE | NH | 03431 | 352-8122 | GRADE 6 |
| MAUNU | SHERI | 491-9373 | 24 DIANE'S WAY | RINDGE | NH | 03461 | 491-9373 | GRADE 3 |
| MAY | KAREN | 496-8714 | 7 KENWORTH AVE | KEENE | NH | 03431 | 903-1381 | TITLE ONE |
| NYSTROM | HEIDI | 802-268-1842 | 700 GRASSY BROOK RD | BROOKLINE | VT | 05345 | 802-365-4425 | INTERVENTIONIST |
| PETERS | YVONNE | 249-6266 | 283 SOUTH ST | TROY | NH | 03465 | 242-3467 | PARA 2 |
| RAFAIL | BETHANY | 401-743-9000 | 123 C PEARL ST | KEENE | NH | 03431 | 401-743-9000 | READING SPECIALIST |
| RAYMOND | NICK | 413-768-9703 | 139 SOUTH PARRISH RD | WINCHESTER | NH | 03470 | 413-768-9703 | GRADE 2 |
| REDFIELD | YVETTE | 209-3382 | PO BOX 116 | TROY | NH | 03465 | 242-3104 | PARA 5 |
| RUSSELL | BECKY | 209-5272 | 189 PAKO AVE | KEENE | NH | 03431 | 209-5272 | GUIDANCE |
| SALZMANN | AUDREY | 852-8305 | 40 TERRACE ST | MARLBOROUGH | NH | 03455 | 852-8305 | PRINCIPAL |
| SMITH | ALYSSA | 209-2277 | 40 OLD WHITCOMB ROAD | TROY | NH | 03465 | 209-2277 | ACES 93 |
| SMITH | HEATHER | 313-9893 | 224 MARCY HILL ROAD | SWANZEY | NH | 03448 | 313-9893 | GRADE 1 & 2 |
| SMITH | SANDY | 209-2266 | 40 OLD WHITCOMB ROAD | TROY | NH | 03465 | 242-3210 | ADMIN. ASSISTANT |
| TOM | BETH | 852-2730 | 14 STARLIGHT DRIVE | KEENE | NH | 03431 | 352-5742 | SPEECH |
| WHITCOMB | LUCY | 903-1274 | 111 RAILROAD ST Apt 211 | KEENE | NH | 03431 | 903-1274 | FOOD SERVICE |
| WICHLAND | KELLY | 209-6159 | 644 GRANITE LAKE ROAD | MUNSONVILLE | NH | 03457 | 847-9120 | GRADE K |

COMPONENT #3 (Updated for FY14)

Instruction by Highly Qualified Staff:

All teachers at Troy Elementary School are designated as highly qualified educators under NHDOE guidelines. Para II Certification classes were organized in the district as part of our schoolwide planning year. All paraprofessionals at Troy Elementary School received their Para II certification.

| TYPE OF STAFF | FY13 | FY14 |
|---|-------------|-------------|
| Total number of instructional staff: | 14 | 14 |
| Number of HQT instructional staff: | 14 | 14 |
| Staff with three or less years experience: | 0 | 1 |
| Staff with nine or less years experience: | 5 | 4 |
| Staff with ten or more years of experience: | 9 | 9 |
| Total number of paraprofessionals: | 10 | 6 |
| Administrative staff: | 1 | 1 |

COMPONENT #4 (e)

COMPONENT #4

High Quality and Ongoing Professional Development for Teachers, Principals, Paraprofessionals, Pupil Services Personnel and Other Staff to Enable Children to Meet the State's Student Academic Achievement Standards:

- Book studies
- KTL modules: open response, vocabulary and comprehension (2011-2012)
Writing, coaching/mentors (2013)
- The Daily Five
- Foundations
- Teacher supervision and evaluation
- Guided Reading/Running Records
- Literacy for All conference

COMPONENT #5 (d)

COMPONENT #5

Strategies to Increase Parental Involvement

- ACES 93 after school program includes opportunities for parents to be involved
- Curriculum night
- Title I take-home educational kits
- READY! for Kindergarten classes offered free to parents of children ages birth-5
- Increased number of parent-teacher conferences (97% December 2013)
- Develop parent mentor system
- Troy staff presented at District showcase
- Open House
- National Reading Day family event

COMPONENT #6 (f)

COMPONENT #6

Assisting preschool children transitioning to school

READY! for Kindergarten is a program designed to involve parents and caregivers during the powerful early learning years from birth to age 5. Parents who attend the READY classes learn how to play games and do other activities with their babies and preschoolers that will help the children do well once they get to kindergarten and beyond.

Join us for a fun and informative
90 minutes while we support you
in your role as the most important
teacher your child will ever have.

Schedule for 2013-2014

Fall Classes

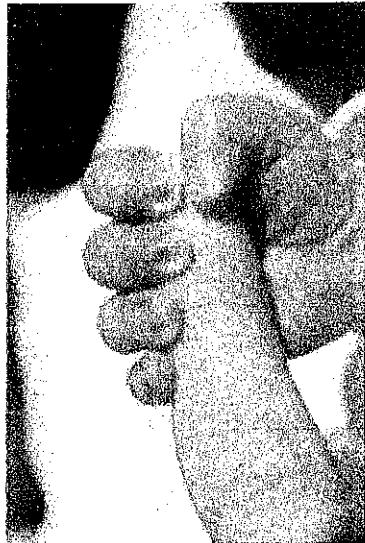
9/14/13 For parents of 4-5 year olds
9/28/13 For parents of 3-4 year olds
10/12/13 For parents of 2-3 year olds
10/26/13 For parents of 1-2 year olds
11/16/13 For parents of 0-1 year olds

Winter Classes

12/14/13 For parents of 4-5 year olds
1/4/14 For parents of 3-4 year olds
1/18/14 For parents of 2-3 year olds
2/1/14 For parents of 1-2 year olds
2/15/14 For parents of 0-1 year olds

Spring Classes

3/8/14 For parents of 4-5 year olds
3/22/14 For parents of 3-4 year olds
4/12/14 For parents of 2-3 year olds
5/3/14 For parents of 1-2 year olds
5/17/14 For parents of 0-1 year olds



Classes are held:
Saturday mornings
10:00-11:30
Wilcox Building
633 Old Homestead Hwy.
Swansey, NH

First Class Orientation
begins at 9:30.

READY!
for Kindergarten

READY! for Kindergarten
Wilcox Building
633 Old Homestead Highway
Swansey, NH 03446

Phone: 603-357-0400
Email: jhof@mrsd.org

or
csmith@mrsd.org

BECAUSE PARENTS ARE
BORN TO LEARN

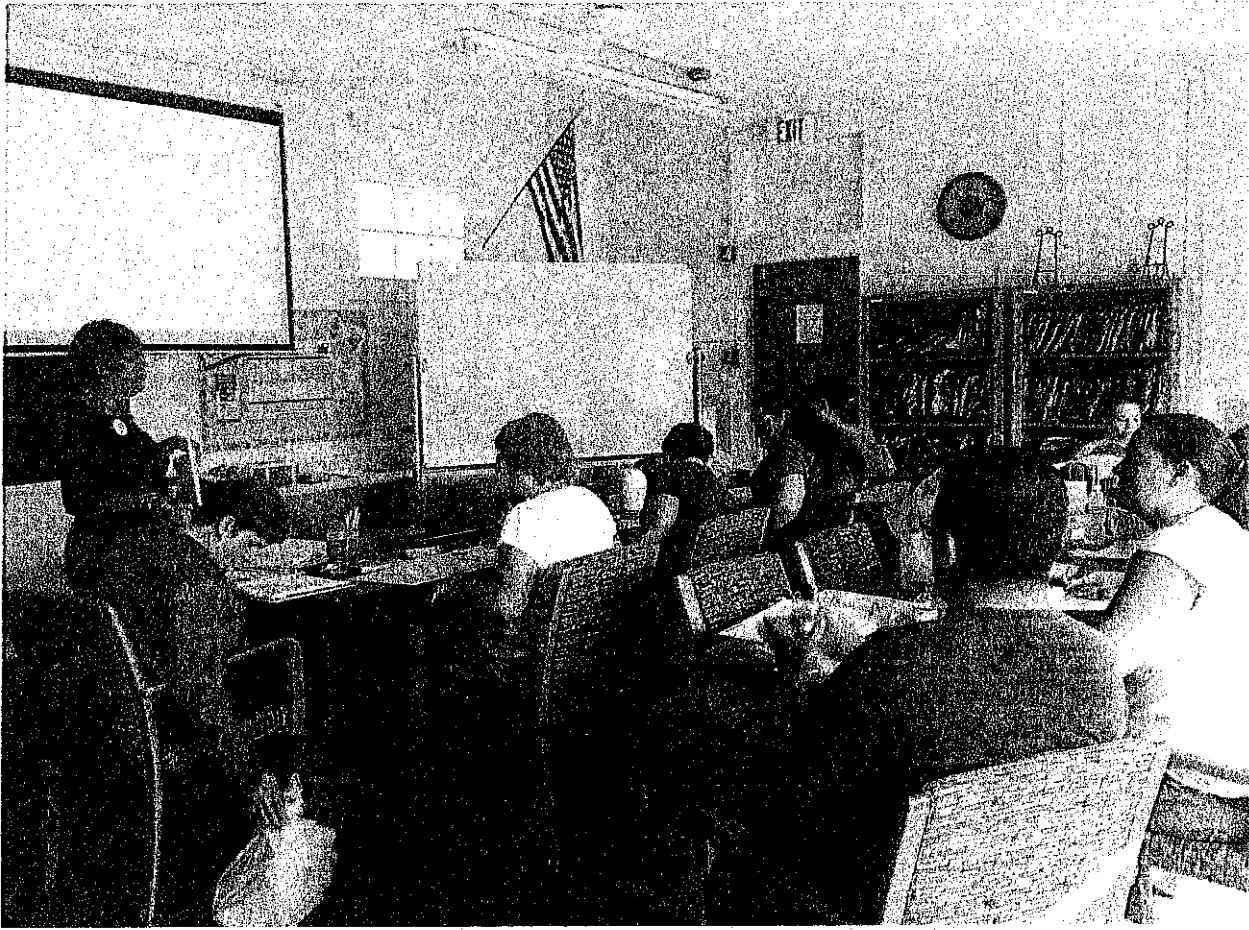
READY!

for Kindergarten

**FREE CLASSES
FOR PARENTS &
CAREGIVERS
OF CHILDREN
AGES BIRTH
TO FIVE**

For the towns of Fitzwilliam,
Swansey, Troy, Richmond,
Gilsum & Roxbury

Sponsored by Mandhock Title I



READY! for Kindergarten Class in Session at the Title I Parent Resource Center



Parent selecting take home literacy kits for her children

FREE CLASSES

For parents and caregivers from
Fitzwilliam, Gilsum, Richmond,
Roxbury, Swanzey and Troy.

Fall Classes

- 8/25/12 For parents of 0-1 year olds
9/8/12 For parents of 1-2 year olds
9/22/12 For parents of 2-3 year olds
10/6/12 For parents of 3-4 year olds
10/20/12 For parents of 4-5 year olds

Call today for more information
or to register: 603-357-0400.

For Parents and Caregivers of Children
AGES BIRTH TO 5

Play with a purpose.

Get new information
on how children
learn and grow.



Classes meet only 3
times a year and are
held at the
Wilcox Building
633 Old Homestead
Highway Swanzey, NH

READY!
for Kindergarten
(603) 357-0400

Sponsored by Monadnock Title I www.mrsd.org/title1

"Because Babies Are Born Learning..."

Free Classes For Families With Children

The Monadnock Regional School District Title I Program is offering Ready! for Kindergarten classes for parents who have children newborn to age five. The program shares information about the lively, early-learning years before a child enters school, which lays the foundation for all future learning.

Classes are free to parents and caregivers from Fitzwilliam, Gilsum, Richmond, Roxbury, Swanzey, and Troy, and free child care is provided. Classes are held three times a year for each age group on Saturdays from 10 to 11:30 a.m. First-time attendees should arrive at 9:30 a.m. for an orientation

class. To register, call 603-357-0400.

The fall schedule is as follows: August 25th, for parents of 0-1 year olds; September 8th, for parents of 1-2 year olds; September 22nd, for parents of 2-3 year olds; October 6th, for parents of 3-4 year olds; and October 20th, for parents of 4-5 year olds.

READY! teaches parents how to "Play with a Purpose," which builds strong minds and relationships. Parents learn activities and receive free materials and books to make learning at home fun and effective. This is the fourth year this program has been offered.



2012-2013 Schedule

Fall Classes

- 8/25/12 For parents of 0-1 year olds
- 9/8/12 For parents of 1-2 year olds
- 9/22/12 For parents of 2-3 year olds
- 10/6/12 For parents of 3-4 year olds
- 10/20/12 For parents of 4-5 year olds

Winter Classes

- 11/3/12 For parents of 0-1 year olds
- 12/1/12 For parents of 1-2 year olds
- 12/15/12 For parents of 2-3 year olds
- 1/5/13 For parents of 3-4 year olds
- 1/19/13 For parents of 4-5 year olds

Spring Classes

- 2/2/13 For parents of 0-1 year olds
- 2/16/13 For parents of 1-2 year olds
- 3/9/13 For parents of 2-3 year olds
- 3/23/13 For parents of 3-4 year olds
- 4/6/13 For parents of 4-5 year olds

Saturday Mornings

9:30 – 10 1st Time Orientation

10:00 – 11:30 Class

Class location: Wilcox Building, 633 Old Homestead Highway, Swanzey, NH
For more information about these free classes, call the Title I office at 603-357-0400
Or email the instructors: Joanne Hof jhof@mrtd.org and Christine Smith csmith@mrtd.org
You can also find more information at the READY! web site www.readyforkindergarten.org.

Sponsored by Monadnock Title I



READY! for Kindergarten

Annual READY! Report

6/20/2012

What is READY! for Kindergarten?

READY! for Kindergarten harnesses the untapped skills of parents and primary caregivers through a series of 15 parent/caregiver classes. When parents leave these classes, they have the information and tools they need to prepare their child to enter kindergarten primed and eager to learn. The Children's Reading Foundation and the Kennewick (WA) School District developed the program's model based on research documenting the benefits of family-based programs, and the importance of adult-child shared book reading and purposeful play. (The National READY! for Kindergarten Program) The New Hampshire Department of Education is committed to fostering the growth of READY! programs and will be providing local training opportunities for participating districts. We are proud to be one of the first New Hampshire districts to implement these parent training classes.

Program Building Efforts

I have spent a year working with the program and I am pleased to see the support Title I is able to provide to local families. Many efforts have been made to increase the population attending the classes. I have visited the local schools and provided them with welcoming registration packets. I have also met with various PTOs and they appreciated the work being done to help prepare young children for their educational journey. One PTO group voted on putting the READY! information in their news letter. READY! was introduced to many of our local daycare providers and welcoming packets were provided for them to pass on to local families. The Cheshire Medical Center family resource counselor, Ruth Abbott, was also visited and the program was introduced to her. Communication is ongoing at this time, with hopes to find a way to provide our program information to all district families with newborns. Because the hospital serves people from all over the region, we have not been able to find an easy way to connect with families from our specific district.

Many families have committed to attending all of the classes which support their children at different age levels. Workshops are held for each age group during the fall, winter, and spring. The lessons are presented through a PowerPoint with hands-on activities which allow participants to interact with the high quality tools/toys provided to the families. Parents and caregivers are a child's first teacher and the materials provided make **playing with a purpose** fun! The classes are scheduled in advance and held on Saturday mornings. Next year, we plan to offer some evening classes as well. Quality child care (HQCC) is provided. Many families have introduced other friends and family to our program. Recently, a parent stopped by asking for five other welcoming packets. This is a reflection of the efforts which have been put in by all!

As of this writing, I have had a pool of approximately 90 families to draw from. A group mailing was done to request updated contact information. The families were contacted regularly by telephone, email, and mail in order to invite them to upcoming classes for their child's specific age group. The attendance over this past year was as follows:

*Orientation was held from 9:30 – 10:00, for new members. Workshops were conducted from 10:00 – 11:30. Location: Mt. Caesar Key: R – Richmond, T – Troy, F – Fitzwilliam, S – Swanzey, G – Gilsum, Su – Sullivan, Gu - Guests from outlying areas

| <u>Fall Classes (age group)</u> | <u># of parents</u> | <u>Participants' Town</u> |
|---------------------------------|---|---------------------------|
| 0 - 1 | 4 | 2/T, 1/S, 1/F |
| 1 - 2 | 7 | 1/G, 1/F, 2/R, 3/S, 1/Gu |
| 2 - 3 | Class was not filled based on work and other commitments: girl scouts | |
| 3 - 4 | 4 | 1/S, 1/R, 2/Gu |
| 4 - 5 | 3 | 2/S, 1/R |

Winter Classes (age group)

| | | |
|-------|---|---------------------|
| 0 - 1 | 5 | 3/S, 1/F, 1/Gu |
| 1 - 2 | 7 | 2/T, 5/S, |
| 2 - 3 | 5 | 1/Su, 2/R, 1/G, 1/F |
| 3 - 4 | 2 | 1/S, 1/R |
| 4 - 5 | 1 | 1/R |

Spring Classes (age group)

| | | |
|-------|---|---------------------|
| 0 - 1 | 4 | 2/T, 2/S |
| 1 - 2 | 7 | 3/T, 3/S, 1/F |
| 2 - 3 | 6 | 2/R, 1/F, 1/Su, 2/S |
| 3 - 4 | 2 | 2/R |
| 4 - 5 | 5 | 2/R, 2/S, 1/Gu |

The classes turned out to be wonderful experiences for all participants. Each session ended with the request of an evaluation on the instructor and the content of the workshop. The range of the evaluation consists of 1 - 5 (5 being excellent). The scores have been predominantly 5's with a few 4's. As I mentioned previously, parents have committed to the workshops and they have demonstrated that by returning to each season's session. The READY! Program will now have a permanent location. Having a designated space will be very helpful for parents and staff and will allow for continued growth of the program.

Respectfully,

Lynn Latulippe

Title I Instructional Assistant & READY! Instructor



READY! for Kindergarten

READY! Report

4/8/2013

Update on READY! for Kindergarten

The Monadnock School District has just completed the fourth year of the Ready! for Kindergarten program. Kathy Shanks, the Director of Title I, has been invaluable in the implementation (acquiring the grant) and the success of the program in our district. With the establishment of the new Title I Center in the Wilcox Building, we now have an easily accessible and centrally located wealth of educational information as well as an ideal meeting room available to parents and caregivers in the Monadnock School District. As educators for 30 plus years, the instructors, Joanne Hof and Christine Smith see the merit of the program and have found this to be a rewarding experience. As this report will show the number of participants is increasing and with continued effort we hope to close the readiness gap of future kindergarten students in the district.

What is READY! For Kindergarten

READY! for Kindergarten harnesses the untapped skills of parents and primary caregivers through a series of 15 parent/caregiver classes. When parents leave these classes, they have the information and tools they need to prepare their child to enter kindergarten primed and eager to learn. The Children's Reading Foundation and the Kennewick (WA) School District developed the program's model based on research documenting the benefits of family-based programs, and the importance of adult-child shared book reading and purposeful play. The New Hampshire Department of Education is committed to fostering the growth of READY! programs and providing local training opportunities for participating districts. We are proud to be one of the first New Hampshire districts to implement these free parent training classes.

READY classes are held on Saturday mornings for each age group, birth to five, during the fall, winter and spring. The lessons are presented through a PowerPoint with hands-on activities which allow participants to interact with the high quality tools/toys provided to the families. Parents and caregivers are a child's first teacher and the materials provided make **playing with a purpose** fun! While ARRA (America Reinvestment and Recovery Act) funds were available, we were able to give parents a free, age-appropriate book at each class to promote the most important target of READY, **reading with your child**. It is unfortunate that this added gift to parents will most likely be discontinued if a new funding source is not secured.

As part of the READY program, the Monadnock School District provides quality childcare staffed by caring, experienced adults. Children are offered materials and activities which are aligned with the READY! for kindergarten philosophy. The children enjoy nutritional snacks in a safe, fun environment.

Program Building Efforts

We have spent a year working with the program and we are pleased to see the support Title I is able to provide to local families. Many efforts have been made to increase the population attending the classes. We have visited the local schools and daycare providers and distributed welcoming registration packets. We have also introduced the program in our area through newspaper articles, posters placed at various community facilities, such as: post offices, social service agencies, local supermarkets, stores and a children's museum. The most difficult group of parents to reach thus far

has been the parents of newborns. Many avenues have been initiated to work with our local hospital to connect with parents of newborns, but as yet we have been unsuccessful.

As of this writing, we have a pool of approximately 145 families from which to draw. The families are contacted regularly by telephone, email, and mail in order to invite them to upcoming classes for their child's specific age group. The attendance over this past year is as follows:

Orientation was held from 9:30 - 10:00, for new members. Workshops were conducted from 10:00 - 11:30. Location: Wilcox Building* **Key: R - Richmond, T - Troy, F - Fitzwilliam, S - Swanzey, G - Gilsum, Su - Sullivan, Gu - Guests from outlying areas

| <u>Fall Classes (age group)</u> | <u># of parents</u> | <u>Participants' Town</u> |
|--|----------------------------|----------------------------------|
| 0 - 1 | 7 | 4/S, 2/F, 1/Gu |
| 1 - 2 | 12 | 9/S, 1/F, 2/T |
| 2 - 3 | 13 | 6/S, 1/F, 1/T, 3/R, 1/Su, 1/Gu |
| 3 - 4 | 11 | 8/S, 2/R, 1/Gu |
| 4 - 5 | 6 | 5/S, 1/F |
| <u>Winter Classes (age group)</u> | | |
| 0 - 1 | 9 | 3/S, 1/F, 1/Gu |
| 1 - 2 | 13 | 10/S, 2/T, 1/R |
| 2 - 3 | 7 | 5/S, 1/T, 1/R |
| 3 - 4 | 10 | 7/S, 1/F, 2/R |
| 4 - 5 | 6 | 5/S, 1/R |
| <u>Spring Classes (age group)</u> | | |
| 0-1 | 8 | 5/S 1/F 1/R 1/Gu |
| 1-2 | 9 | 5/S 1/T 3/R |
| 2-3 | 10 | 6/S 3/T 1/G |
| 3-4 | 9 | 5/S 4/R |
| 4-5 | 5 | 4/S 1/G |

The classes have been interactive, informative and fun for all participants. The enthusiasm of our attendees has been a major factor in the increase number of parents attending. We have found that "word-of-mouth" continues to be the best advertisement for the program. Our numbers for the 2012-

READY! for Kindergarten

READY! for Kindergarten

READY! Report

3/5/2014

Update on READY! for Kindergarten

Currently, the Mondanock School District is finishing the fifth year of the Ready! for Kindergarten program. Kathy Shanks, the Director of Title I, has been invaluable in the implementation (acquiring the grant) and the success of the program in our district. With the establishment of the new Title I Center in the Wilcox Building in 2012, we now have an easily accessible and centrally located wealth of educational information as well as an ideal meeting room available to parents and caregivers of the children in our district. Unfortunately, as a result of the large pine tree falling in July of 2013, the Wilcox Building received severe damage and was not accessible until February of 2014. This made the READY/Title 1 year quite an adventure. Storage of materials as well as access of materials, work space, and temporary work/classroom sites made this year challenging.

As educators for 30 plus years, the instructors, Joanne Hof and Christine Smith see the merit of the program and have found this to be a rewarding experience. As this report will show, the number of participants is increasing and with continued effort we hope to close the readiness gap of future kindergarten students in the district.

What is READY! For Kindergarten?

READY! for Kindergarten harnesses the untapped skills of parents and primary caregivers through a series of 15 parent/caregiver classes. When parents leave these classes, they have the information and tools they need to prepare their child to enter kindergarten primed and eager to learn. The Children's Reading Foundation and the Kennewick (WA) School District developed the program's model based on research documenting the benefits of family-based programs, and the importance of adult-child shared book reading and purposeful play. The New Hampshire Department of Education is committed to fostering the growth of READY! programs and providing local training opportunities for participating districts. We are proud to be one of the first New Hampshire districts to implement these grant funded parent training classes that are **free** to parents.

READY classes are held on Saturday mornings for each age group, birth to five, during the fall, winter and spring. The lessons are presented through a PowerPoint with hands-on activities which allow participants to interact with the high quality tools/toys provided to the families. Parents and caregivers are a child's first teacher and the materials provided make **playing with a purpose** fun! While ARRA (America Reinvestment and Recovery Act) funds were available, we were able to give parents a free, age-appropriate book at each class to promote the most important target of READY, **reading with your child**. It is unfortunate that this added gift to parents will most likely be discontinued if a new funding source is not secured.

As part of the READY program, the Mondanock School District Title I grant funds quality childcare staffed by caring, experienced adults. Children are offered materials and activities which are aligned

Based on parent evaluations, the classes have been interactive, informative and fun for all participants. The enthusiasm of our attendees has been a major factor in the increased number of parents attending. We have found that "word-of-mouth" continues to be the best advertisement for the program. Our numbers for the fall and winter classes increased from 94 in 2013 to 100 in 2014. For the upcoming school year we are proposing a new format. The new format would include two options for class attendance; an evening class or a Saturday morning class. Our intent is to further increase parent attendance through added convenience and possibly resulting in a more effective use of our funding.

As we look at education in the 21st century and the impact of early intervention, we applaud our district for taking the initiative to provide the READY! for Kindergarten program. Since this is our fifth year, we hope we have collected enough data to begin to look at the impact of the program in our district.

Respectfully submitted,

Joanne Hof and Christine Smith

Ready! for Kindergarten Instructors

5-Year Span Free & Reduced for Troy Elementary School

| School | Free and Reduced Rate | | | | |
|------------------------|-----------------------|--------|--------|--------|--------|
| | FY14 | FY13 | FY12 | FY11 | FY10 |
| Troy Elementary School | 46.92% | 45.24% | 40.77% | 46.00% | 40.94% |

6-Year Span Free & Reduced for Troy Elementary School

| School | Free and Reduced Rate | | | | | |
|------------------------|-----------------------|--------|--------|--------|--------|--------|
| | FY15 | FY14 | FY13 | FY12 | FY11 | FY10 |
| Troy Elementary School | 58.33% | 46.92% | 45.24% | 40.77% | 46.00% | 40.94% |

PARA II CERTIFICATION

A decorative border with floral and scrollwork patterns surrounds the text. The patterns include various flowers, leaves, and swirling lines, creating an elegant and inviting frame.

You are invited...

to an informational session
presented by Michelle Couture

Wednesday, March 13, 2013

Wilcox Building in Swanzey

3:45-4:45

Our district is moving toward having all paras highly qualified. This session will provide an overview of what current staff would need to do to obtain Paraeducator II Certification.

Paraeducator II Certification Informational Session

13-Mar-13

| Name | School |
|---|--------------------|
| 1 Donna Bogdzewic <small>Attending April class</small> | Emerson Elementary |
| 2 Deborah Russell | Cutler |
| 3 Louy Domina | Mt. Caesar |
| 4 Karen Peirce | Mt. C. |
| 5 Brenda Bourdeau <small>will attend 1st class in April</small> | Mt. C. |
| 6 J. Lily | Emerson Elementary |
| 7 Laura Kelsey | Emerson Element. |
| 8 Anne Clark | Gilsum |
| 9 Alice Garrahy | G. School |
| 10 JEAN BLAKE | m.R.H.S. |
| 11 Susan Rice | MRHS |
| 12 Elizabeth Whitehouse | MRHS |
| 13 Russell Cloutier | MRMHS |
| 14 LILLIAN SMITH NOVAK | MRHS |
| 15 Barbara Goh | Cutler |
| 16 Judy Holmes | MRHS |
| 17 Paul Gormier-Belletete | MRHS |
| 18 Bethany Dunion | MRHS |
| 19 Kathryn Muehler | MRHS- |
| 20 Kimberly Croteau | Cutler |
| 21 Christine Brown | Cutler |
| 22 Jill Wharton | Emerson |
| 23 Susan Ellsworth | Mt. Caesar |
| 24 Kristina Parker | Emerson |
| 25 Sherri Bennett | Emerson |
| 26 Darlene Tolson | Emerson |
| 27 Sharon Chickering | Emerson |
| 28 Sandra J Foley | Mt. Caesar |
| 29 Rebecca Jarvis | Cutler |
| 30 Melissa Alexander | Mt. Caesar |
| 31 Marika Stuhlsatz | Cutler |
| 32 Amy Ivick | Mt. Caesar |
| 33 Robin Ciaccio | - MRMHS |
| 34 Jane Hall <small>Emerson-Thompson</small> | MRMHS |



Cheryl Dubois Cutter Elementary

Antholette Albert (Toni) Cutter Para (see attached e-mail request to add her to list)

Lisa Fish } Cutter (Joe e-mailed this name to me)

Toni Albert } Cutter

Jenn Burroughs } Cutter

Sharon Chickering } Emmissy e-mailed me with these names
Em to say they were interested.

Sherri Bennett

Deb Chipman } Emerson

Pat Wielosinski Tray (Audrey called + added her name)

HQP Course (Tray stuff)

Beth Richardson

Yvette Redfield

Rose Grasewicz

Darlene Rollins

Deb Hoyt



Kathy Shanks <kshanks@mrds.org>

Fwd: Reminder for Paras - Fwd: Para Educator II Certification invite

1 message

Christine Brown <cbrown@mrds.org>
To: Kathy Shanks <kshanks@mrds.org>

Sat, Mar 16, 2013 at 9:38 PM

Kathy,

4th Para in Mrs Hayward

I'm forwarding the following message meant for you from Anthonette (Toni) Albert.

Christine Brown

----- Forwarded message -----

From: **Anthonette Albert** <talbert@mrds.org>
Date: Fri, Mar 15, 2013 at 6:09 PM
Subject: Re: Reminder for Paras - Fwd: Para Educator II Certification invite
To: Christine Brown <cbrown@mrds.org>

dear Kathy shanks,

please sign me up for the para 2 classes starting april 9,2013. thankyou anthonette albert at cutler school. iam sending this on Friday march 15, 2013.

On Wed, Mar 13, 2013 at 12:49 PM, Christine Brown <cbrown@mrds.org> wrote:

----- Forwarded message -----

From: **Joseph Smith** <jsmith@mrds.org>
Date: Fri, Feb 15, 2013 at 2:42 PM
Subject: Fwd: Para Educator II Certification invite
To: Alan Burke <aburke@mrds.org>, Barbara Kahn <bkahn@mrds.org>

, **Becky Jarvis** <bjarvis@mrds.org>, **Cheryll Dubois** <cdubois@mrds.org>, **Chris Brown** <cbrown@mrds.org>, **Deb Damelio** <ddamelio@mrds.org>, **Deb Russell** <drussell@mrds.org>, **Janet Rua** <jrua@mrds.org>, **Jen Burroughs** <jkburroughs@mrds.org>, **JoAnne Gale** <jgale@mrds.org>, **Joe Smith** <jsmith@mrds.org>, **Karen Perkins** <kperkins@mrds.org>, **Kevin Fisk** <kfisk@mrds.org>, **Kimberly Croteau** <kcroteau@mrds.org>, **Lisa Fish** <lfisk@mrds.org>, **Lisa Fisk** <lfisk@mrds.org>, **Lorenda Clark** <lclark@mrds.org>, **Marika Stuhlsatz** <mstuhlsatz@mrds.org>, **Mary Quinton** <mquinton@mrds.org>, **Michelle Guyette** <mguyette@mrds.org>, **Michelle Minson** <mminson@mrds.org>, **Penny Avery** <pavery@mrds.org>, **Rita Lawrence** <rlawrence@mrds.org>, **Sharon Thomsen** <sthomsen@mrds.org>, **Toni Albert** <talbert@mrds.org>

----- Forwarded message -----

From: **Kathy Shanks** <kshanks@mrds.org>
Date: Fri, Feb 15, 2013 at 2:40 PM
Subject: Para Educator II Certification invite
To: **Melissa Suarez** <msuarez@mrds.org>, **Audrey Salzmman** <asaizmann@mrds.org>, **Betty Tatro** <btatro@mrds.org>, **Joseph Smith** <jsmith@mrds.org>, **Adrienne Noel** <anoel@mrds.org>, **Jed Butterfield** <jbutterfield@mrds.org>
Cc: **Karen Craig** <krcraig@mrds.org>, **Leo Corriveau** <lcorriveau@mrds.org>

11/14
Informational
Mtg.
3:30 Willow



NEA New Hampshire

Shaping the Future, One Student at a Time

Paraeducator II Certification Workshop

The Paraeducator II Certification Workshop consists of a series of six to eight classes which are 2-3 hours in length. The participants will be instructed on how to successfully complete the requirements of a portfolio and pass the formal assessment so that they can become certified as a Paraeducator II.

Class sessions will provide direct instruction in math, writing components, readings from *Bloom's Taxonomy* and lesson planning. All relevant study materials will be provided. The class participants will also have independent reading and writing assignments and are required to observe instruction of mathematics and reading in a classroom. The presenters are committed to helping each participant complete the requirements, and individualized instruction beyond the class time will be available.

Once the portfolio requirements are completed and ready to submit, the State Department of Education's Paraeducator II Assessment of Candidate's Strengths and Professional Development form is used to evaluate the content of the portfolio. The evaluation of the individual portfolio is done by a third party recognized by the New Hampshire Department of Education.

Participants who complete all required class work and pass the formal assessment of the content areas will have a portfolio ready to submit to the State of New Hampshire for a Paraeducator II Certification.

Workshop Cost: \$200

State of New Hampshire portfolio application fee: \$25

Workshop Presenters: Michelle Couture, UniServ Director/NEA-NH Monadnock Region
Jay Tolman, UniServ Director/NEA-NH North Country Region

A minimum of 6 participants is needed to run his program.

Location: Monadnock Region, individual sites TDB

Times and Dates: TDB

For additional information, or to schedule a cohort group for the series of workshops contact:

Rene Brooks, UniServ Secretary
NEA-New Hampshire
9 South Spring St.
Concord, NH 03301
rbrooks@nhnea.org

Invoice

Ellen J. Dokton
9 Pondsides Road
Weare, New Hampshire 03281
603-529-1231 603-491-3164
edokton@gmail.com

Invoice for Paraeducator II Certification Portfolio Review

TO: Kathy Shanks, Title I
Monadnock School District
633 Old Homestead Highway
Swanzey, NH 03446

FROM: Ellen J. Dokton
9 Pondsides Road
Weare, NH 03281
603-529-1231 (H)
603-491-3164 (C)
edokton@gmail.com or edokton@ccsnh.edu

DATE: June 18-July 1, 2013

Portfolios Reviewed and Evaluated @ \$200 each

June 18, 2013

Sharon Thomsen

June 19, 2013

Barbara Kahn

Deborah Russell

June 21, 2013

✓ Beth Richardson

Christine Brown

June 26, 2013

Yvette Redfield

✓ Yvonne Peters

✓ Patricia Wielosinski

July 1, 2013

Catherine Lang (paid by check #344)

✓ Darlene Rollins

Cheryl Demers

*Rose
Charlene*

*To be submitted below
complete*

Total due for current invoice - 11 portfolios = \$2200
- 200 (paid by Catherine Lang)
\$2000

*Thank you
Ellen J. Dokton*

Invoice

Ellen J. Dokton
9 Pondsides Road
Weare, New Hampshire 03281
603-529-1231 603-491-3164
edokton@gmail.com

Invoice for Paraeducator II Certification Portfolio Review

TO: Kathy Shanks, Title I
Monadnock School District
633 Old Homestead Highway
Swanzey, NH 03446

FROM: Ellen J. Dokton
9 Pondsides Road
Weare, NH 03281
603-529-1231 (H)
603-491-3164 (C)
edokton@gmail.com or edokton@ Monadnock.edu

DATE: September 22, 2013

Portfolios Reviewed and Evaluated @ \$200 each

Rose Grasewicz
Sharlene Logan
Kristina L. Parker
Sharon Chickering

Total due for current invoice - 4 portfolios = \$800.00

Monadnock School District
Approved for Payment Date 9.24.13
Signature: Kathleen L. Shanks

Account #: 02-2290-53200-03-40095

Invoice

Ellen J. Dokton
9 Pondsides Road
Weare, New Hampshire 03281
603-529-1231 603-491-3164
edokton@gmail.com

Invoice for Paraeducator II Certification Portfolio Review

TO: Kathy Shanks, Title I
Monadnock School District
633 Old Homestead Highway
Swanzey, NH 03446

FROM: Ellen J. Dokton
9 Pondsides Road
Weare, NH 03281
603-529-1231 (H)
603-491-3164 (C)
edokton@gmail.com or edokton@ccsnh.edu

DATE: September 4, 2013

Portfolios Reviewed and Evaluated @ \$200 each

Heidi Cormier-Belletete
Karen Prince
Jill Wharton
Sharon Boucher

Total due for current invoice - 2 portfolios = \$800.00

2012-13

Monadnock School District:
Approved for Payment Date 9/4/13
Signature: Katherine Shanks
Account #: 02-2200-53200-00-30095

ASSESSMENT OF CANDIDATE'S STRENGTHS AND PROFESSIONAL DEVELOPMENT NEEDS

**For
PARAEDUCATOR - II**

| | | | | | | |
|--|-----|----|---|--|--|--|
| | | h. | Of a range of classroom and behavior management strategies that a teacher might use to create a climate conducive to learning; | | | |
| | | i. | That student learning needs may be assessed in a variety of ways, including, but not limited to, observation, conversation, testing, and analysis of the work of students; | | | |
| | | j. | Of the various approaches to reading, writing, and mathematics that are used in schools. | | | |
| | (7) | | As relating to supporting the classroom environment, the individual shall demonstrate the ability, under supervision of a professional, to: | | | |
| | | a. | Assist in maintaining a safe, healthy learning environment that includes following prescribed policy and procedures; | | | |
| | | b. | Use strategies and techniques for facilitating the integration of individuals with exceptional learning needs into various settings; | | | |
| | | c. | Prepare and organize materials to support teaching and learning; | | | |
| | | d. | Use strategies that promote students independence; | | | |
| | | e. | Function in a manner that demonstrates the ability to use effective problem solving, engage in flexible thinking, employ appropriate conflict management techniques and analyze one's own personal strengths and preferences; | | | |
| | | f. | Use and adapt a variety of developmentally and age appropriate materials and equipment, including assistive technology, to support students' learning; | | | |
| | | g. | Use approaches such as but not limited to, modifying the learning environment, implementing district or building behavior programs and implementing individual behavior plans in order to manage individual student's behavior; | | | |
| | | h. | Use strategies that support students' appropriate social skills; | | | |
| | | i. | Communicate, following instructions and use problem-solving and other skills that will enable the individual to work as an effective member of the instructional team; | | | |
| | | j. | Carry out assessment activities to collect and document objective information about the students' strengths and needs; | | | |
| | | k. | Assist with maintaining student records including using any technology employed by the district; | | | |
| | | l. | Seek help from appropriate sources as necessary; | | | |
| | | m. | Support the instructional choices made for students. | | | |

ASSESSMENT OF CANDIDATE'S STRENGTHS AND PROFESSIONAL DEVELOPMENT NEEDS
For
PARAEDUCATOR - II

| | | | | | |
|-----|----|--|--|--|--|
| | c. | Use tables, graphs, diagrams, and charts to obtain or convey quantitative information; | | | |
| | d. | Choose appropriate techniques to approach mathematical problems; | | | |
| | e. | Use quantitative data to construct logical explanations for real-world situations; | | | |
| | f. | Express mathematical ideas and concepts orally and in writing; | | | |
| | g. | Understanding the role of chance in the occurrence and prediction of events; | | | |
| | h. | Demonstrate how manipulatives can represent mathematical concepts | | | |
| | i. | Extract key elements from a word problem and translate the information into accurate mathematical expressions; | | | |
| | j. | Apply mathematical concepts to real life situations. | | | |
| (5) | | As relating to classroom skills relating to mathematics, the individual shall demonstrate ability to perform the following skills under the supervision of a professional: | | | |
| | a. | Reinforce mathematical skills presented by the teacher; | | | |
| | b. | Help students use manipulatives to express mathematical ideas; | | | |
| | c. | Assist in the review and evaluation of students' work in mathematics; | | | |
| | d. | Use technologies to help students create charts, graphs, and projects that express mathematical concepts and skills; | | | |
| | e. | Use a variety of technologies, including assistive technologies, to help students learn mathematical concepts and skills. | | | |
| (6) | | As relating to supporting the classroom environment, the individual shall demonstrate knowledge: | | | |
| | a. | Of the developmental stages through which children progress from birth to age 21; | | | |
| | b. | That there are various risk factors that might prohibit or impede typical development; | | | |
| | c. | That students have different learning styles; | | | |
| | d. | Of the influence that families have on childhood learning and development; | | | |
| | e. | Of a variety of teaching strategies that teachers may use; | | | |
| | f. | Of the necessity to be sensitive to diversity in cultural heritages, lifestyle, and value systems among children, youth and families; | | | |
| | g. | Of the applicable laws, rules, regulations, and procedural safeguards that must be observed in educational environments; | | | |

ASSESSMENT OF CANDIDATE'S STRENGTHS AND PROFESSIONAL DEVELOPMENT NEEDS

**For
PARAEDUCATOR - II**

| | | | | |
|-----|---|--|--|--|
| (2) | <p>As relating to knowledge of reading and writing, the individual shall demonstrate competency at a level equivalent to the second year of college. Texts and materials used for reading and writing competency must be comparable to those used in post secondary education. The individual shall demonstrate ability to:</p> | | | |
| a. | Read and comprehend passages written in English; | | | |
| b. | Identify key elements in a written passage; | | | |
| c. | Use standard spoken English appropriately; | | | |
| d. | Communicate thoughts, ideas, information, and messages in writing; | | | |
| e. | Use language, style, organization, and format appropriate to the subject matter, purpose, and audience; | | | |
| f. | Check, edit, and revise for correct information, appropriate emphasis, form, grammar, spelling, usage, and punctuation; | | | |
| g. | Retrieve information from print and electronic resources. | | | |
| (3) | <p>As relating to classroom skills relating to reading writing, the individual shall demonstrate ability to:</p> | | | |
| a. | Assist students to use study skill strategies; | | | |
| b. | Read aloud to children using appropriate phrasing and inflection; | | | |
| c. | Help students explore literature as a source for understanding their own experience and those of others; | | | |
| d. | Reinforce reading skills in small groups or one-on-one settings; | | | |
| e. | Use a variety of technologies, including assistive technologies, to help students develop reading, writing, and learning skills; | | | |
| f. | Use several strategies to reinforce the learning of word study skills, including phonemic awareness, phonics, structures, vocabulary, context, and spelling. | | | |
| (4) | <p>As relating to knowledge of mathematics, the individual shall demonstrate competency at a level equivalent to the second year of college. Texts and materials used for mathematics competency must be comparable to those used in post secondary education. The individual shall demonstrate ability to:</p> | | | |
| a. | Perform computations using addition, subtraction, multiplication, and division; | | | |
| b. | Demonstrate the ability to estimate mathematical results; | | | |

ASSESSMENT OF CANDIDATE'S STRENGTHS AND PROFESSIONAL DEVELOPMENT NEEDS

**For
PARAEDUCATOR - II**

New Hampshire's PARAEDUCATOR – II certification meets the requirements for paraprofessionals with instructional duties identified in Title I, as amended by the *No Child Left Behind Act (2001)* [section 1119 (c) (1) (C)]. *NCLB* includes higher standards in order to ensure that students who need the most help are taught by highly qualified teachers and paraprofessionals. Competencies outlined in (b)(2), (b)(3), (b)(4) and (b)(5) are designed to be identical to Option C of NCLB. The rubric below ensures that candidates meet the same rigorous standards detailed in *NCLB*.

Ed 504.05 CERTIFICATION AS A PARAEDUCATOR - II. The following shall apply to the position of Paraeducator – II:

| <i>COMPETENCY</i> | | <i>ASSESSMENT</i> | <i>Met</i> | <i>Not Met</i> |
|-------------------|--|---|------------|----------------|
| (a) | To be certified as a Paraeducator, an individual shall meet the following entry level requirements relative to education and experience: | | | |
| | (1) | Possess a high school degree or GED equivalent; and | | |
| | (2) | Meet one of the following requirements: | | |
| | a. | Demonstrate a knowledge of and ability to assist in the instruction of reading, writing, or mathematics or reading readiness, writing readiness, or math readiness, as evidenced by a formal assessment managed by the department and administered by the department or the local district. | | |
| (b) | Qualifications for a paraeducator shall include the following skills, competencies and knowledge | | | |
| | (1) | As relating to professionalism, the individual shall demonstrate ability for or knowledge of: | | |
| | a. | Appropriate social interactions in various group settings; | | |
| | b. | Participation in ongoing professional development and self-evaluation and application of constructive feedback; | | |
| | c. | A clear understanding of professional ethics, including the need to maintain confidentiality of information regarding students, staff, and families, and the legal rights and responsibilities of school staff and students; | | |
| | d. | Reflection on the effects of his or her choices and actions on students, parents, and others in the community; | | |
| | e. | Following the health and safety protocols and practices established by a school district. | | |

MISCELLANEOUS
NOTES & CORRESPONDENCE



Kathy Shanks <kshanks@mrsd.org>

para class planning

2 messages

Kathy Shanks <kshanks@mrsd.org>
To: bernard.keenan@granite.edu

Tue, Oct 23, 2012 at 9:50 AM

Hi Bernad,

I was so glad to have the opportunity to talk with Steve at the conference yesterday and get your contact information. He has been very helpful in helping me to understand the process. One correction I need to make from his introductory notes is that I am the Title I Project Manager for the Monadnock Regional School District, SAU 93. Keene is SAU 29 and our neighbor.

A little bit about us...Monadnock is a District in Need of Improvement and have four elementary schools that are currently running Target Assist School programs. All four schools of them qualify for Schoolwide programs. All four principals are interested in making this their planning year to transition to Schoolwide. That means that we have paras who will need to become HQP. I would like very much to talk with you as soon as possible to make arrangements for assessing our current needs and setting up class dates. Please contact me at 357-0400 or the e-mail below so we can discuss the appropriate next steps. I look forward to talking with you.
Kathy

--

Katherine L. Shanks

Monadnock Title I Project Manager / Homeless Liaison
SAU #93
633 Old Homestead Highway, Swanzey, NH 03446
p. 603.357.0400 f. 603.357.3882
www.mrsd.org/title1
kshanks@mrsd.org

Keenan, Bernard <bernard.keenan@granite.edu>
To: Kathy Shanks <kshanks@mrsd.org>
Cc: "lilylisky@ncia.net" <lilylisky@ncia.net>

Mon, Dec 10, 2012 at 9:57 AM

Hi Kathy,

Just thought I would reconnect to see if indeed your Para Educators were progressing with the documentation for Para II certification.

Again, I am available if you would like some assistance

Please contact me at my new email

Center for Learning

lilysky@ncia.net

Enjoy the Holiday season

Barney

From: Kathy Shanks [mailto:kshanks@mrsd.org]

Sent: Tuesday, October 23, 2012 9:51 AM

To: Keenan, Bernard

Subject: para class planning

[Quoted text hidden]



Kathy Shanks <kshanks@mrsd.org>

Title I

1 message

Karen Craig <kcraig@mrsd.org>

Fri, Nov 9, 2012 at 1:48 PM

To: A-team <ateam@mrsd.org>

Hi all,

I know Kathy and several elementary principals are speaking about the possibility of "whole school" Title I for next year. I have been part of some of these conversations. I want to be totally transparent and let you all know that no decisions have been made yet...and that we are really looking at where/how the money will be allocated next year. We are looking at the data and trying to see if the early intervention model we've been using for years has resulted in kids becoming proficient; we question that. Once we have that data, we will be better able to determine next steps. Several of our SINI schools, who have been SINI schools for years, do not now receive any Title I services, and we are looking hard at this...and thinking about reallocation of resources so that our most needy schools (achievement wise), receive the limited resources we have.

Kathy and I just met and we want to be sure you all know that while you may be looking into "whole school" model, nothing is firm yet.

Please ask if you have questions,

Karen

--

Karen M. Craig, Assistant Superintendent

SAU #93

600 Old Homestead Highway

Swanzey, NH 03446

603-352-6955 x6959

*- To create a professional learning community, focus on learning rather than teaching,
work collaboratively, and hold yourself accountable for results. -*



Kathy Shanks < kshanks@mrsd.org >

SW questions

5 messages

Kathy Shanks < kshanks@mrsd.org >

Wed, Jan 9, 2013 at 2:56 PM

To: "Arigo, Mary-Ellen" <Mary-Ellen.Arigo@doe.nh.gov>

Hi Mary-Ellen,
Happy New Year to you. 2013 is official!

The Troy Elementary principal, Audrey Salzman and I met today to plan a staff meeting next week where we are going to share more information about becoming a School Wide School. She discussed it briefly with them prior to the holiday and we are ready for next steps. After a phone conference with Elaine Arbour, which was very helpful, we have outlined a few staff activities to help the group better understand SW and to help them feel knowledgeable enough to vote about moving in that direction or maintaining their TAS status. They will be working with the required SWP Components and comparing those to the SINI and DINI plans that are currently in place. We're providing each building PLC team with a copy of the SW plan from Elaine's Bluff School so they can review a sample and ask questions. They have been asked to get their questions to us by Feb 6 so we can respond and hold an all staff vote on Feb 20th. If 80% want to move forward I will begin writing the plan and we'll meet with paras to see how many will elect to take the course option, how many already qualify for HQP and how many will put together a portfolio. It is most likely that a course will be scheduled to happen toward the end of the school year or even in July. It is our hope that all will be HQP by the start of school. The problem is that employee agreements are issues in late May and we will need to know who is HQP in order to offer them agreements for the 2013-2014 school year. Our question is this... If this is our planning year do all paras have to be HQP by May 2013 or can some of them be in the process of taking the course, awaiting a test date or completing hours for a portfolio when school starts? If all paras are not HQP do we have to put off SW status until 2014-2015?

Katherine L. Shanks

Monadnock Title I Project Manager / Homeless Liaison

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kshanks@mrsd.org

Arigo, Mary-Ellen < Mary-Ellen.Arigo@doe.nh.gov >

Wed, Jan 9, 2013 at 3:51 PM

To: Kathy Shanks <kshanks@mrsd.org>

Hi Kathy,

Sounds like a great plan. May 2013 is not a date for me. It may be a district decision. To operate as a Title I Schoolwide school, every para must meet the HQP requirements on the first

day of school. Or whatever your start date is on the application. Whichever comes first. If all of the paras do not meet the HQP requirement at the start of the school year then you must put off going schoolwide for another year. I'm thinking you can do it for 2013-14!
Hop you had a great holiday. Happy New Year to you as well, Mary-Ellen

From: Kathy Shanks [mailto:kshanks@mrsd.org]
Sent: Wednesday, January 09, 2013 2:57 PM
To: Arigo, Mary-Ellen
Subject: SW questions

[Quoted text hidden]

Kathy Shanks< kshanks@mrsd.org>
To: "Arigo, Mary-Ellen" <Mary-Ellen.Arigo@doe.nh.gov>

Wed, Jan 9, 2013 at 4:32 PM

Mary Ellen,
You are fast. Thanks for this clarification. We will still try for getting Troy School approved for the 2012-2014 school year. I'm waiting to hear from KSC and Rivier regarding possible para training classes.

[Quoted text hidden]

Arigo, Mary-Ellen< Mary-Ellen.Arigo@doe.nh.gov>
To: Kathy Shanks <kshanks@mrsd.org>

Thu, Jan 10, 2013 at 7:57 AM

Sounds good and I'm thinking you mean SY 2013-2014 for Troy

From: Kathy Shanks [mailto:kshanks@mrsd.org]
Sent: Wednesday, January 09, 2013 4:33 PM
To: Arigo, Mary-Ellen
Subject: Re: SW questions

[Quoted text hidden]

Kathy Shanks< kshanks@mrsd.org>
To: "Arigo, Mary-Ellen" <Mary-Ellen.Arigo@doe.nh.gov>

Thu, Jan 10, 2013 at 10:12 AM

Yes, I did mean SY 2013-2014. We'll just keep plugging away at this and hope we're successful.
Kathy

[Quoted text hidden]



Kathy Shanks <kshanks@mrsd.org>

Para question

2 messages

Beverly Straneva <bstraneva@gmail.com>

Tue, Jan 15, 2013 at 10:50 AM

To: Kathy Shanks <KShanks@mrsd.org>

Hi Kathy,

I got your message about your parent training, and we would be very happy to talk.

I responded earlier and just got a bounce back this morning so I am sorry this is late.

We have a faculty member at Keene State who has done numerous para trainings. I have asked her if she would be interested. When I she gets back to me you and I will talk.

Bev

Sent from my iPad

Kathy Shanks <kshanks@mrsd.org>

Tue, Jan 15, 2013 at 2:43 PM

To: Beverly Straneva <bstraneva@gmail.com>

Hi Bev,

That's great. I'll look forward to talking with you about the particulars. Please ignore the last voice mail that I left you today prior to seeing this reply.

Do you think it would be possible to set something up for spring and extend it into the summer if necessary in order to allow the paras who participate to complete the course prior to the start of the 2013 school year? If at all possible it would be great to have the course completed by July 15th. Give me a call 357-0400 when she gets back to you. I expect we'll have about 9 participants with a the possibility of about 10 more if we open it up to other schools in our district beyond Troy Elementary. Thanks for the reply. Looking forward to talking with you.

Kathy

[Quoted text hidden]

--

Katherine L. Shanks

Monadnock Title I Project Manager / Homeless Liaison

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p. 603.357.0400 f. 603.357.3882

www.mrsd.org/title1

kshanks@mrsd.org

Troy Staff Meeting
January 16, 2013

Audrey will open meeting with Building Nitty Gritty and overview of Schoolwide
Kathy will give brief overview of what a Title I School Wide program involves:

Schoolwide is new to me. Our district has always had TAS schools and until around 2005, we didn't have any schools in the district that had 40% or more of their students receiving F&R lunch. Now all of our schools

Elementary schools are at 40% poverty or higher. Gilsum (52.63%) and Troy (45.24%)

- all children would qualify for supplemental help instead of just a small caseload
- less testing because we would no longer have to determine a set caseload to serve
- more flexibility for staff providing intervention through RTI *and for assisting with frequent progress monitoring*
- paras receive additional training to meet HQP requirements
- PD can be for all staff to help implement schoolwide program changes
- All of you, as a staff, need to vote and agree that you want to support this change, otherwise the plan will not be approved by the state depart and Troy would remain a Target Asssist School.

From all that we have read and learned through meetings with the state, everything ^{related to SW} this supports what you are already doing in your restructuring plan. So.....back to Audrey for an activity to explore the possibility of having Troy become SW.

Audrey will *explain*
Separate into groups for 20 min.
Share out findings
Troy's history of percentage rates:

↓ The biggest differences are:
- More qualified paras
- More flexibility to provide RTI intervention
- More consistency with efforts to ensure all students learn the common core state standards

| F & R | School Year | Enrollment |
|--------|-------------|------------|
| 45.24% | 2011-12 | 126 |
| 40.77% | 2010-11 | 130 |
| 46.00% | 2009-10 | 150 |

Had 40% 2004-05 approx.

37.34% 2002-03 158

To help everyone understand the process...

* Provide each PLC with a copy of Batt Elementary's SWP, to review as a sample and submit questions to us as needed
Submit questions by Feb 1st
Q & A from Staff

Future dates:

Jan 30th 8:00 a.m. para meeting in Troy

Feb staff meeting all staff including paras, vote to see if they will go School Wide

Q&A for Mary Ellen Arigo – DOE Schoolwide consultant

- All paras need to be HQP by the time school opens as a SWP.
- We need to complete a PARAEDUCATOR-II form from web site for each building para. The

course at KSC to incorporate that in some way, at least the competencies outlined in b2,3,4 & 5.
-Spring KSC course can be scheduled if the staff decides that they want to be a SWP

Agencies in Bluff Ele. SW plan

ITM - Instructional Team Meeting



Kathy Shanks <kshanks@mrsd.org>

para educator class

1 message

Kathy Shanks <kshanks@mrsd.org>

Tue, Jan 22, 2013 at 2:26 PM

To: Audrey Salzmann <asalzmnn@mrsd.org>

Cc: Karen Craig <kcraig@mrsd.org>

Hi Audrey,

Great morning workshop. People were "a-buzzin"!

I think I finally have a better handle on the paraeducator certification II plan and things are starting to fall together. I spoke to Michell Couture this afternoon. She is a UniServ Director/NEA-NH and has time to teach the para class sessions for us this spring at Troy School if the staff votes to move forward. Michelle does not charge for the actual teaching of the class, but there is \$250.00 correcting fee and a \$25.00 portfolio fee per participant that could be covered through a combination of Para PD money and Title I PD money. She also said she could come to speak to the paras and dispel fear by explaining the expectations of the para II certification process and answering questions they may have prior to the vote.

I asked her if she could come to the Jan 30th meeting but unfortunately she was booked. She could however, be available the day before, Jan 29th in the afternoon anytime after 12:00. Is there any chance that you could switch that meeting date and time for the paras? I told Michell I would check with you and let her know if there is any time during that afternoon that might work. I realize it's hard when paras are needed for kids and coverage of all kinds but it doesn't hurt to ask.

Kathy

-

Katherine L. Shanks

Monadnock Title I Project Manager / Homeless Liaison

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Kathy Shanks <kshanks@mrsd.org>

Para II cert update

4 messages

Kathy Shanks <kshanks@mrsd.org>

Mon, Mar 18, 2013 at 2:09 PM

To: Jed Butterfield <jbutterfield@mrsd.org>, Betty Tatro <btatro@mrsd.org>, Adrienne Noel <anoel@mrsd.org>, Audrey Salzmann <asalzmnn@mrsd.org>, Melissa Suarez <msuarez@mrsd.org>, Joseph Smith <jsmith@mrsd.org>
Cc: Karen Craig <kcraig@mrsd.org>, Leo Corriveau <lcorriveau@mrsd.org>, Michelle Couture <mcouture@nhnea.org>

Hi All,

I wanted to let everyone know that the Para II certification meeting held last Wednesday at Wilcox was very well attended (36 paras). There was literally standing room only. Michelle Couture did a great job providing them with an overview of what it involved to become a certified para. As a result, 18 of the 36 who attended have decided to participate in the classes that Michelle will offer beginning on April 9th. The following paras have signed up:

Troy (5)

Beth Richardson
Yvette Redfield
Rose Grasewicz
Darlene Rollins
Deb Hoyt

Mt. Caesar (4)

Lois Domina
Brenda Rouleau
Karen Prince
Susan Ellsworth

Emerson (3)

Donna Bogdzewic
Jill Wharton
Darlene Olsen

Cutler (7)

Deborah Russell
Barbara Kahn
Kimberly Croteau
Christine Brown
Sharon Thomsen
Cheryll Dubois
Toni Albert

MRHS (4)

Jody Holmes
Heidi Cormier-Belletete
Bethany Guion
Jane Hall

The first three classes are scheduled for April 9, 16 and 30th at Troy School in the computer lab. Michelle said the first meeting will be 4:00 to 7:00. The remaining class times will vary based on need.

Thanks to all of you for being sure that the paras in your building were aware of the training.

--
Katherine L. Shanks

Monadnock Title I Project Manager / Homeless Liaison

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633 Old Homestead Highway, Swanzey, NH 03446

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kshanks@mrsd.org

Joseph Smith <jsmith@mrsd.org>
To: Kathy Shanks <kshanks@mrsd.org>

Mon, Mar 18, 2013 at 2:15 PM

Please add lisa fish from cutler

[Quoted text hidden]

Kathy Shanks <kshanks@mrsd.org>
To: Joseph Smith <jsmith@mrsd.org>

Mon, Mar 18, 2013 at 2:22 PM

Will do

K

[Quoted text hidden]

Melissa Suarez <msuarez@mrsd.org>
To: Kathy Shanks <kshanks@mrsd.org>

Wed, Mar 20, 2013 at 12:20 PM

Hi Kathy,

Thank you for sharing this info. I have heard from a few staff members that were not on the list below, that they are planning to get the certification as well. Sharon Chickering told me she has Para I cert and is planning on doing the Para II. There are a few others like Sherri Bennett and Deb Chipman that I think plan to get the cert as well. Could it be that they only need to do a portfolio and not the classes?? Maybe we can put this on the next ateam agenda so that we're all clear. Thank you so much for taking the lead on this. It certainly looks like we have many folks signed up.

Missy

[Quoted text hidden]

--

Melissa D. Suarez, Principal
Dr. George S. Emerson School
27 Rhododendron Rd.
Fitzwilliam, NH 03447
603-585-6611
603-585-9287 (fax)



Kathy Shanks < kshanks@mrsd.org >

more interest in certification class

5 messages

Betty Tatro < btatro@mrsd.org >
To: Kathy Shanks < kshanks@mrsd.org >

Fri, Mar 22, 2013 at 3:39 PM

Hi Kathy,
I have three more people interested in taking the HQT course for paras!
Becky Klotzbier, Stephanie Alexander, Jamie Jayne-Chandler
Take care,
Betty

Kathy Shanks < kshanks@mrsd.org >
To: Betty Tatro < btatro@mrsd.org >
Cc: Michelle Couture < mcouture@nhnea.org >

Fri, Mar 22, 2013 at 4:08 PM

Hi Betty,
I'm going to add these three to the list for the HQP Para II certification class and check in with Michelle Couture to be sure she can handle a class this size. We are at 31 and this makes 34. I'm planning to run another session of classes early this summer so we might need to break this large group into two smaller ones. There has been more interest than I ever expected, which is great. I'll update the A-Team on the max class size once I hear back from Michelle.

Kathy
[Quoted text hidden]
--

Katherine L. Shanks
Monadnock Title I Project Manager / Homeless Liaison
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kshanks@mrsd.org

① 1st. meeting - everyone attends
② Split then based on need
60 Total
A 30 B 30

MCouture@nhnea.org < MCouture@nhnea.org >
To: kshanks@mrsd.org

Fri, Mar 22, 2013 at 5:26 PM

I can take them, and let's cap at 35. If, however, the interest grows, we might consider adding a second training to run concurrent and splitting the group into two sections. Do we have a location large enough?
Michelle

[Quoted text hidden]
www.mrsd.org/title1 <http://www.mrsd.org/title1>
kshanks@mrsd.org <mailto:kshanks@mrsd.org>

Call Michelle about
day two sessions. Ask
what cap size is for
two?
cell # 303-4938
Ext 706

Only the individual sender is responsible for the content of the message, and the message does not necessarily reflect the position or policy of the National Education Association or its affiliates.

Kathy Shanks < kshanks@mrsd.org >
To: MCouture@nhnea.org

Sat, Mar 23, 2013 at 12:41 PM

send Draft to Lori Brown

Michelle,

Audrey, Troy's principal said the lab is large enough. I agree with capping a t 35 and adding a second training if needed. I'll keep you posted and thanks. You're a very brave woman taking on a group of 35,....YIKES! I suspect that the group actually attending after the initial meeting will be less.
Kathy

[Quoted text hidden]
kshanks@mrzd.org

Betty Tatro< btatro@mrzd.org >
To: Kathy Shanks <kshanks@mrzd.org>

Sun, Mar 24, 2013 at 4:48 PM

Hi Kathy,
Thanks for getting back to me. I am very pleased with the response.
Take care,
Betty

[Quoted text hidden]



Kathy Shanks <kshanks@mrsd.org>

Fwd:

1 message

Melissa Suarez <msuarez@mrsd.org>
To: Kathy Shanks <kshanks@mrsd.org>

Wed, Mar 27, 2013 at 11:07 AM

I figured I would send this along to you even though I think you may already have their names.
M

----- Forwarded message -----

From: **Jill Wharton**
Date: Thursday, March 21, 2013
Subject:
To: Melissa Suarez <msuarez@mrsd.org>

O.K I think I got to everyone on this..These are the ones that will be doing the class.Donna, Sharon B, Sharon C, Nancy,Tina, Jill, Deb C and ,Darlene. . Irene,Sherri,Laura and Jim have credits just need to fill out form. also I was asked if Paras' could start having meetings again once a month .Thinking using that time for webinars or anything that would get us some of our time that is needed..Does this make sense??
thanks Jill

--

Melissa D. Suarez, Principal
Dr. George S. Emerson School
27 Rhododendron Rd.
Fitzwilliam, NH 03447
603-585-6611
603-585-9287 (fax)

*Call Missy about
this to be sure I'm
clear.*



Para Cert. classes

Deborah Chipman <dchipman@mrsd.org>

Mon, Apr 8, 2013 at 8:14 AM

To: Kathy Shanks <KShanks@mrsd.org>

Hi Kathy,

I spoke with you here at Emerson on Feb. 22nd about the para cert. I was unable to attend the meeting in March, tho I still thought I might want to participate in the classes. I told Jill Wharton to put me on the list.

If you remember I had fallen on the playground. I was out of work for a month and have been back half days for 2 and a half weeks. I have a concussion and am still having some issues. This is not a good time for me to start a big project. Working is a huge challenge for me as I am slow to process sometimes and it is difficult to read for long periods of time.

It was difficult to make this decision. I don't do it lightly.

Thanks for your encouragement and help. Please let Michele Couture know I won't be pursuing the cert. at this time.

Debby

—
Deborah A. Chipman
Librarian
Emerson Elementary School
27 Rhododendron Rd.
Fitzwilliam, NH 03447

603 585-2260 ext. 227
FAX 603 585-9287

Kathy Shanks <kshanks@mrsd.org>

Mon, Apr 8, 2013 at 4:14 PM

To: Deborah Chipman <dchipman@mrsd.org>

Hi Debby,

I understand completely. I will be sure to let Michelle know. It's great to know that you are back half days. This much all be so scary for you. concussions are like that and you need to try to be patient and let yourself have time to heal.

[Quoted text hidden]

—
Katherine L. Shanks

Monadnock Title I Project Manager / Homeless Liaison
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kshanks@mrsd.org



Kathy Shanks <kshanks@mrsd.org>

HQP

1 message

Audrey Salzmann <asalzmnn@mrsd.org>

Thu, Aug 29, 2013 at 12:54 PM

To: Troy Kennett <tkennett@mrsd.org>, Kathy Shanks <kshanks@mrsd.org>

Just want to update you that I have submitted portfolios for all but one of my paras at this point. She (Sharon Chickering) assured me last week that she had one more thing to do and would get it done right away. Spoke with her today, she has still not completed it and does not believe that she will be able to do so tonight. She is going away for the weekend and will not get it done over the weekend either.

I am really bummed because we are going to have to give up the Schoolwide option unless the State is willing to give us an extension or another plan can be developed.

Thoughts?

--

Audrey H. Salzmnn
Troy Elementary Principal
44 School St.
Troy, NH 03465
603-242-7741
asalzmnn@mrsd.org

The future is not some place we're going to, but a place we are creating.
The paths to it are not found, they are made. -Jane Garvey



New England Comprehensive Assistance Center

at Education Development Center, Inc.

OPPORTUNITIES FOR SCHOOLWIDE IMPROVEMENT An Overview of the Title I Schoolwide Program Option

WHAT IS A SCHOOLWIDE TITLE I PROGRAM?

A Schoolwide Title I Program allows schools the flexibility to combine Title I funds with other federal, state, and local funds to raise the academic achievement of all the students in the school, rather than focusing on certain students targeted for Title I programs and assistance. In a schoolwide program, the Title I funds are used for a schoolwide reform strategy that increases the amount and quality of learning time and provides an enriched and accelerated curriculum for all children in the school.

Schools that choose the schoolwide program option must prepare a plan that will enable all students to reach high standards of achievement.

WHAT IS THE PURPOSE OF THE SCHOOLWIDE PROGRAM OPTION?

Title I has traditionally offered remedial instruction and, during its history, has helped academically disadvantaged students make gains in basic skills. However, young people now need higher level skills to become productive members of an increasingly complex and technological society. The gap in achievement between academically disadvantaged students and other young Americans is getting wider when students' ability to reason, analyze, and communicate effectively is measured. A new approach is needed to help Title I children apply their learning to exciting and intellectually demanding projects, not just learning low-level basic skills.

HOW IS A SCHOOLWIDE PROGRAM DIFFERENT FROM A "TARGETED ASSISTANCE" PROGRAM?

A school with a "targeted assistance" program will select those students who are failing or are most at risk of failing to meet their state's performance standards. These selected students will receive Title I services, rather than all the children in the school receiving services.

Under a schoolwide program, the school does not have to identify a caseload of children eligible for services and does not have to show that funds are paying for additional services for these children.

Becoming a Schoolwide Title I program provides flexibility in the use of federal funds. However, there are certain requirements that cannot be waived including those regulations concerning Health, Civil Rights, Parental Participation, Maintenance of Effort, Non-supplant, Safety, Gender Equity, Private School Participation, Comparability, and Distribution (allocation of funds to LEA's).

There used to be extra \$ for schoolwide schools - there is no more.

are reading groups considered significant

Mary Ellen suggested
45 min. & { Dame School Council Ed Barwell Gr. 1+2 Call Mary Ellen before visiting

Partners: Learning Innovations, Council of Chief State School Officers, The Urban Institute
Funded by: U.S. Department of Education

Education Development Center, Inc., 55 Chapel Street, Newton, MA 02458-1060

TEL: 617-552-0226 FAX: 617-965-6325 e-mail: comcenter@edc.org

WWW: <http://www.edc.org/NECAQ/>

*Sullivan's
4-22-76*

**HOW DO WE KNOW
IF OUR SCHOOL IS
ELIGIBLE FOR A
SCHOOLWIDE PROGRAM?**

Schools in which 40 percent or more of the children enrolled in the school or residing in the school attendance area are from low-income families are eligible for a schoolwide program. Schools which do not meet this requirement usually may request a waiver.

**IF WE CHOOSE TO HAVE A
SCHOOLWIDE PROGRAM,
CAN WE STILL GIVE
EXTRA SERVICE TO
CERTAIN CHILDREN OR
DO ALL THE CHILDREN IN
THE SCHOOL HAVE TO
RECEIVE EQUAL
SERVICES?**

Part of the schoolwide plan can be to provide extra help for students who need assistance in mastering the new, rigorous curriculum. All students do not have to receive equal services. The schoolwide plan addresses the needs of all children, but ensures that the needs of targeted populations are met within the program. For example, the school may provide a rigorous literacy program for all students and those children who are not meeting the standards may be put into a "Reading Recovery" program and receive intensive instruction.

**WHAT CAN WE USE
THE FUNDS FOR?
WHAT IS ALLOWABLE?**

Schools with schoolwide programs make decisions about funding based upon their school plan to enable all children to meet high standards. Funds may be used for endeavors to:

*What would
this look like?*

Enrich and accelerate the curriculum to provide opportunities for all students to meet proficient and advanced levels of performance on state standards. *- through purchase of materials?
- in class and support? General aid*

- Provide effective and timely assistance for students who experience difficulty in mastering the state's standards during the school year.
- Support professional development and regular collaboration among teachers, administrators, support staff and parents. *- pay for workshops, training*
- Encourage new ways of teaching that increase the amount and quality of learning time.
- Develop and use new forms of assessment.
- Increase parental involvement.

**C*

Assist preschool children in transition from Early Ed Programs to local elementary school programs. *offer a pre school option*

All children, including those with disabilities, those with limited English proficiency, and migrant children, can receive services.

So your coded students could receive services.

**UNDER A SCHOOLWIDE
PROGRAM, WHAT
CHILDREN CAN
GET SERVICES?**



AN OVERVIEW OF THE TITLE I SCHOOLWIDE PROGRAM OPTIONS

WHAT ARE THE STEPS TO DEVELOP A SCHOOLWIDE PLAN?

1. Orient the entire staff to changes in Title I legislation and its implication for the school community. This will give teachers the opportunity to understand the focus of Title I as well as the knowledge needed for them to decide whether to be involved on the local planning team.
2. Convene a planning team which has broad representation from the school community, including parents. A school can use an existing comprehensive school plan to satisfy the Title I planning requirements if all the required schoolwide components listed below are part of the comprehensive plan.
 - ✓ a needs assessment based on your state's content and performance standards *dig into data*
 - a clear explanation of the reform strategies to be used
 - a plan of assessment to measure the impact of the reform strategies chosen *(not just the NECAP, you need to include others like MAP)*
 - a plan to ensure that instruction is delivered by highly qualified professional staff *(you)*
 - a plan to provide effective and timely assistance for students who experience difficulty mastering the state's standards during the school year
 - a professional development plan *Can approved master plan is in place)*
 - strategies to increase parental involvement
 - strategies to assist preschool children in transition from Early Ed Programs to local elementary school programs
3. Conduct a needs assessment if the planning team is developing a comprehensive plan for the first time.
4. Analyze the information and reflect on what you learn about the school by looking for patterns in the data, focusing on the implications and behaviors that the school can control, and focusing on teaching and learning for both staff and students.
5. Consider the resources. What funding, professional development, services, additional time, and other support is necessary to enable all students to achieve high standards?
6. Develop an action plan which addresses all the components of a schoolwide program listed in #2 above. The plan will include statements of desired outcomes, roles and responsibilities of staff and parents, professional development needed, organizational change needed, a timeline, and budget considerations.

Ask Dave, does a comprehensive school plan already exist.

Title I's current thrust:

- Support literacy learning
- written expression is low
- vocabulary for curriculum understanding
- model for parents how to assist w/ learning at home

Current needs:

- Constructive response items low
- open ended responses
- terminology



WHILE DEVELOPING OUR SCHOOLWIDE PLAN, WHAT SHOULD WE KEEP IN MIND?

- The plan must be developed in coordination with other important programs in the school. It is a comprehensive plan.
incorporate 21st Century After School Program efforts
- A school wide plan can remain in effect for the duration of the school's participation under Title I.
- A school can maintain its schoolwide eligibility even if it drops below the initial poverty threshold in subsequent years.
- The schoolwide plan includes a list of all State, LEA, and Federal programs that will be included in the schoolwide program.
- The schoolwide plan describes how it will provide individual assessment results to parents.
- It is the school's decision whether it will or will not choose the schoolwide program option.

Suburban per pupil cost is more than twice that of our largest K-3 elementary already.

Although schools do not receive additional funds in the targeting and ranking procedure for being a schoolwide program, higher per pupil amounts can be allocated to higher poverty schools. This additional funding could support more comprehensive school reform.

- Schoolwide programs will have priority access to resources provided through the Statewide System of Support.
- Reduction in class size is the only evidence of change
- Only federal funds are being used to affect change
- An LEA requires a school to conduct a schoolwide program or prevents a school from conducting a schoolwide program, contrary to the schools' desire
- Before providing additional assistance, a school requires certain children to be identified as eligible to receive such assistance

SCHOOLWIDE PROGRAMS MAY BE IMPROPERLY DESIGNED IF:



Nov. 7, 2007

Sp/Ed kids in Title I is OK as long as you/the school must plan for the child's IEP without Title I in mind

Lyndal campus is - for some same or less % of school % of sp/ed

(48) 1st grade has - 15 June 1
2nd grade has - 16 June 3
3rd grade has - 17 June 4

TAS/SW Campuses

Comp. Schol. Reform - all children can be served

- dig deep into schools scores to determine how to achieve high scores for all students
- think about what your ideal program look like?
- we would no longer do the selection process, we could service all the children
- Who ever needs the service gets the service

It needs to be really clear that Title I dollars need to be spent appropriately.

- 11

One disadvantage to Suller - in future,

Mary Ellen stated that we should be doing a ^{second order} ~~second~~ change if moving from a TAS to a Schol. I.

Second Order Change - see last pg of green sheets

WHY CONSIDER IMPEMENTING A SCHOOLWIDE PROGRAM?

- Research states that poverty is one of the six major factors contributing to a student's risk of failure. Schools with high concentrations of low-income families need to have the latitude to create and implement flexible and effective strategies for assisting all students in meeting high standards. To do this, schools need to be able to use resources flexibly, concentrating resources from multiple sources on their greatest needs.

Ask staff what their greatest needs are.

- Schoolwide programs respond to a solid research base about what makes schools work for disadvantaged students. Repeated findings show that:

- All children's performance is negatively affected in schools with high concentrations of poverty
- ? ○ For the lowest achieving students in the highest poverty schools to meet high standards of performance, their entire instructional program, not just a separate Title I program, must be substantially improved **What would that look like?*
- Educators in highly successful schools expect high academic achievement from every child
- When an entire school is the target of change, schools serving the most disadvantaged youth can achieve success.

*- Reading Room
- Pre-School Prog*

- Schoolwides provide an opportunity to "upgrade the entire educational program in a school"; to create "a comprehensive plan for reforming the total instructional program in the school."
- Schoolwide schools are not required to identify children under this part as eligible to participate in the Title I programs or to provide supplemental services to such children.
- Once a school is identified as a Title I Schoolwide Program, it remains a Schoolwide even if its percent of low-income families/students later falls below the established 40% criterion.
- Teachers in Schoolwide Programs are involved in decisions regarding the use of assessments.
- Accountability is the same for Schoolwide Programs as for Targeted Assistance School Programs.

COMPONENTS OF A TITLE I SCHOOLWIDE SCHOOL

1. A comprehensive needs assessment of the entire school based on state content and performance standards.
2. Schoolwide reform strategies that:
 - Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement;
 - Use effective methods and instructional strategies that are based on scientifically based research
 - Increase the amount and quality of learning time
 - Provide enriched and accelerated curriculum strategies for meeting the educational needs of historically underserved populations
 - Are consistent with and designed to implement the State and local improvement plan.
3. Instruction by highly qualified professional staff and strategies to attract high-quality highly qualified teachers to high need schools.
4. High quality and ongoing professional development for teachers, principals, and paraprofessionals, pupil services personnel and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to increase parental involvement.
6. Strategies to assist preschool children in the transition from early childhood programs to local elementary school programs.
7. Measures to include teachers in the decisions regarding the use of academic assessments.
8. Provide activities to ensure that students experiencing academic difficulty mastering the State's standards during the school year shall be provided with effective, timely additional assistance.

consistency for lack of is surfacing as a possible issue for the district plan

are also... is on... but not a few... as possible... it could be

we lack in this area

May Ellen said this is optional, the school plan

Public Law 107-110 – No Child Left Behind
Section 1114
Schoolwide Programs

General Rules

- ◆ An LEA may consolidate and use Title I funds together with other Federal, state and local funds in order to upgrade the entire educational program of a school where no less than 40% of the children enrolled in the school are from low-income families.
- ◆ No school participating in a schoolwide program shall be required to identify particular children under this part as eligible to participate in a schoolwide program; or to provide services to such children that are supplementary as otherwise required by the statute.
- ◆ A Title I schoolwide program school shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, maintenance of effort, comparability of services, and if other funds are combined with Title I funds then districts must be in compliance with all other Federal funds mandates to supplement, not supplant non-Federal funds.
- ◆ A school that consolidates and uses funds from different Federal programs are not required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds as long as the school maintains records that demonstrate that the schoolwide program addresses the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program.

Components of A Schoolwide Program – A schoolwide program should include the following components.....

- ◆ A comprehensive needs assessment of the entire school;
- ◆ Schoolwide reform strategies that -
 - Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement ;
 - Use effective methods and instructional strategies that are based on scientifically based research that
 - Strengthens the core academic program in the school;
 - Increases the amount and quality of learning time, such as providing an extended school year and before-and-after school and summer programs and help provide an enriched and accelerated curriculum; and
 - Include strategies for meeting the educational needs of historically underserved populations;

Public Law 107-110 – No Child Left Behind
Section 1114
Schoolwide Programs

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic standards, which may include –
 - Counseling, pupil services, and mentoring services;
 - College and career awareness and preparation; and
 - The integration of vocational and technical education programs; and
 - Address how the school will determine if such needs are met;
-
- ◆ Are consistent with, and are designed to implement the State and local improvement plans, if any;
 - ◆ Instruction by highly qualified teachers.
 - ◆ High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate pupil services personnel and other staff to enable all children in the school to meet the State's student academic achievement standards;
 - ◆ Strategies to attract high-quality highly qualified teachers to high need schools.
 - ◆ Strategies to increase parental involvement in accordance with the parental involvement section in the law.
 - ◆ Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.
 - ◆ Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - ◆ Activities to ensure that students experiencing academic difficulty shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified in a timely manner and to provide sufficient information on which to base effective assistance.
 - ◆ Coordination and integration of Federal, State and local services and programs.

...a good school does not emerge like a prepackaged frozen dinner stuck for 15 minutes in a microwave oven; it develops from the slow simmering of carefully blended ingredients.

Ted Sizer - 1965

The schoolwide option schools with an opportunity for school reform and encourages schools to make fundamental school changes. Successful schoolwide change is a challenge. Most schools need at least a full year to plan the change and then expose staff to new ideas, building background for them by providing training so that the ideas take meaning in the classroom.

One way to characterize the level of change required of schoolwide programs is described by Hillary (1986). He proposes two levels of change: first - and second-order change. First-order change does not challenge nor contradict the status quo. People are not generally threatened personally or as a group. It does not disrupt the school's culture, mission, or structure. First-order changes can best be described as changing a part of the school program so it is more efficient and effective, but the changes do not affect the entire school program, school culture, or school staff. A good example of first-order change is the change that schools often made under Title I program improvement--schools changed the Title I program but did not change the regular classroom program. Schoolwide programs that make first-order change may be missing an opportunity to affect their schools in ways that truly upgrade instruction.

Second-order change requires schools to make fundamental changes in the school's instructional program. It can challenge widely shared assumptions, and often contradicts the status quo. It can generate ambiguity, anxiety, frustration and confusion. To many staff, things may appear to get worse before things get better. Second-order change can transform a school--challenging its culture, mission, and structure. Examples of second-order, schoolwide change include: instructional teams using interdisciplinary, thematic units in an upgraded primary setting; adopting a school-within-a-school organization to increase collaborative planning and cooperation among teachers; and implementing block scheduling as the centerpiece of the school's organizational structure, giving teachers and students two periods of uninterrupted time in reading and math.

Initial resistance to second-order change in schools is predictable. It is also manageable. The emphasis must not be simply on overcoming the resistance to change but instead on getting the school staff to buy into and become part of the schoolwide program. The schoolwide planning team does not want an unrestricting, uninvolved staff. Overcoming resistance to change is necessary but insufficient for effecting schoolwide change. The planning team must persuade the school staff to undertake the journey with them, not merely permit others within the school to implement it.

Due to the size of the school - this could even more manageable.

The change process is complex and rarely occurs in a step-by-step linear fashion as it is often presented. To prepare for schoolwide change, educators may want to discuss the change process, how it might affect the school, and how school staff can prepare for it. Research identifies seven lessons learned about educational change (Fullan, 1992). Change, like school reform, is systemic. All of the lessons go together: no one lesson would be useful by itself.

Lesson 1: You can't mandate what matters.

Mandates are important and have a place in education change. However, to accomplish certain important educational goals, schools cannot mandate what really matters--skills, thinking and committed action. For example, schools can mandate the length of school days, or the establishment of a school-site council--because these changes really do not require skill on the part of the implementor to implement. However, most educational changes require new skills, beliefs, and behaviors, such as implementing cooperative learning or teaching problem solving skills. To be productive, these changes require skills, capacity, commitment, motivation, beliefs and discretionary judgement. If there is one cardinal rule to change, it is that you cannot change, force them to think differently, or compel them to develop new skills.

Lesson 2: Change is a journey, not a blueprint.

Change is embedded with uncertainty; it is rarely a step-by-step linear process. If change involved only implementing single, well-developed proven innovations, change perhaps could be blueprinted. But schools, especially schoolwide programs, implement multiple interventions simultaneously. Schoolwide programs can be so multifaceted it is impossible to anticipate the solutions to all the problems encountered in advance. Schoolwide programs should develop a plan, but realize that they cannot forecast the many unanticipated events. Change is a journey into the partially known and unknown.

Lesson 3: Problems are windows for change.

Problems are inevitable--and solving problems is important in developing a successful schoolwide program. Change and schoolwide programs are about confronting and solving school problems. Solving real problems provides schools with the best opportunity to help all students meet challenging State content and performance standards. Everything must be put on the table and be open to discussion if schoolwide programs are to maximize their success. Becoming immersed in real problems allows schools to come up with innovative and creative solutions. The types of problems that schools address defines the difference between first- and second-order change. Schoolwide programs tackle important problems that allow schools to make second-order change.

Lesson 4: Vision and strategic planning come later.

Shared vision is an important concept for successful schoolwide programs but its place is often misunderstood. A school vision is provisional and must be reviewed and revised periodically based on new information about students and the program. A school vision emerges from identifying the school's problems and exploring possibilities for its solution. Shared vision--which is important to schoolwide success--evolves through the interaction of staff. Then, and only then, can a school come close to developing a true vision statement.

Strategic planning also occurs later in the change process. Schools must first explore their own performance on factors related to schools success, discuss the real school problems that emerge from this process, and begin the discussion of, and perhaps, even pilot test some of the possible solutions before developing a detailed strategic plan. Even after developing a strategic plan, schoolwide programs will collect information during implementation that may adjust the strategic plan.

Lesson 5: Neither centralization nor decentralization works.

- These lessons are presented as though all schools with low incidence populations have problems that need addressing.

Research has shown that top-down strategies do not work (you cannot mandate what matters) because mandates do not consider the changes required in teachers' thinking, behavior, and understanding. Similarly, decentralized solutions alone also do not seem to work. Schools need the support of the district office, especially in terms of resources and expertise.

A cornerstone for systemic education reform is the use of a combination of top-down and bottom-up strategies. Top-down strategies set the goals and provide a structure for change, and bottom-up strategies allow school to determine how best to achieve the goals.

Lesson 6: Connection with the wider environment is critical.

Schools must learn and change with the wider environment. This has important implication for teachers and schools in schoolwide programs. All teachers must continue to work towards helping all students learn more effectively, but need to collaborate with and learn from other teachers because all are part of a larger plan to help all students learn.

Schools need to be connected with the surrounding school and education community, both of which are constantly changing, so they can be aligned with the issues of the day. It also helps schools keep abreast of future developments as they can be responsive to changing conditions. There are many more ideas on the outside than on the inside.

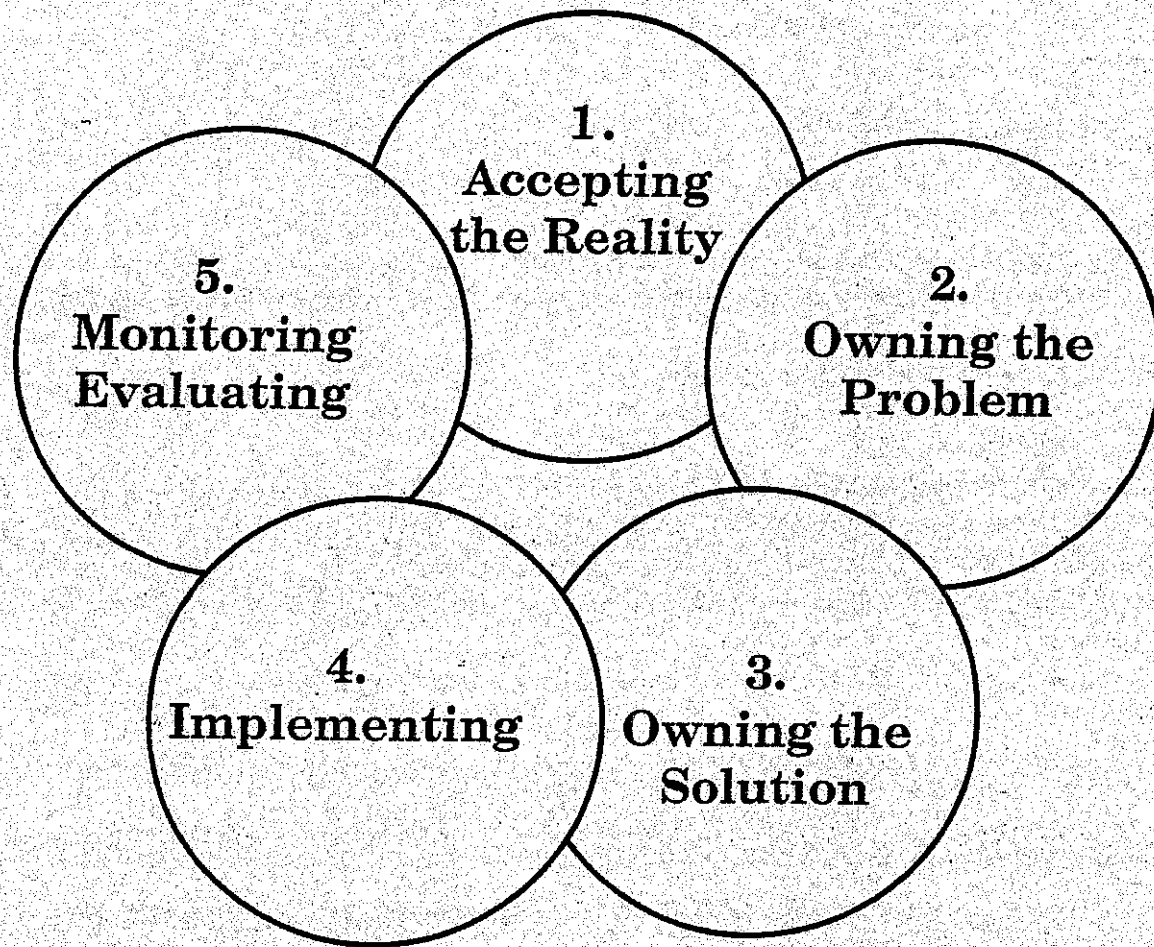
Lesson 7: Every person is a change agent.

If everyone in the school is part of the change process, then everyone in the school has responsibility for contributing to the overall process as well as changing their own particular environment. Under the new paradigm, formal leaders alone are incapable of establishing the condition for change. These conditions can only be set by everyone in the school since everyone plays a part.

Five Stages of Change

1. ACCEPTING THE EXISTING CONDITION
 - Seeking information on perceptions, processes and results of schooling
 - Examining, understanding and owning the information
 - Recognizing strengths and weaknesses in system performance
 - Determining how perceptions, processes and results might be related
2. OWNING THE PROBLEM
 - Focusing dissatisfaction within the existing condition
 - Defining the dissatisfaction as a problem inherent in the system, not in individuals
 - Understanding that individuals are part of the system that has a problem
 - Understanding that individuals working systematically together can resolve the problem
 - Committing to active solution-seeking
3. OWNING THE SOLUTION
 - Developing a shared understanding of probable causes for the existing condition, a vision of a desired condition, skills, knowledge and attitudes necessary to achieve it, related assumptions, and available knowledge and resources
 - Generating a range of possible solutions appropriate to the problem and the situation
 - Analyzing the feasibility of suggested solutions given the nature of the particular situation
 - Adapting a solution to fit the situation
 - Committing to actively participate in implementation
4. IMPLEMENTING THE PLAN
 - Being involved in the activities designed to change the system's processes and results
5. MONITORING/EVALUATING THE PROCESSES AND PROGRESS
 - Monitoring for implementation mutations
 - Adopting healthy mutations, excising others
 - Identifying and solving implementation problems as they arise
 - Celebrating progress
 - Accepting and owning the new reality

Five Stages of Change



PARADOXICAL TRUTHS ABOUT SCHOOLWIDE CHANGE

Change is an uncomfortable process

Change is our friend

Change is accomplished by individuals

Change is the product of teamwork, collectivism

Change is a highly personal experience

Change affects the entire organization

Change cannot be mandated or forced

Change requires power, authority, less bureaucracy

Change is a journey, not a blueprint

Change requires a map, milestones, a clear destination

Change happens when practitioners take risks

**Change happens when vision and strategic planning
come later**

Change is resource-hungry

Change builds, develops, expands resources

Change necessitates professional development

Change is a form of professional development

SCHOOLWIDE PLAN (Outline)

While there is no template for a schoolwide program plan, there are specific elements that will contribute to a strong plan – use the Schoolwide Plan Review Checklist as a guide. The Plan could be organized in the following way:

- I. Introduction which describes the school, district, and community (demographics)
- II. Description of the planning process, include schoolwide committee members and how they were involved
 - a. Participation of school staff, students, parents, community members and other stakeholder groups in the development of the plan
- III. Comprehensive needs assessment
 - a. A description of the needs assessment results
 - b. Problem area(s) identified on basis of comprehensive, objective needs assessment
- IV. Schoolwide Program Goals
 - a. Plan goal(s) determined by consensus of all relevant parties
 - b. Goals built on identified strengths
 - c. Identified weaknesses or areas needing improvement addressed by goals
 - d. Goals written in terms of student outcomes
 - e. Goals related directly to problem area(s)
- V. Action Plan with Timeline
 - a. Strategies and activities related directly to identified needs and related goal(s)
 - b. Strategies and activities integrated and sustained
 - c. Curriculum and instruction focus of plan
- VI. The Eight Components – describe how the comprehensive plan focuses and includes each component
 - a. Comprehensive needs assessment (which probably is already described above)
 - b. Specific strategies (with research findings supporting the choice of strategies) for instruction, assessment, and evaluation
 - c. Effective instructional practices reflected in strategies and activities to support children experiencing difficulty mastering the standards
 - d. A family/community involvement program aligned with the instructional program
 - e. A professional development program aligned with the instructional program
 - f. Describe steps for assisting preschool children transitioning to school
 - g. Ensure instruction by highly qualified staff
 - h. Extended learning opportunities - In what ways does your plan increase the amount and quality of learning time?
- VII. Provide side-by-side (TAS/SW) description which identifies the intended changes, before and after, included in your school's reform plan. We need to understand what will be different and how Title I funds will add value to the existing school curriculum and instruction.
- VIII. Coordination of resources
 - a. School programs and activities closely coordinated
 - b. A description of how funds from other sources will be used (e.g. Title I, Migrant, etc.)
- IX. Description of what the schoolwide program will look like – program abstract
- X. Sustainability
 - a. Steps included to continually monitor implementation for problems, feedback, and adjustments
 - b. A plan for monitoring and evaluation of the program and its implementation
- XI. Declaration of Intent signed by superintendent

This one would be of particular importance

All of these items need to be included

SCHOOLWIDE PLAN REVIEW CHECKLIST

Purpose and Guidelines: While there is no template for a schoolwide program plan, there are specific elements that will contribute to a strong plan. In addition, your plan should include certain specific components as outlined by the law. Use the following checklist to determine whether your plan is focused on the right targets, addresses the needs identified, and includes descriptions of relevant activities and required components. Based on the results, review and revise your plan as necessary.

- ◇ Plan goal(s) determined by consensus of all relevant parties
- ◇ Problem area(s) identified on basis of comprehensive, objective needs assessment
- ◇ Participation of school staff, students, parents, community members and other stakeholder groups in the development of the plan
- ◇ Goals built on identified strengths
- ◇ Identified weaknesses or areas needing improvement addressed by goals
- ◇ Goals written in terms of student outcomes
- ◇ Goals related directly to problem area(s)
- ◇ Strategies and activities related directly to identified needs and related goal(s)
- ◇ Strategies and activities integrated and sustained
- ◇ Curriculum and instruction focus of plan
- ◇ Effective instructional practices reflected in strategies and activities
- ◇ Administrative pressure/support to insure initial and continuing plan implementation and operation
- ◇ Steps included to continually monitor implementation for problems, feedback, and adjustments
- ◇ School programs and activities closely coordinated

The plan includes:

- ◇ A description of the needs assessment results
- ◇ Measurable goals for all aspects of the program
- ◇ A description of how the school support team was involved in planning
- ◇ Specific strategies (with research findings supporting the choice of strategies) for instruction, assessment, and evaluation
- ◇ A professional development program aligned with the instructional program
- ◇ A family/community involvement program aligned with the instructional program
- ◇ A plan for monitoring and evaluation of the program and its implementation
- ◇ A description of how funds from other sources will be used (e.g. Title I, Migrant, etc.)
- ◇ A list of state, LEA and federal programs that will be included in the schoolwide program

A TIMELINE FOR SCHOOL-WIDE PROGRAM PLANNING

| Month One | Month Two | Month Three | Month Four |
|--|--|---|---|
| Early October | November | December | January |
| Initial Planning Meeting Who <ul style="list-style-type: none"> ▪ Title I Director ▪ School Principal ▪ Comprehensive Center Consultant Purpose <ul style="list-style-type: none"> ▪ Review background information ▪ Assess readiness ▪ Plan the work ▪ Integrate current reform efforts and management teams ▪ Discuss consultant's role in process ▪ Identify other sources of support Time: 2-3 hours | Whole School Orientation Who <ul style="list-style-type: none"> ▪ Entire faculty ▪ All staff if feasible Purpose <ul style="list-style-type: none"> ▪ Orient staff to SWP concept and law ▪ Introduce schoolwide schools (cases, school reps) ▪ Visioning exercise to set sights, develop enthusiasm ▪ Overview of planning process ▪ Establish commitment to move forward Time: 1 day | 1st Team Meeting Who <ul style="list-style-type: none"> ▪ SWP team - reps of all key stakeholder groups (8-10 people) Purpose <ul style="list-style-type: none"> ▪ Develop team - conduct team building activities ▪ Review planning process ▪ Develop agreed upon rules, responsibilities, ways of operating ▪ Develop means of communicating with larger school community ▪ Establish calendar of meetings ▪ Select framework for needs assessment Time: 1 day | Design the Needs Assessment Who <ul style="list-style-type: none"> ▪ SWP Team Purpose <ul style="list-style-type: none"> ▪ Formulate draft questions for needs assessment based on framework ▪ Identify sources of information ▪ Identify means of gathering information ▪ Review existing tools and sources of information Time: 1 day |
| Finalize Needs Assessment Plan Who <ul style="list-style-type: none"> ▪ SWP Team Purpose <ul style="list-style-type: none"> ▪ Finalize instruments and methods for gathering data ▪ Plan for implementation Time: 1 day | | | |

* Plan whole school orientation.

* School establishes a SWP planning team.

* Team members read handouts. Update school community. Identify other needs assessment tools which could be used/adapted for use.

* Key stakeholders review draft.

* Investigate methods/tools

* Work done by team between sessions.

A TIMELINE FOR SCHOOLWIDE PROGRAM PLANNING

Month Six **Month Seven** **Month Eight** **Month Nine**
March **April** **May** **June**

| Month Six March | Month Seven April | Month Eight May | Month Nine June |
|--|---|--|--|
| <p>Analyze the Data</p> <p>Who</p> <ul style="list-style-type: none"> ▪ SWP team <p>Purpose</p> <ul style="list-style-type: none"> ▪ Identify strengths and weaknesses based on data ▪ Brainstorm possible causes ▪ Prioritize needs related to student outcomes ▪ Brainstorm possible solutions <p>Time: 1 day</p> | <p>Develop the Plan</p> <p>Who</p> <ul style="list-style-type: none"> ▪ SWP team <p>Purpose</p> <ul style="list-style-type: none"> ▪ Review input from meeting ▪ Finalize need areas and possible solutions ▪ Identify needs for research, resources to support development of solutions ▪ Assign responsibility for research, resource gathering <p>Time: 1 day</p> | <p>Finalize the Plan</p> <p>Who</p> <ul style="list-style-type: none"> ▪ SWP team <p>Purpose</p> <ul style="list-style-type: none"> ▪ Members share draft plans ▪ Agree on changes ▪ Determine plan format ▪ Identify/assign remaining writing and development tasks | <p>Whole School Meeting</p> <p>Who</p> <ul style="list-style-type: none"> ▪ School community <p>Purpose</p> <ul style="list-style-type: none"> ▪ SWP team present schoolwide plan ▪ Enroll participants in implementation plans ▪ CELEBRATE |

* Implementation of comprehensive needs assessment/data collection. Additional sub-committees can be organized to assist.

* Conduct research and resource identification

* Team members continue to develop draft plans.

* Team reviews plan and writes final copy.

* Work done by team between sessions

SCHOOLWIDE PROGRAM DESIGNATION

Your school will be considered a Schoolwide school if the following have been achieved:

- ✓ • Your school has over 40% poverty. *42.227. already*
- You have completed at least a year of planning towards educational improvement and reform.
- Your school, in consort with parents, the school district, and the community, has developed a plan that addresses the eight components of a Schoolwide Plan.
 1. You have completed a comprehensive needs assessment of the whole school based on the state content and performance standards.
 2. Your plan includes strategies that provide opportunities for all children to meet proficient and advanced levels of performance that is based on effective means and uses instructional strategies that increase the amount of quality learning time; provides enriched and accelerated curriculum; meets the needs of historically underserved populations.
 3. You have planned for instruction by highly qualified staff.
 4. Professional development opportunities have been planned for teachers, aides, pupil service personnel, parents, principals, etc...
 5. Strategies for increased parental involvement are included.
 6. There are strategies to assist preschool children in transition from early education programs to local elementary schools.
 7. It is evident that there are steps to include teachers in the decisions regarding the use of assessments.
 8. Effective, timely, additional assistance for students who experience difficulty mastering the state's standards during the school year is included.
- Your Schoolwide plan has been approved by your school Superintendent.
- The Title I Office has received a letter from the Superintendent, stating that s/he has reviewed your poverty data and Schoolwide plan and approved of it in relation to how it addresses the specified components of a Schoolwide program.
- You keep on file any documentation regarding student achievement, original plan and all subsequent revisions/accomplishments, and professional development and qualifying poverty data.

*Past attempts to go schoolwide
in Sullivan. First school to qualify.*

Kathy Shanks

From: "David Mousette" <dmousette@mrsd.org>
To: <kshanks@mrsd.org>
Sent: Thursday, October 04, 2007 8:30 AM
Subject: meeting 11/7

Kathy,

I'd be interested in having a list of schools that are considered school wide program, as well as a list of requirements and guidelines so I can weigh out the pros and cons of such a program. If it's possible to get this information before the Nov. 7th meeting, that would be helpful.

Will we be meeting in Sullivan?

Thanks for setting it up.

Dave

10/5/2007

Kathy Shanks

From: "Kathy Shanks" <kshanks@mrsd.org>
To: "ThistleElliott, Lynda" <LElliott@ed.state.nh.us>
Sent: Friday, October 12, 2007 11:49 AM
Subject: meeting date confirmation

Hi Lynda,

Dave Mousette has confirmed the Nov. 7th meeting to listen to MaryEllen review the Schoolwide option. I got the paperwork she sent me that she uses for the overview and shared it with Dave at his request. You said you could only do mornings. Do you still want to start at 10:00 or should we push it up to 9:00? I asked him to plan on 9:00. You can meet me at the same little restaurant we met at when you did our on-site. It is part of a small road side store (Mr. Mike's Market) ,1279 Rt. 9 in Stoddard before Granite Lake. As you may remember, it's very "countryish"; you wouldn't know there was a restaurant there unless you went inside, so Mr. Mike's little store is a better landmark. I could meet you and MaryEllen there at 8:45 and we could drive to Sullivan for the 9:00 meeting. I'll be in my silver Subaru forester. Would that work for both of you?

Kathy

----- Original Message -----

From: ThistleElliott, Lynda
To: Kathy Shanks
Cc: Arigo, Mary-Ellen
Sent: Monday, October 01, 2007 8:32 AM
Subject: alternate meeting dates

Hi Kathy,
Got your phone message.

Finding a date may be challenging!

I'm only available Nov 7 – am only – have an afternoon meeting.

*Lynda Thistle Elliott, Ed.D.
State Director of Homeless Education/Title I Consultant
NH Dept. of Education
603-271-3840 voice
603-271-2760 fax*

10/19/2007

Kathy Shanks

From: "David Mousette" <dmousette@mrsd.org>
To: "Kathy Shanks" <kshanks@mrsd.org>
Sent: Thursday, October 04, 2007 8:15 AM
Subject: Re: date for SW information meeting

> Hi Dave,
> Of the three possible meeting dates that Cyndi and I came up with, the
> Nov 7th date was
> the only one that MaryEllen (SW person from the DOE) could do. I have
> asked her
> to keep it penciled in her book until I double check with you be sure it
> worked for you
> and to be sure that you are interested in finding out more specifics about
> Schoolwide
> programs. She said her overview usually takes about 1 hour with time
> after for Q & A
> that are specific to your building. We could start at 9:00 a.m. Please
> let me know if you
> want to go ahead with plans for this informational meeting that is
> intended to give us a
> better idea of what would be involved in becoming a schoolwide program.
> Kathy

Kathy,

10/5/2007


Current Folder: **INBOX**[Sign Out](#)[Compose](#) [Addresses](#) [Folders](#) [Options](#) [Search](#) [Help](#) [Calendar](#) [Fetch](#)

To: "David Mousette" <dmousette@mrsd.org>

Cc:

Bcc:

Subject: Re: meeting 11/7

Priority Normal  Receipt: On Read On Delivery[Signature](#)[Addresses](#)[Save Draft](#)[Send](#)[Check Spelling](#)

Hi Dave,

Winchester has a schoolwide Title I program and the DOE website has additional info regarding schoolwides. I have asked for paper copies of information to be sent but haven't gotten it yet. I'll make you a copy as soon as I get it. There are some samples of existing program applications on the DOE website too if you want to check those out. I haven't found them all that helpful. I think sometimes it's easier to talk with a representative rather than searching on line for the information I need. Below is a list of the 2007-2008 schoolwide programs in NH that I copied from the DOE website. The Nov. 7th meeting is scheduled to be held at Sullivan School if that works for you. It's the closest school setting to Concord so that works best for MaryEllen.

>

Title 1 Schoolwide Schools 2007-2008
Berlin Bartlett Elementary School
Berlin Brown Elementary School
Berlin Hillside Elementary School
Claremont Disnard Elementary School
Concord Dame School
Concord Rumford School

[Send](#)

Attach:

[Browse...](#)[Add \(max. 2 M\)](#)

Kathy Shanks

From: "David Mousette" <dmousette@mrsd.org>
To: "Kathy Shanks" <kshanks@mrsd.org>
Sent: Monday, September 24, 2007 1:38 PM
Subject: Re: Sullivan Meeting update

Hi Kathy,

Thank you for realizing that the Sullivan staff has been working hard servicing our students. Kim is a welcomed additon to the family.

As you are aware, all students, Title I, slow learners, coded students, gifted and talented students, and the average students, need to be serviced by all personnel. That gives the school a sense of community.

It is important that the staff realizes we are all responsible for delivering services to all the students.

The conflict I have with the Title I program is a lack of consistency with its personnel,(moving someone new into a position every two years), as well as the restrictions that we are expected to follow.

We can discuss plans of becoming a "school wide" building, but at this time, we're considering moving in the opposite direction of not having a Title I program at all.

Let's talk. Let me know when you're available.

Dave Mousette

> Hi Dave,

> Just wanted to give you an overview of the meeting I had today with
> Sullivan teachers to select Title I pupils. There was discussion about
how services are being provided and especially about pupils that are
coded. The design that Lucinda, Jeannine, and Peg have been using works
well. I commend their efforts. I raised questions however, about
serving coded kids and about the possibility of working on a plan to
become a School Wide building next year so that all pupils would qualify
and the selection process would not be so arduous. I have asked the
state to send me a packet with the requirements for school wide status.
They did tell me over the phone today that the paras in the building
only need to be HQP not HQT. Could we talk some more about this option
since it seems to be a solution to allowing us to service more children
at Sullivan?

>

> Kathy

Title I, Part A

School Budget Narrative –to be completed for each Title I School

*Describe how Title I funds will be expended for this school. Include a detailed list of expenditures in the following categories as applicable: **personnel salaries, payroll taxes, and benefits (instructional and administrative listed separately), contracted services, professional development activities, supplies and materials, equipment, workshops and travel.***

All equipment must be justified separately. Use Title I Equipment Justification Form explicitly created for this purpose. In addition be sure to use the Professional Development Justification Form for all professional development activities and Title I Contracted Services Form for all items listed as a 300 line item on your OBM Form 1.

TOTAL MUST EQUAL AMOUNT LISTED ON FORM PAGE S-1

| | | |
|-----------------|--|--|
| Salaries | 1 FTE Para. .5 FTE Project Manager .5 FTE Parent Coordinator | \$45,400.00 |
| Benefits | Health Dental FICA NHTR | \$15,960.00 \$ 1,520.00 \$ 5,552.00 \$ 4,922.00 |
| Substitutes | | \$ 1,300.00 |
| Supplies | | \$ 1,250.00 |
| Equipment | | \$ 1,850.00 |
| Staff Training | | \$ 1,100.00 |
| Parent Training | | \$ 2,000.00 |
| Travel | | \$ 900.00 |
| TOTAL | | \$81,754.00 |

The Sullivan Central Title I program focuses on early intervention using differentiated instruction. A combination of in-class support and small group pull-out ensures that the identified children in grades 1, 2 and 3 who are considered our most at-risk pupils receive supportive instruction in the most appropriate setting. One full time paraprofessional is included in the Sullivan budget at \$24,000 as well as a portion of the Title I project manager at \$15,650 and a portion of our parent coordinator, \$5,750. The project manager holds weekly consultations with this paraprofessional to plan and monitor instructional practices. The parent coordinator provides support from the Title I office and develops and distributes parent/child literacy kits. She also schedules speakers for parent trainings and arranges for all child care needs. We have budgeted medical and dental costs at \$15,960 and \$1,520, respectively. This covers a portion of medical and dental for the part time paraprofessional, the project manager and the parent coordinator's benefit costs. Additional withholdings: FICA and Retirement for these three staff total \$10,474. A supply budget of \$1,250 will provide staples like pens, pencils, paper, file folders, individual student notebooks, glue and crayons which are needed everyday and must be restocked yearly. A total of \$1,100 is budgeted to provide staff development training. Our building paraprofessional will be attending a MAP training and a Picturing Writing workshop. A total of \$2,000 is included for parent training costs. The costs include contracted speakers who will offer workshops at our PAC meetings. Travel expenses are budgeted at \$900 to cover the cost of the project manager and parent coordinator traveling to this school for meetings, staff consultations, parent kit deliveries, as well as other planning and program coordination efforts. Equipment is budgeted at \$1,850 to update laptop (\$1,400) and replace printer (\$450). See Equipment Justification form following FORM 1.

Title I, Part A

Distribution of Funds

(To be completed only by those districts with multiple attendance areas)

Not Applicable

Low Income Measure Used Free & Reduced Lunch

125% Rule Calculation - Minimum \$ Per Child*

Total # 125% Rule*

Allocation Low Income Rule* 0.125

\$390,449.04 w/ 516 = 757

** - Mark with a double asterisk those schools that are receiving a one-time eligibility waiver

Determination of LEA Set-Asides

Total Budget \$ 349,792

Admin \$ 4,000

Homeless \$ 4,500

Other: \$ 120 Specify Auto Insurance Rider

\$ 13,776 Specify Indirect Costs

\$ Specify

\$ 327,396.00 Amount dedicated to Schools (= Total of H)

| (a) | (b) | (c) | Number of Low Income Students | | (e) | (f) | (g) | (h) | (i) | (j) | |
|---|--------|-----------|-------------------------------|------|-----|--------|-----|------------|--------------|-----|------|
| | | | (d1) | (d2) | | | | | | | (d3) |
| Sullivan Central School | 1-3 | 45 1 FTE | 19 | 0 | 19 | 42.22% | Yes | \$3,588.37 | \$68,179.00 | Yes | NA |
| Troy Elementary School | K-5 | 158 1 FTE | 59 | 0 | 59 | 37.34% | Yes | \$1,975.81 | \$115,975.00 | Yes | NA |
| Mt. Caesar Elementary School | K-3 | 282 2 FTE | 90 | 0 | 90 | 31.91% | Yes | \$1,590.43 | \$143,242.00 | Yes | NA |
| Gilsum Elementary School | K, 4-6 | 48 | 15 | 0 | 15 | 31.25% | Yes | NA | NA | NA | NA |
| Cutler School | 4-6 | 284 | 76 | 0 | 76 | 26.76% | Yes | NA | NA | NA | NA |
| Monadnock Regional Middle School | 7-8 | 320 | 75 | 0 | 75 | 23.44% | No | NA | NA | NA | NA |
| Dr. George S. Emerson Elementary School | K-6 | 170 | 35 | 0 | 35 | 20.59% | No | NA | NA | NA | NA |
| Monadnock Regional High School | 9-12 | 833 | 147 | 0 | 147 | 17.65% | No | NA | NA | NA | NA |
| Surry Village Charter School | 1-6 | 23 | 23 | 0 | 23 | 0% | No | NA | NA | NA | NA |

Kathy Shanks

From: "Kathy Shanks" <kshanks@mrsd.org>
To: "ThistleElliott, Lynda" <LElliott@ed.state.nh.us>
Sent: Friday, October 12, 2007 11:49 AM
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*Lynda Thistle Elliott, Ed.D.
State Director of Homeless Education/Title I Consultant
NH Dept. of Education
603-271-3840 voice
603-271-2760 fax*

10/23/2007

Kathy Shanks

From: "ThistleElliott, Lynda" <LElliott@ed.state.nh.us>
To: "Kathy Shanks" <kshanks@mrsd.org>
Sent: Monday, October 22, 2007 2:26 PM
Subject: Nov. 7 meeting confirmed - Mary Ellen Arigo and Lynda Thistle Elliott

*Lynda Thistle Elliott, Ed.D.
State Director of Homeless Education/Title I Consultant
NH Dept. of Education
603-271-3840 voice
603-271-2760 fax*

10/23/2007

Kathy Shanks

From: "Ken Dassau" <kdassau@mrsd.org>
To: "Kathy Shanks" <kshanks@mrsd.org>
Sent: Thursday, October 18, 2007 5:09 PM
Subject: Re: Sullivan Schoolwide info meeting

That is the day - Payl Ezan is in Winchester but given the Sullivan issue - I may attend - I also have the SAU board meeting that night.

Ken

----- Original Message -----

From: Kathy Shanks
To: kdassau@mrsd.org
Cc: Dave Hodgdon
Sent: Thursday, October 18, 2007 4:46 PM
Subject: Sullivan Schoolwide info meeting

Hi Ken,

The meeting date I mentioned to you this afternoon is scheduled for Nov 7th at 9:00 rather than the Nov. 9th. My mistake. I think the 7th in your calendar book looked busy. If you can make it, please do. If not, I certainly understand. MaryEllen and Lynda Thistle Elliot from the State Dept. of Ed will be coming on that day to spend approx. 1 1/2 hr. to give an overview of what would be involved in planning for a schoolwide program for Sullivan School. Dave Hodgdon and I have been discussing this possibility during our supervision time and he felt it would be beneficial for you to sit in if time allows you to do so. He said that he would be there if at all possible. Dave Mousette has confirmed that he will be there and I believe that he has invited some staff to take part as well.

Kathy

10/19/2007

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Kathy

10/23/2007

Come Celebrate With Us

National Reading Day!

January 19, 6:00-7:00

All Troy School families are invited to bring their favorite books and read together in the gym.

Wear pajamas! Bring blankets! Bring pillows!

Don't forget your favorite books!

Special Events:

Book Swap

Projected Story

Troy Librarian Read Aloud

Prize Give-Away

Night Time Snack

Visit from a Favorite Book Character!

0 1 2 3 4 5 6 7 8 9

Join Us

for

Troy School's

MATH GAME NIGHT

on

Thursday, March 9, 2017

from

6:00 - 7:00

FAMILY FUN

ESTIMATION

CODING

PLAYING CARDS

PRIZES

**BOARD
GAMES**

9 8 7 6 5 4 3 2 1 0

Troy Elementary School

January 2017



News and Notes



Dear Troy Families,

I love taking this time to reflect upon the wonders of the New Year. Watching your children flourish with the guidance of the fantastic teachers at Troy Elementary School is a true blessing. While visiting classrooms, I witness children who are engaged and excited about their learning. I am very

proud of the children and teachers in Troy, and I look forward to more great things in 2017.

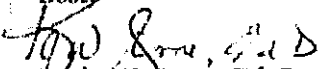
As we look ahead to the month of January, there are many exciting things happening in our Southern Schools. Due to increased enrollment and the needs of Emerson and Troy Elementary, Lisa Witte, our Superintendent has nominated Lori Stevens as the Interim Assistant Principal in our Southern Schools. Mrs. Stevens is not a stranger to the Monadnock School District. Mrs. Stevens has nurtured students at Emerson in her role as teacher, interventionist, and lead teacher for some eleven years. A graduate of Keene State College, Lori began her career as a teacher; teaching grades 1-6. During her tenure, Lori has received two other master's degrees; the first in Curriculum, Design and Instruction (Keene State College, 2007), and more recently a second in educational leadership (Southern New Hampshire University, 2016). Lori's commitment and dedication to students in our District has been outstanding. She is truly a "*champion for children*", and will be a welcomed member of the leadership team at Emerson and Troy. ***Congratulations and welcome aboard Mrs. Stevens!!*** The entire school communities of Emerson and Troy wish you success in your new role.

As we continue our introduction and work with the *Seven Habits of Healthy Kids*-from "*The Leader in Me*" program, we will discuss Habit 5 in January. Habit 5 - Seek First to Understand, then to be understood will encourage students to listen to other people's ideas and feelings; while trying to understand their viewpoints. Students will be encouraged to listen to others without interrupting. They will work on developing confidence in voicing their opinions and to look at people in the eye when talking to each other.

Finally, as I am sure that you are all aware, it is budget season! I am also sure that you have heard various scenarios that have developed to maintain a balanced budget. I encourage you as parents and taxpayers to become involved in the process by attending meetings. As we tell our students, knowledge is power. Hearing and having the correct knowledge is important. Please know that if you ever have questions or comments, you may contact me at school, or you may reach out to the superintendent to share views and/or concerns. As I have said before, it truly takes the entire community to raise our students. Get involved and become informed!

My very best wishes for a healthy, prosperous 2017!!

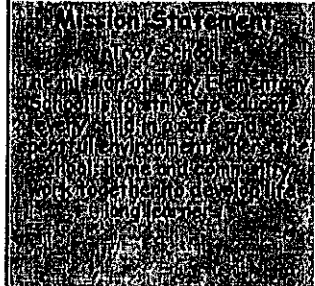
Best,


Kevin W. Stone, Ed. D.
Principal

Troy Elementary School
44 School Street
Troy, New Hampshire
03465

kstone@mrsd.org

Troy School is part
of the Monadnock
Regional School District



Dates to Remember

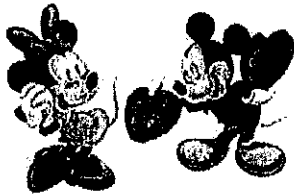
- January 12:
School Spelling Bee
1:30 in the MPR
- January 19:
National Reading Day
Evening Event: 6-7 PM
MPR
- January 16:
Martin Luther King
Day- NO SCHOOL
- January 23:
Workshop Day
NO SCHOOL for
students.
- January 27:
Rollerskating 6:30-9 PM

Troy Elementary School



News and Notes

February 2017



Dear Parents,

It is hard to believe that we are halfway through the school year! Hopefully, spring is right around the corner and we will be able to open our windows and breathe some fresh warm air SOON!! Unfortunately, the groundhog has predicted six more weeks for cold, snowy weather.

Being at the half way point in the school year, it is not uncommon for students to begin "relaxing" with the school routine. Spring sports and dance recitals will soon be in full swing BUT school responsibilities will still exist. It is therefore important for teachers and parents alike to support the learning that takes place in the classroom. To do this, teachers often assign practice for students at home - "HOMEWORK". Like an actor rehearsing lines for a show or a batter working on their swing, homework is an important part of students' development. If your child is like most, homework brings occasional challenges. In this month's newsletter I offer suggestions on how to handle these obstacles.

Getting Started

When your child arrives home from school or after school care, s/he might want to relax for a little while or s/he may want to jump "right in". Evaluating each method will provide some important feedback to all of you. After a couple of weeks, discuss which method worked best and stick with it! Children enjoy routines - make homework one of those regular routines!!

Staying Motivated

Does your child ever feel restless when they complete their homework? When this occurs, suggest that they get up and move to a different location. For example, s/he might finish a vocabulary assignment at the kitchen table and then read a science chapter on the porch. A planned break, to have a snack or take a walk, may also provide that "second wind".

Solving Problems

Help your child make a list of strategies s/he can use when they "get stuck". Strive for independence! For example, when completing a math assignment, have a number line or ruler handy; locate sample questions that may have been provided by the teacher. For literacy work, students benefit from looking words up in a dictionary or by re-reading the paragraph. Another tip, if s/he is still stumped, they might call a friend or write down questions to ask the teacher the next day! Happy studying!

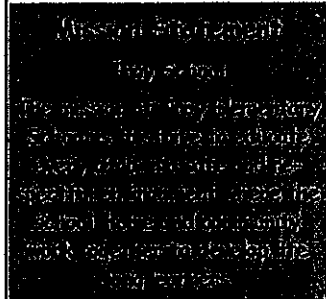
As you know, students at Emerson and Troy Schools have been working hard on understanding the *Seven Habits for Happy Kids!* This month's focus will be on Habit 6: *Synergize!* Students will learn the value of other people's strengths and learn from them. They will work on getting along with others, even when people share different thoughts or ideas. Group work will be encouraged as children collaborate together to figure out problems. To this end, students will learn that by working together better solutions may be discovered and uncovered. Humility will also be discussed. Please ask your student about these traits as well continue to grow and learn together!

Here's to a great February!

Troy Elementary School
44 School Street
Troy, New Hampshire
03465

kstone@mrsd.org

Troy School is part
of the Monadnock
Regional School District



Dates to Remember

February 14 -Valentine Parties in the afternoon.

February 17—Jump for the Heart Event; Have a Heart Raffle

February 20-24- School Vacation

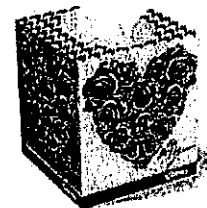
February 21- School Board Meeting—MRMHS @ 7 PM

March 3- Rollerskating at 6:30; Troy School

front of the school audience. Congratulations to runner-up, Jessi Cunningham, and winner, Owen Higgins! Owen will go on to the New Hampshire State Spelling Bee to represent Troy Elementary School on February 25 in Concord. Best of luck, Owen!

Cough and Cold Season Has Arrived!!

With the winter months upon us, classrooms are quickly running out of Kleenex! Please consider sending in a box or two to help us make it through these tough winter months!! As always, your donations are GREATLY appreciated!!



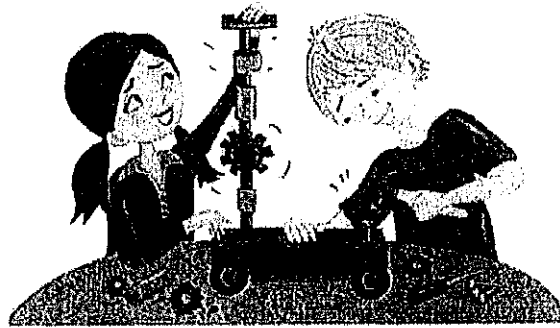
December was a month filled with learning new traditions. We started with Hanukkah. By exploring Hanukkah we learned there are 9 candles on the Menorah, 8 for the oil that burned 8 nights and one for the eternal light used to light the candles. We ended with a feast by trying Latkes! While exploring Kwanzaa we learned there were 7 nights, each with a unique meaning and name. We also ended Kwanzaa with a feast of corn and okra, most of the kids loved it! We ended December by making a "gingerbread house" out of cardboard and learning about a few different traditions of Christmas!!



For the month of January we will be learning about Arctic Animals, such as the Snow Goose, Polar Bears, and Penguins just to name a few. I look forward to learning more about the animals that live at the North and South Poles.

Back to Basics has a few spots left! WE will bus to Troy! For more information please call Jessica Jones at 603-585-6611 or email at jjones@mrsc.org.

Back to Basics is looking for an afternoon assistant from 3-6pm. If interested please apply at schoolspring.com, keyword: Monadnock.



YOUNG INVENTORS

at

ACES #93 and Back To Basics

February Vacation Program

February 20—24, 2017

6:30 am—6:00 pm

Locations: Dr. George S. Emerson School (K-6)

Mt Caesar Elementary School (PreK-6)

Registration Deadline:

Friday, 2/10/17 at 6:00 pm

To Register:

Contact the ACES #93 Site Coordinator at your child's school.

Mt Caesar and Cutler School:

Jody Peters jpeters@mrsd.org

Troy School:

Amanda Parsons aparsons@mrsd.org

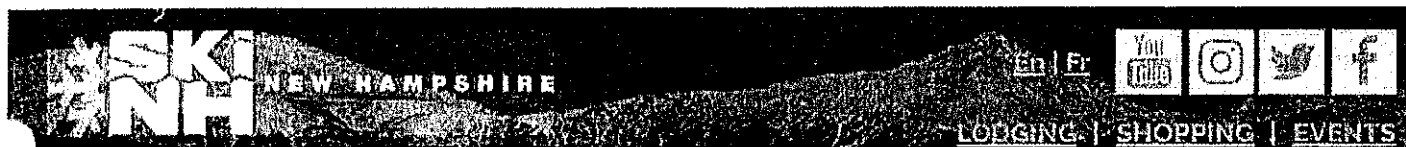
Dr. George S. Emerson School:

Natasha Walker nwalker@mrsd.org

Vacation Program Fees

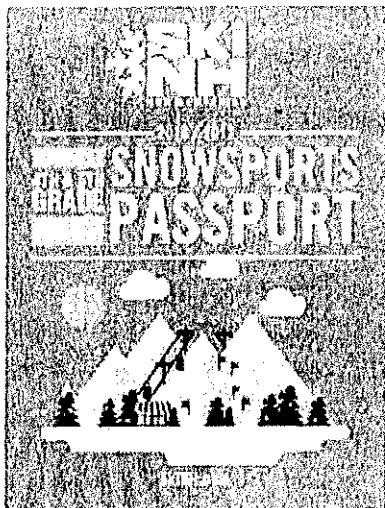
| Tier | Daily | Weekly |
|---------------|----------------|-----------------|
| Tier 1 | \$40.00 | \$160.00 |
| Tier 2 | \$35.00 | \$140.00 |
| Tier 3 | \$30.00 | \$120.00 |

Lunch is not provided. You will need to send lunch and snacks for your child.



2016-2017 4th & 5th Grade Snowsports Passport

BUY NOW



Each Ski NH downhill and cross country ski area member contributes one free lift ticket or trail pass for your fourth or fifth grader to enjoy New Hampshire's scenic ski trails this winter. In addition, each area also provides one additional offer; these may include such offers as savings on first-time and beginner lessons or equipment rentals for your fourth or fifth grader, savings on lift tickets and trail passes for parents and siblings, and more.

The 2016-17 4th & 5th Grade Snowsports Passport is \$30.

Coupons from the 4th & 5th grade passbook are valid everyday of the 2016-17 season, except these blackout dates: December 26, 2016-January 1, 2017; January 14-15, 2017; February 18-20, 2017; and February 25, 2017. Limit one (1) passport per 4th or 5th grade student. *Any 4th or 5th Grader can apply, regardless of where they live.*

[Click here to see what's included in the 2016-17 Snowsports Passport.](#)

How to get your Snowsports Passport

- **Order your passport online** and then email us (Passports@SkiNH.com) verification* that your child is in the 4th or 5th grade. We'll ship the passport once we receive your email. ***Order now!***
- **Or you can order by mail:** download the ***application*** and return it with your payment and verification* that your child is currently enrolled in the 4th or 5th grade. Applications should be mailed to Ski NH/Snowsports Passport, PO Box 528, North Woodstock, NH 03262.

**Acceptable verification can be one of the following: a current report card, a progress report, a letter from the school stating your child is currently enrolled in the 4th or 5th grade, or a screen shot of your school account login with your child's current grade level.*

Passports are shipped every couple of days. Processing time (including shipping) can take up to 10 business days, so please plan accordingly.

*Please note, there are no refunds on passports, including unused portions of the passport. Pricing, pass availability and restrictions are subject to change at any time and without notice. **For all rules & regulations of the Snowsports Passport click here.***

Ski NH donates a percentage of passport sales to the [Make-A-Wish Foundation of New Hampshire.](#)