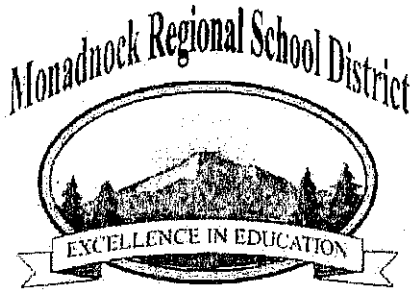# Mt. Caesar School

Schoolwide Title I Plan
2013 - 2014

Mt. Caesar School
Monadnock Regional School District, SAU #93
585 Old Homestead Highway
Swanzey, NH 03446
603.352.4797
Lynn M. Carey, Ed. D. Principal
Submitted May 12, 2014

Monadnock Regional School District

EXCELLENCE IN EDUCATION

600 Old Homestead Highway, Swanzey NH 03446

May 12, 2014

Mary-Ellen Arigo
Schoolwide Title I Program
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Mary-Ellen Arigo,

Mt. Caesar School, part of the Monadnock Regional School District, is applying to transfer from being a Targeted Assist Title I School to a Schoolwide Title I School.

If granted the permission to become a Schoolwide Title I School, the district provides assurances that the Title I Schoolwide Plan will be uploaded to the school's web site, all paraprofessionals in the school will be certified HQP, and Title I funds will be used only to supplement, not supplant, funds made available from non-federal sources.

Sincerely,

Leo P. Corriveau, Ph.D.
Superintendent of Schools
SAU #93, Monadnock Regional School District

Mt. Caesar Elementary School

Robin Gilson
Lead Teacher

585 Old Homestead Highway, Swanzey, NH 03446

Kim Sheridan
School Nurse

Dr. Lynn M. Carey, Principal
Amy Fisk, Administrative Assistant

Maurine Henry
Lead Teacher

Ph 352-4797 • F 352-1713

Amy Treat
Guidance Counselor

May 12, 2014

Mary-Ellen Arigo
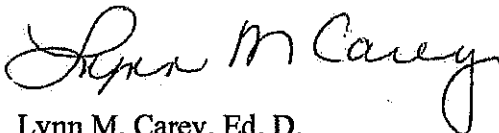Title I Schoolwide Program
101 Pleasant Street
Concord, NH 03301

Dear Mary-Ellen Arigo,

As principal of Mt. Caesar School, I am pleased to be submitting the enclosed plan for our school to transfer from a Targeted Assist Title I School to a Schoolwide Title I school.

Eighty-four percent of the faculty voted to begin the planning process with the goal of becoming a Schoolwide Title I school for the 2014-2015 school year. After inviting volunteers to join the process, a steering committee was formed that included the principal, a Kindergarten teacher, an Interventionist, the Reading Specialist, a second grade teacher, a paraprofessional, and a parent representative. This group met every week four months to assess the current performance and projected needs of the school. Periodically during the process, information was brought to the whole staff to keep them informed.
Goals, recommendations, and an action plan for schoolwide improvement were developed by the steering committee. The completed plan was presented to the whole staff at a staff meeting and to parents at the Principal's Advisory Committee meeting.

On behalf of the Mt. Caesar School Schoolwide Title I Steering Committee, I appreciate your consideration of our application to become a Schoolwide Title I school next year.

Respectfully,

Lynn M. Carey, Ed. D.
Principal

Table of Contents

Mt. Caesar Elementary School

Swanzey, NH 03446

Title I Schoolwide Plan

I. INTRODUCTION

Mt. Caesar is located in Swanzey, New Hampshire and is part of the beautiful Monadnock area. This regional school includes children from Swanzey, Richmond and Roxbury. Students from pre-school through grade two attend Mt. Caesar. The focus is on offering developmentally appropriate programming and instruction to all students.

The district includes five elementary schools (Mt. Caesar School (Pre-School to Grade 2); Troy Elementary and Gilsum School (Kindergarten to Grade 6); Emerson School (Pre-School to Grade 6); and Cutler School (Grades 3 to 6). All district elementary schools feed into Monadnock Regional High School, which serves Grades 7 to 12.

The Monadnock Regional School District Strategic Plan that drives the academic, fiscal, and community awareness focus of the district states:

The Monadnock Regional School District (MRSD) represents the students, families and communities of Fitzwilliam, Gilsum, Richmond, Roxbury, Sullivan, Swanzey and Troy in providing a world-class education to the youth and adults within these communities. An essential aspect of realizing the Mission of the district is the common commitment to establishing strategic *Goals and Objectives* that will lead the improvement process. The MRSD *Strategic Plan* is the *curriculum* for the school district. It is — *"A realistic and meaningful accountability plan for all stakeholders in our schools and communities."* The *Strategic Plan* creates the vision for the future while recognizing our strengths, challenges and opportunities. It speaks to the importance of collaborative leadership and a unified commitment.

On August 6, 2012 representatives of the Monadnock Regional School Board, Building and District Administrators met to begin the formal Strategic Planning Process. As a result, four primary Goals were established and Objectives for each goal were crafted and classified as either Leading (short-term) or Lagging (long-term) objectives, as follows:

Goal I
To improve the learning of all students in a culture of collective responsibility
Lagging Objectives:
* To have all schools make AYP in all areas for all the students
* Create Data Teams in each school and at the district level
* Develop Personalized Learning Plans for each student
* Revise the teacher supervision/evaluation model to include student performance/accountability

Leading Objectives:
- Align course competencies with common core
- Advance professional development directly related to student learning
- Further recognition of student achievement

Goal II
Develop a culture of lifelong learning beyond the faculty and throughout the greater MRSD community

Lagging Objectives:
- Invite community members into educational settings to expand real-life performance-based learning opportunities
- Encourage and create a wide variety of professional development models for educators
- Develop an informed and connected school board

Leading Objectives:
- To implement the professional development plan with fidelity and ensure understanding/endorsement by teachers and staff
- Develop mechanisms for communication between and among schools to ensure savings of resources, expertise and best practice

Goal III
To improve the level of community awareness and involvement in the Monadnock Regional School District and broaden the information available to stakeholders

Leading Objectives:
- Develop Monadnock Regional High School as the center of the community
- Develop improved working relationships between the school board, the district and key stakeholders

Goal IV
To establish a long and short-term plan for fiscal accountability that will support and sustain the goals outlined in the strategic plan

Lagging Objectives:
- Establish a process for review of staffing patterns to maximize resources and ensure personnel required, while maintaining educational opportunities for students
- Maximize the usage of facilities at all buildings while maintaining or increasing opportunities for students

Leading Objectives:
- Ensure that the primary objective for the district's financial planning is to reach a per pupil cost that is comparable to the NH state average

(http://www.mrsd.org/district.cfm?subpage=929065)

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Mt. Caesar School Information

Teachers at Mt. Caesar work in grade level teams forming professional learning communities where concern and responsibility for all children is shared. This leads to team planning of instruction both during core time, during interventions and extensions as part of Mt. Caesar's RTI model of instruction. During RTI interventions and extensions students are flexibly regrouped to offer focus to 6-12 week instructional units. All students are present during core instruction with appropriate support such as special education, intervention and reading teachers co-teaching the lesson with grade level teachers.

The pre-school serves three year olds in the morning and four year olds in the afternoon striving for a balance between those students identified as needing special education and typical tuition paying students. The pre-school maintains a 5-1 student to teacher ratio.

Kindergarten has been a full day program since 2011-12. The five kindergarten teachers plan together to offer comparable programs, which balance literacy and math in a language rich environment that have a goal of challenging and meeting the needs of all students.

There are five sections of Kindergarten, four sections of first grade and four sections of second grade. Our goal is to keep class sizes with an average of 18 students until students have gained enough skills to work independently.

All Mt. Caesar teachers teach to the power standards established at the district level, which align with the Common Core Standards. We are currently engaged in developing a deeper understanding of Balanced Literacy and Guided Reading practices. In math, we use the Every Day Math program as a basis for instruction while focusing on the power standards and including other materials as appropriate.

Mt. Caesar offers art, music, physical education and library to all students K through 2. On staff are a guidance counselor, nurse, school psychologist, speech therapist, occupational therapist and three full time reading/intervention teachers who serve the general school population.

Special education is offered in an inclusionary setting whenever possible but also uses pull out services on a case-by-case basis when necessary. There are two special education teachers, and two coordinators, one who oversees the K-2 special education population and who manages the pre-school program.

Mt. Caesar's student enrollment for the last three years has been:

2013-2014	293
2012-2013	280
2011-2012	325

The demographics for the 2013-2014 school year are:

Hispanic/Latino	11
American Indian or Alaskan Native	5
Asian	10
African American	5
Native Hawaiian or Other Pacific Islander	1
White	267

The percentage of students eligible for Free and Reduced lunch and breakfast for the last four years are:

2013-2014	51.5 %
2012-2013	45.8 %
2011-2012	46.1 %
2010-2011	46.8 %

The facilities at Mt. Caesar School consist of 15 classrooms, 2 Unified Arts classrooms, 2 computer labs, 1 Special Education classroom, 1 Academic Intervention classroom, a Guided Reading Leveled bookroom and Title I room, a library, an Occupational Therapy room, a nurse's office, and an office suite for the principal, school psychologists, Certified Behavioral Analyst, and Special Educational Coordinator. Various small offices house the guidance counselor, and speech therapists.

The 2013-2014 Mt. Caesar Staff consist of:

Classroom Teachers	(15)
Reading Specialists	(2)
Interventionists	(2)
Special Education Teachers	(2)
School Psychologist	(1)
Title I Staff	(1.5)
Unified Arts	(3)
Guidance	(1)
Nurse	(1)
Computer Lab Assistant	(1)
Speech Pathologist and S/L Assistant	(2.5)
Occupational Therapist	(1)
Total Number of Paraprofessional Support Staff (including Library and 1-to-1 support personnel)	(18.5)
Building Principal	(1)
Administrative Assistant	(1)

Mt. Caesar Elementary School BALANCED SCORECARD

Updated 5/1/2014

Focus Areas and goals	Fall 2011	Fall 2012	Fall 2013	+/- Percent	Comments
Goal 1: To improve the learning of all students in a culture of collective responsibility.					
NECAP % Proficient + Proficient w/Distinction					
READING Beginning grade 3	70%	70%	70%	0%	Source: NHDOE NH State 2013 77% Proficient or better
MATHEMATICS Beginning grade 3	65%	63%	55%	-8%	Source: NHDOE NH State 2013 State - 70% Proficient or better
WRITING	n/a	n/a	n/a	n/a	Source: NHDOE State 58% Proficient or better
SCIENCE	n/a	Spring 13 / n/a	n/a	n/a	Source: NHDOE State = 51% Proficient or better
MAP/NWEA % at or above mean score for norm group	Fall 2013	Winter 2014	Spring 2014	Fall to Spring	Spring MAPs will be completed in June
Measures of Academic Progress Reading					
K	n/a	59%			Winter MAPs completed in January
Grade 1	n/a	49%			Spring MAPs will be completed in June
Grade 2	n/a	50%			
Measures of Academic Progress Math					
K	n/a	71%			
Grade 1	n/a	53%			
Grade 2	n/a	56%			
Measures of Academic Progress Language Usage					
Grade 2	n/a	49%			

Mt. Caesar Elementary School BALANCED SCORECARD
Updated 5/1/2014

Focus Areas and goals		Comments
Focus Areas and goals		Comments
Adequacy		RSA 193 -E:3-e:
Goal 2: Develop a culture of lifelong learning beyond the faculty and throughout the greater MRSD community.		

Focus Areas and goals	2011-2012	2012-2013	2013-2014	Comments
Teacher Attainment				Source: Dept of Ed website
				Comments
% Bachelor's			40%	State Data =(as of 2/4/13) Bachelor's = 43.3
% Master's			60%	State Data (as of 2/4/13) = Master's = 55.4
Cheshire Smiles Dental Prevention Program				
Cheshire Smiles Dental Prevention Program			73%	Of 37 students offered the program - 27 received the care
Cheshire Smiles DentalScreening Program			47%	Of 273 students offered screenings - 128 students received screenings
Cheshire Smiles Dental Education			100%	All classes received the lessons and take home inofrmation packags

Professional Development Activities 2013-2014	Sept. - Nov.	Dec. - Feb.	March - June	
% of staff attending out of district workshops/conf.	20%	10%		
% of staff attending in-district workshops	90%	90%	90%	Guided Reading Training/Coaching
% of staff participating in-district sponsored committees/coaches/mentors		80%		District Grade Level Team Meeting

5/8/14

Mt. Caesar Elementary School BALANCED SCORECARD

Updated 5/1/2014

Focus Areas and goals		2011-2012	2012-2013	2013-2014	Comments
Goal 4: To establish a long and short-term plan for fiscal accountability that will support and sustain the goals outlined in the strategic plan.					
Class Sizes - Average					Source: Dept of Ed Website
	Class Sizes - Kindergarten	n/a		19	
	Class sizes - Grades 1	n/a		18	
	Class sizes - Grades 2	n/a		18	State Average as of 2/4/13 for Grades 1-2 = 17.8
Student Attendance Rates		n/a		95%	Source: PowerSchool records
Student to Teacher Ratio - (all certified teachers included)		n/a		13	Source: Dept of Ed website; State Ratio = 12.2 (data as of 2/14/13)
Special Education Students		n/a		64	
	Total School Enrollment			293	
	Special Education as a percentage of Enrollment			22%	
Fundraising/School Based Grants Total $ raised/granted		n/a		$200	Advocates for Healthy Youth-grant for UNH *Rollie Robin* Program
				$500	Reading with Ribby funded by Dunkin' Donuts
Honors, Awards, Presentations:		**POINTS OF LIGHT:**			
		Fill in here			

II. (a) Description of the Planning Process

We have developed our Title I Schoolwide Plan and our School Strategic Plan with the participation of individuals who will assist in the implementation of the plans. All grade level data teams collect, analyze, and report data which is used in identifying needs and developing instructional strategies. The Schoolwide Steering Committee consisted of the following:

Lynn Carey	Principal
Maurine Henry	Kindergarten Teacher
Kim Tomer	Interventionist
Marilyn Hurley	Reading Specialist
Laura Stone	Parent
Jamie Chandler	Paraprofessional
Robin Gilson	Grade 2 Teacher

Eighty-four percent of the faculty voted to begin the planning process with the goal of becoming a Schoolwide Title I school for the 2014-2015 school year. After inviting volunteers to join the process, a steering committee was formed that included the principal, a Kindergarten teacher, an Interventionist, the Reading Specialist, a second grade teacher, a paraprofessional, and a parent representative. This group met every week four months to assess the current performance and projected needs of the school. Periodically during the process, information was brought to the whole staff to keep them informed.

Goals, recommendations, and an action plan for schoolwide improvement were developed by the steering committee. The completed plan was presented to the whole staff at a staff meeting and to parents at the Principal's Advisory Committee meeting.

III. (a) Comprehensive Needs Assessment

Student data is evaluated from various sources; NECAP results from testing done in October 2013, NWEA Measures of Academic Progress results from Winter 2014, and local trimester II common assessments of the Common Core State Standards. Students performing below proficiency were identified and interventions were developed by the Reading Task Force. The Schoolwide Steering Committee examined the assessment results to discover areas where the school can improve their instruction of core standards.

A comprehensive needs assessment of the entire school that was based on the achievement of children in relation to local academic achievement standards was completed.

READING:
Mt. C Whole School Proficiency and Mean Scaled Score (MSS) Compared by Year

2013 Mt. C Whole School Proficient & Above (MSS)	2012 Mt. C Whole School Proficient & Above (MSS)
70% (346)	70% (344)

Mt. Caesar overall score for proficiency and above on the 2012-2013 Reading NECAPs is 70%, the **same as** 2011-2012 – overall the scores remained constant with an increase of 2% in the Mean Scaled Score.

READING
Mt. C Whole School Compared to District and State

Mt. Caesar Whole School Proficiency (MSS)	Whole District Proficiency (MSS)	State Proficiency (MSS)
70% (346)	67% (345)	77% (348)

Mt. Caesar's proficiency and above score for Whole School is **3% higher** than the district's score but **7% lower** than the state score.

READING:
Mt. C's IEP Students Compared by Year

2013 IEP Proficient & Above (MSS)	2012 IEP Proficient & Above (MSS)
18% (331)	8% (327)

Mt. Caesar score for students with IEPs for proficiency and above on the 2012-2013 Reading NECAPs was 18% - this is an **increase of 10%** over 2011-2012.

READING
Mt. C's IEP Students Compared to District and State

Mt. Caesar IEP Proficiency (MSS)	District IEP Proficiency (MSS)	State IEP Proficiency (MSS)
18% (331)	20% (331)	36% (335)

Mt. Caesar's score for students with IEPs for proficiency and above score is **2% lower** than the district's score and **18% lower** than the state.

READING:
Mt. C's SES Students Compared by Year

2013 Mt. C SES Students Proficient & Above (MSS)	2012 Mt. C SES Students Proficient & Above (MSS)
62% (345)	65% (343)

Mt. Caesar score for SES students for proficiency and above on the 2012-2013 Reading NECAPs is a **3% lower** than 2011-2012, but the MSS increased by 2 points.

READING
Mt. C's SES Students Compared to District and State

Mt. Caesar SES Proficiency (MSS)	District SES Proficiency (MSS)	State SES Proficiency (MSS)
62% (345)	64% (344)	60% (343)

Mt. Caesar's proficiency and above score for SES students was **2% lower** than the district's score but **2% higher** than the state score.

MATH
Mt. C Whole School Compared by Year

2013 Whole School Proficient & Above (MSS)	2012 Whole School Proficient & Above (MSS)
55% (341)	63% (344)

Mt. Caesar overall score for proficiency and above on the 2012-2013 Math NECAPs was 55% - this is an **8% drop** from 2011-2012, however, the MSS is only 3 points lower than the state.

MATH
Mt. C Whole School Compared to District and State

Mt. Caesar Whole School Proficiency (MSS)	Whole District Proficiency (MSS)	State Whole School Proficiency (MSS)
55% (341)	**59% (343)**	**70% (345)**

Mt. Caesar's proficiency and above score for Whole School is **4% lower** than the district's score and **15% lower** than the state score, however, the MSS is only 4 points lower than the state.

MATH
IEP Students Compared by Year

2013 IEP Scores Proficient & Above (MSS)	2012 IEP Scores Proficient & Above (MSS)
18% (327)	**25% (332)**

Mt. Caesar score for students with IEPs for proficiency and above on the 2012-2013 Math NECAPs is **7% lower** than 2011-2012, and the MSS is 5 points lower than the state.

MATH
Mt. C's IEP Students Compared to District and State

Mt. Caesar IEP Proficiency (MSS)	District IEP Proficiency (MSS)	State IEP Proficiency (MSS)
18% (327)	**27% (330)**	**36% (336)**

Mt. Caesar's score for students with IEPs for proficiency and above score is **9% lower** than the district's score and **18% lower** than the state, and the MSS is 9 points lower than the state.

MATH
SES Students Compared by Year

2012-2013 Scores Proficient & Above (MSS)	2011-2012 Scores Proficient & Above (MSS)
57% (341)	**52% (341)**

Mt. Caesar score for SES students for proficiency and above on the 2012-2013 Math NECAPs is a **5% increase** over 2011-2012, but the MSS stayed constant.

MATH
Mt. C's SES Students Compared to District and State

Mt. Caesar SES Proficiency (MSS)	District SES Proficiency (MSS)	State SES Proficiency (MSS)
57% (341)	**61% (343)**	**62% (340)**

Mt. Caesar's proficiency and above score for SES students is **4% lower** than the district's score and **3% lower** than the state score, but the MSS is 1 point higher than the state.

Points of Light for Mt. Caesar's 2013 NECAP:

1. **Reading Whole School**: Mt. Caesar's proficiency score in reading for Whole School is 3% higher than the rest of the district.
2. **Reading Whole School**: Mt. Caesar's proficiency score in reading for Whole School remained consistent at 70% from 2012 to 2013.
3. **Reading IEP**: Mt. Caesar's 2013 proficiency score in reading for students with IEPs increased 10% over 2012.
4. **Reading SES**: Mt. Caesar's 2013 proficiency score in reading for SES students is 2% higher than the state average, and the MSS is 2 point higher than the state.
5. **Math SES**: Mt. Caesar proficiency score for SES students in math showed a **5% increase** over 2011-2012, and while the proficiency score was 3% lower than the state, the MSS was 1 point higher.

III. (b) Comprehensive Needs Assessment

Areas of Need for Mt. Caesar based on the 2013 NECAP:

1. **Reading Whole School:** Mt. Caesar proficiency score in reading is 7% lower than the state average.
2. **Reading IEP:** While Mt. Caesar's proficiency score in reading for students with IEPs Increased by 10% in 2013, we are still 18% below the state average.
3. **Reading SES:** While Mt. Caesar proficiency score in reading for SES students is higher than the state average, we are 3% lower in this area than last year.
4. **Math Whole School:** Mt. Caesar's 2013 proficiency score in math is 8% lower than in 2012, 4% lower than the district, and 15% lower than the state average, however, the MSS is only 4 points lower than the state.
5. **Math IEP:** Mt. Caesar's 2013 proficiency score in math for students with IEPs is 8% lower than in 2012, 9% lower than the district, and 18% lower than the state average.

The focus for the 14-15 school year, will be to continue implementation of programming and data collection to address the deficit areas.

Targeted goal areas identified through the needs assessment in the area of reading are making connections, using details for evidence, and depth of knowledge.

Targeted goal area identified through the needs assessment in the area of math are numbers and operation, answering word problems articulating and showing the evidence, and reading the complete prompt before attempting to answer.

Instructional and Organizational Effectiveness

1. Increase the amount of small flexible group instruction with highly qualified personnel.

2. Maximize available instructional materials and resources to increase student achievement such as:
   Common grade level planning
   Professional Learning Communities

Comprehensive Needs Analysis – NECAP Analysis
Meeting Notes from Comprehensive Needs Assessment meetings focusing on NECAP

2013 NECAP Reading 70% Proficiency

Multiple Choice responses were in the mid-high range – 50% (3), 60% (3), 70% (3), 90% (1) proficiency.
Open Ended Response scores were low. Areas of improvement in instruction:

1. Showing details from the passage using evidence. (Question 12 –Describe 3 steps needed to get oranges ready to be turned into juice using details from the passage)
2. Effort to read, comprehend, and using test taking skills. Test taking skills should be taught once a week using literary texts, informational texts, and focusing on initial understanding, analysis and interpretation, and showing evidence from the text.
3. Students have a hard time making connections, building on their background knowledge.
4. The depth of knowledge is at the low end of the Bloom's Taxonomy. Using KTL questioning, we can introduce higher-level thinking skills.

2013 NECAP Math 55% Proficiency
Scores were in the low-average range – 11% (1), 20% (2), 30% (4), 40% (3), 50% (2), 60% (2), 70% (2). Proficiency on unreleased open-ended responses was in the mid-average range: Numbers and Operations (72%), Geometry and Measurement (72%), Functions and Algebra (62), and Statistics and Probability (55%)

1. Vocabulary plays a large part in the test. Concepts needing more understanding include: more, fewer, part/whole, altogether, monetary value, attributes, perimeter, area, pictograph.
2. Concepts needing more practice include: greater than/less than, rounding, words to numeral, horizontal and vertical, add/subtracting w/wo grouping, missing numbers.
3. Graphing and data are a strength, but more practice using line plot and statistics needed.
4. Word problems need more practice, particularly 2-step problems. Students are not looking closely at the words and the full question – they are zeroing in the numbers and quickly solving the equation without reading the task.
5. Recognizing words such as perimeter and area (not covered in the second grade CCSS) and solving these problems need more practice.
6. Division is presented at the end of second grade and is not fully developed by the fall test.
7. Students need more practice in showing how they get the right answer and then explaining in written form how they did it – writing the process.
8. Spending more time on deductive reasoning and identifying specific key words in word problems.

Recommendations for math instruction:

1. Revising the math folder and redistributing it in the second grade classrooms – using pictures as examples.
2. Enhancing the Math Journal – a common language tool for the students.
3. Spending more time on deductive reasoning and identifying specific key words in word problems.

Overall Math Comparison of areas of need from the Winter 2014 MAP Scores for Grades K to 2

Operations and algebra were weak.

Measurements and Data were weak, while students can measure; they are having difficulty with estimation, comparing, and finding the differences between two items, particularly when subtraction and 2 step answers are involved. Word problem are also a language-based problem.

Geometry, especially in kindergarten is strength, where it is concrete. As the content becomes more complex by second grade, they are learning acute vs. obtuse triangles, 3D vs. 2D figures, plane and solid figures, and perimeter and area. What happens as it becomes more complex, once it involves logical thinking, such as if....then questions, it becomes more abstract and difficult.

Numbers and Operations are based on Base 10, place value, and basic math facts. The complexity comes in when we ask the students to apply the basic facts (greater than, less than) particularly in solving equal equations (...is the same as).

Overall, we need to foster the ability of applying thinking and problem solving skills – reading, thinking, and applying.

Overall Reading Comparison the Winter 2014 MAP Scores for Grades K to 2

Scores on Interpreting Informational Text were high. Writing was strength. The concern we saw here was that while in kindergarten and first grade, the tests were read to the children (Primary MAPS) but in second grade, the transition was made to having the test entirely read by the students themselves (MAPS Survey 2-5), and it appears that the second grade students' scores were slightly better than the other grades when it would seem that the opposite would be true, that the scores would dip when the test became more complex. In first grade scores were declining, we need more work with high-frequency words.

Comprehensive Needs Analysis – MAPs Analysis
Meeting Notes from Comprehensive Needs Assessment meetings focusing on MAPs

Some questions we had about the MAPs Assessment:

1. How much do the first graders need to be redirected (for attentions, listening to the whole prompt, etc)?
2. How much exposure do the struggling students have to grade level materials?
3. What do the students actually know, how does prior knowledge impact their performance on the assessment?
4. Are the students engaged in the process of the assessment? Is it flashy vs. the same basic presentation to them?

<u>Further Recommendations</u>

We need to get parents in to show them how they can help their children at home. Des Cartes, Staff, I Can statements,

We need to make a better effort with the bubble kids; teachers and interventionists are not able to get to the borderline groups because they work mostly the lowest struggling students.

Engage in teaching smaller groups but with deeper learning.

Comprehensive Needs Analysis

VI. (a) Comprehensive Needs Assessment

Recommendations for Whole School Improvement

Literacy Curriculum and Instruction:

Make a better effort with the bubble kids; teachers and interventionists are not able to get to the borderline groups because they work mostly the lowest struggling students.

Instruction in smaller groups but with deeper learning.

Provide additional training in KTL Vocabulary and formal training in LLI.

Ensure struggling readers are exposed to test taking skills at each grade level.

Stress the use of KTL questioning strategies, we can introduce higher-level thinking skills.

Displaying high quality, teacher made anchor charts in the classroom for student reference.

We need to ensure that kindergarteners are reading on Level D by June. Start reading instruction earlier in the year, kindergartners do not need all the letter sounds before they are oriented to books. Reading instruction can happen simultaneously with *Fundations*. Vocabulary needs to be taught in kindergarten starting with simple CVC words.

Ensure we are intentional with building background and connections when presenting new information.

Teach children to ask themselves, 'does this make sense?,' when decoding new words and sentences even in math.

Math Curriculum and Instruction:

A focus on transition words will help students in written explanations in the processes they use to solve math problems.

Comprehensive Needs Analysis

Ensure classrooms have high quality targeted interventions and extensions for the children who do not leave the classroom for interventions.

Make sure every child has all the testing accommodations available to meet their needs, particularly reading math problems to students who need it.

Ensure we are going deeper into math concepts to include application and deep understanding.

Ensure our scope and sequence for math is coordinated with the common assessments.

Spending more time on deductive reasoning and identifying specific key words in word problems.

Assessment:

Make an effort to get Art, Music, and PE teachers involved in school wide activities that promote literacy and math.

More PLC time in the schedule to facilitate coordination and communication between teachers and interventionists to review progress, consult together, and monitor assessments.

Summer school needs more focus/accountability/student learning goals data analyzed with specific pre- and post- tests that are shared with the school staff.

Once a week, take Fast ForWord computer time to do practice MAPs activities so the students can become more familiar with the process.

We need to teach perseverance and stamina for Smarter Balance testing.

Professional Development:

Continue our embedded literacy training in running records and benchmark assessments, teaching for strategies, and balanced literacy.

Visits and workshops to promote rigor and dispel the "they're not ready" mindset.

Conduct a workshop on how to expose/teach grade level material to struggling students.

Parental Involvement:

Invite parents in to show them how they can help their children at home.
(Des Cartes, I Can Statements)

Show parents how to help their children make connections and build in their background knowledge.

Extended day program for preschoolers.

Having grade level pages on our web site to inform and explain to parents what our upcoming classroom topics and activities are, what they can do at home to help prepare their children for class, and an explanation of our curriculum.

Grade	Teacher	Reading Percentile	MATH Percentile
Kindergarten	Class 1	63	68
	Class 2	45	60
	Class 3	61	72
	Class 4	53	71
	Class 5	72	84
Total % for grade	Total Combined	**59**	**71**
Grade 1	Class 1	42	47
	Class 2	47	42
	Class 3	44	56
	Class 4	59	65
Total % for grade	Total Combined	**48**	**53**
Grade 2	Class 1	50	66
	Class 2	39	39
	Class 3	53	53
	Class 4	59	65
Total % for grade	Total Combined	**50**	**56**

Grade	Teacher	MAPS ELA %ile (District Common Assessment Trimester 2)	MATH %ile (District Common Assessment Trimester 2)
Kindergarten	Class 1	63 (95)	68 (90)
	Class 2	45 (96)	60 (90)
	Class 3	61 (84)	72 (94)
	Class 4	53 (81)	71 (86)
	Class 5	72 (85)	84 (96)
Total % for grade		59 (88)	71 (91)
Grade 1	Class 1	42 (92)	47 (76)
	Class 2	47 (83)	42 (95)
	Class 3	44 (91)	56 (73)
	Class 4	59 (90)	65 (96)
Total % for grade		48 (89)	53 (85)
Grade 2	Class 1	50 (80)	66 (79)
	Class 2	39 (59)	39 (82)
	Class 3	53 (86)	53 (73)
	Class 4	59 (82)	65 (66)
Total % for grade		50 (77)	56 (75)

IV. Schoolwide Program Goals

Mt. Caesar School Goals Aligned With Our
Comprehensive Needs Assessment

Goal I: To improve the learning of all students in a culture of collective responsibility.

Long-term objectives include developing Student Learning Objectives for each student and to create more effective PLCs. A deeper understanding and more effective use of common assessment data in both formative and summative models will be developed. Teachers will come together as a PLC with more focus on assessments and designing interventions/extensions that meet the needs of all the students. In order to meet these objectives, teachers will be provided with training and models of how to analyze assessments at a deeper level.

In addition, Mt. Caesar reading specialists/interventionists/special education staff will continue to provide universal reading level benchmarks for every child in the school (grades K-2) to determine whether they are reading on grade level or whether they need some intervention to help them. Our reading specialists/interventionists will then coordinate with the classroom teachers in Professional Learning Communities to analyze data and to plan and implement high quality interventions. Struggling students are continually progress monitored by the interventionists to determine if the current interventions are working. If necessary, they adjust the intervention approach or the grouping to better meet the needs of the struggling students.

In addition to this, all students will take District Level Common Assessments (developed by MRSD teachers in district grade level teams) each trimester in both math and English Language Arts. These results are analyzed in grade level meetings consisting of teachers and interventionists to determine which students will need additional assistance to master the common core skills identified for their grade level. District grade level teachers will meet twice a year to share results and evaluate the Trimester District Common Assessments across the elementary schools.

Goal II: Develop a culture of lifelong learning beyond the faculty and throughout the greater district community.

Objectives for Goal II include implementing meaningful professional development with fidelity and ensuring endorsement of the staff. The vision for Mt. Caesar is to immerse ourselves in embedded training (at the school within the school day) to increase our knowledge and understanding of differentiated instruction, balanced literacy, and guided reading practices, including in-depth professional development in running record assessments and benchmarks, as well as using a Balanced Literacy approach to teaching literacy.

literacy instruction. The goal is that when children move from grade to grade, the staff and reading specialists will have a standardized record of each students' reading level and his/her strengths and areas that need more practice.

Keys to Literacy training will also play a large part in providing the teachers with strategies to incorporate in their literacy instruction, particularly in writing. Our Common Needs Assessment showed that students need more practice with showing details from passages using evidence, initial understanding, analysis and interpretation, and making connections between two texts. Keys to Literacy training will also be used to enhance our math instruction as our Comprehensive Needs Analysis has shown us that our students need more understanding of math vocabulary and concepts, articulating and writing down how they solved a problem, and most important, how to answer word problem, particularly two-step word problems.

A leading objective for Goal II is to advance professional development directly related to student learning. Mt. Caesar School's goal is to implement high-level guided reading practices across all grade levels. This is an effective, research based instructional method that is focused on: oral language, concepts of print, phonemic awareness, phonics, spelling, fluency, vocabulary, comprehension, and writing. This year the faculty at Mt. Caesar School has been focused on professional development in high-level literacy instruction. We have also introduced *Fundations*, an early phonics and literacy program, in the kindergarten classes this year and will be used throughout all the grades in the school next year. *Fundations* is designed to use a multi-sensory approach to teach young students the Common Core foundational skills.

Goal III: To improve the level of community awareness and involvement at Mt. Caesar School and broaden the information available to stakeholders.

Mt. Caesar provides monthly parent communications through postings on the Mt. Caesar School web site, Principal's News, and Power Announcements via email, and hard copies of notices sent home with the students. In addition, the principal submits a monthly Balanced Score-Card report to the members of the MRSD school board.

We also invite parents and the community in for Open House, Art Gallery, New Hampshire Dance Institute program, Kindergarten Information Night, Grade 1 and Grade 2 Music programs, Parent Teacher Conferences, Parent Teacher Organization, and events such as the Halloween Parade. In addition, the principal has established a Parent Advisory Committee, we have weekly parent volunteers in our classrooms, and Reading Across America volunteers also come in on a weekly basis to work with children. We have students from our alternative high school, the Smart Program, and the high school National Honor Society students come in to volunteer.

To address Goal III, to provide more communication between home and school, staff at Mt. Caesar will be encouraged and taught how to develop their own classroom web pages under our school site. These classroom pages could include information about the programs and practices we use to teach the curriculum, offer suggestions of how parents can help their children to work on upcoming concepts, and notify parents of events in the school or in their child's classroom.

Literacy Plan for Mt. Caesar School

Literacy 2009: Data about students in Reading First Schools in New Hampshire.
"The highest achievers are doing Guided Reading."

What is the goal for our school?
The goal for our Elementary Literacy Plan for next year involves shifting the instructional focus from Core Reading to Guided Reading through Balanced Literacy (as opposed to traditional reading groups).

What is Guided Reading?
Guided Reading describes teacher directed lessons that show students *how* to read – the process of reading – where the teacher supports students in their use of strategies to problem solve their way through new texts.

What is Balanced Literacy?
Balanced Literacy was created after research showed that struggling readers read 1/10th of what fluent readers read in a school day. To correct this imbalance, the Balanced Literacy framework for teaching connected literacy components was developed. The four literacy blocks include Guided Reading, Independent Reading, Word Work, & Writing.

Why shift our focus?
We are making the shift from teaching the *text* to teaching the *reader*.

Traditional core reading focuses on teaching the text (story) while teaching words and reading skills in isolation. It features round robin reading (one child reads a portion of a text while others wait their turn to read). This limits a child's reading time and his opportunity to solve new words of text.

Guided reading focuses on the **reader** – not the story. Guided reading takes the child from where they are at and leads him to his next step of learning. In a guided reading group, **every child reads the whole text,** which allows them to construct meaning from the text. They are not waiting for their turn, they are actively engaged in whisper reading. When the teacher taps in front of them, they raise their voice to allow the teacher to hear their reading. The teacher, in turn, can instruct and give immediate feedback to the student. It is differentiated instruction at its best.

What is the difference between Traditional Reading Groups and Guided Reading?

The list of characteristics of Guided Reading:
Teaches FOR strategies- to create a process in students to efficiently and
accurately read increasingly more challenging texts
All students are engaged when in the reading group- reading independently in whisper reading
with staggered starts
Many groups
Countless book choices
Allows for immediate corrective feedback
Teacher's role is to watch and analyze reading and offer support as needed
Easy to apply Bloom's thinking strategies

The list of characteristics of Traditional Reading Groups:
Program driven, not student driven
One, two, three groups in a classroom – H, M, L
Round robin reading
Teacher directed instruction based on the new words and skills of the story
Limited book choice

Why do we need consistent Literacy training across the district?
Running records and their analysis are the essential tool for informing and driving reading
instruction and accelerating the reading progress of all students, especially students in Tier 2
and Tier 3. This method actually captures what a reader says and does when he/she reads text
and allows us to analyze where their reading is breaking down. The reason for district wide
training is to establish consistency in recording and scoring to ensure reliability. We must be
consistent so that there is a common understanding between all teachers currently working with
the reader as well as the receiving teacher.

What does Teaching FOR Strategies mean?
Creating within a child's brain a process to take all the information on the page and combine
that their knowledge of language to construct the author's meaning.

Schoolwide Action Plan/Timeline

Mt. Caesar School

2014-2015

Goal I: To improve the learning of all students in a culture of collective responsibility.

Action Step/Activity	Who is Responsible	When	Rationale	Resources	Success Indicators
MTC will begin practicing a balanced literacy model which includes reading and writing centers incorporated into the daily reading block	Classroom teachers, paraprofessionals, reading specialist, Title I teachers, Special Education teachers, administrator	Training will be on June 16, 2014. We will start using the model in August 2014 and continuing throughout the school year	To target the five components of reading (phonological awareness, phonics, vocabulary, fluency, and comprehension) and to make writing a more prominent component of the reading process	The model includes a technology center, a writing center, a learning game, and time with partners and the teacher in small groups.	Student growth as measured by benchmark assessments (three times a year) and continued progress monitoring for struggling students (every week or every other week) using F & P Benchmarks, Running Records, MAPs
Increase the use of non-fiction reading and writing, for example writing math journals that show thinking in pictures, numbers, and text using Smarter Balance and common core rubrics to measure mastery	Classroom teachers, paraprofessionals, reading specialist, Title I teachers, Special Education teachers, administrator	We will begin in August 2014 and continue throughout the school year	Non-fiction reading and informational texts were shown by our comprehensive needs assessment to be areas of weakness	We will use Title I funds and our local budget to purchase non-fiction guided reading books	Scores on informational texts measured by benchmark assessments (three times a year) and continued progress monitoring for struggling students (every week or every other week)
Running Record assessments (given every 2 to 4 weeks)	Classroom teachers, Title I teachers, Interventionists, Special Education teachers, administrator	We will benchmark all students three times a year and follow up with progress monitoring for struggling students every six week to ensure our interventions are working.	Ongoing assessments and progress monitoring will allow instruction to be individualized for each student.		Student growth as measured by benchmark assessments (three times a year) and continued progress monitoring for struggling students (every week or every other week)

Activity	Personnel	Timeline	Description	Budget	Evaluation
MTC will continue to implement full day kindergarten for all kindergarten students as well as half-day Pre-School program and an Extended Day Care program for Pre-Kindergarten students.	Kindergarten teachers and Pre-School teachers under the supervision of the administrator	We will begin in August 2014 and continue throughout the school year	Increasing opportunities for early intervention and oral language development through our Pre-School program will insure a smooth transition to full day Kindergarten. Kindergarten students need to acquire reading skills before first grade.	Local and grant budgets	Student growth as measured by benchmark assessments (three times a year) and continued progress monitoring for struggling students (every week or every other week) Kindergarten students take all school assessments
We will continue to increase our available leveled reading library and have plans to develop and organize a Leveled Book Room for all grades.	Teachers and Interventionists	August 2014 and continue throughout the school year	We will use a school wide guided reading library, with multiple copies of fiction and nonfiction books at differing levels that will be available for all staff to use.	Grant funds and the local budget	Classroom teachers, paraprofessionals, reading specialist, Title I teachers, Special Education teachers, and administrator reports
Extended school year opportunities through the 21st Century Grant will be available for all students.	ACES 93 personnel	Summer 2014	Summer school combats summer regression in students who would otherwise loose ground during the summer	Grant and the local budget	Student growth as measured by pre- and post- program data.
Fontas and Pinnell Benchmark assessments will be used for each student in addition to bi-weekly Running Record progress monitoring assessments provided for struggling students.	Classroom teachers, reading specialist, Title I teachers, Special Education teachers, administrator	We will benchmark all students one to three times a year and follow up with progress monitoring for struggling students every six week to ensure our interventions are working.	Ongoing assessments will allow instruction to be individualized for each student.	Local and Special Education funds	Student growth as measured by benchmark assessments (three times a year) and continued progress monitoring for struggling students (every week or every other week). Several different types of

Action	Who	Timeline	Description	Funding	Evaluation
Implement a high quality PLC data team process next year to ensure student achievement through summative and common formative assessments	Administrator, classroom teachers, Special Education teachers, Title I teachers, are an integral part of our data team process	Teams will meet weekly for a half hour before school and twice monthly for one hour	Data is used to identify students who need additional assistance through Response to Intervention. When students are identified, they begin specific strategies through Tier II and Tier III.	During this process teachers meet to collaborate on specific strategies to meet individual student needs. Substitutes will be provided for the half day meetings. Scheduling will allow for the half hour weekly and one hour monthly meetings.	Data will show whether we are applying appropriate interventions to meet students' academic needs
Increase Vocabulary Development through direct instruction, content area integration, word walls, read alouds, discussions, and oral language development. Additional training in KTL Vocabulary Strategies.	Classroom teachers, Interventionists, reading specialist, Title I teachers, Special Education teachers, administrator	We will begin in August 2014 and continue throughout the school year	For development of content area knowledge, understanding of suffixes, prefixes, root words (origin of words) will increase students' ability to apply strategies to break words apart for meaning	Local and Title I funds	Student growth as measured by benchmark assessments (three times a year) and continued progress monitoring for struggling students (every week or every other week)
The Common Core math curriculum is being used across all grade levels for math instruction. Teachers will follow the district developed scope and sequence.	Classroom teachers, paraprofessionals, Interventionists, Title I teachers, Special Education teachers	We will begin in August 2014 and continue throughout the school year	The curriculum is designed to support students as they make sense of math and become mathematical thinkers, focus on computational fluency (also addressed during math centers with additional practice), emphasize reasoning	Local funds	Student growth as measured by district common assessment benchmarks (three times a year) and continued progress monitoring for struggling students (every week or every other week) based on PLC developed targeted interventions.

Goal II: Develop a culture of lifelong learning beyond the faculty and throughout the greater district community.

Action Step/Activity	Who is Responsible	When	Rationale	Resources	Success Indicators
KTL Strategies will be employed in all literacy instruction. Trained KTL coaches are in every building to ensure staff is supported in the use of KTL strategies.	KTL school coaches will provide support and training for their peers to ensure they are effectively using the KTL strategies in their lesson planning	We will begin in August 2014 and continue throughout the school year	A balanced literacy approach incorporates the elements of the KTL strategies in teaching reading and writing	Local funds	Student growth as measured by district common assessments. Ongoing sharing during monthly staff and PLC meetings.
Embedded professional development including monthly workshops and/or individual coaching sessions will be provided to improve our instruction in guided reading and balanced literacy	Administrator will organize events with our literacy coach	Beginning in August 2014	Teachers will learn balanced literacy strategies and practice teaching non-fiction literacy using guided reading strategies	Local and grant funds	Successful implementation of balanced literacy centers
Embedded professional development will be provided in our math curriculum	Administrator will organize the event	Teacher release day	Teachers need a chance to learn new math teaching strategies, try them, and then reflect on them with the trainer		Growth shown on the math MAPS assessment and district common assessments
District grade-level meetings are scheduled throughout the year to provide staff development opportunities on grade-specific topics	The event is organized by the district central office personnel	Periodically throughout the school year	We need to provide all staff with the opportunity to meet with their grade level peers to share strategies, curriculum, and common assessment results	The district central office personnel	Teacher reports on surveys
Professional Development in the Wilson *Fundations* early phonics program will be provided for all teachers	Classroom teachers, reading specialists, Interventionists, Title I teachers, Special Education teachers	We will begin in June 2014 and continue throughout the school year	Consistency in phonics, phonemic awareness, vocabulary, fluency, and comprehension instruction	Local and Special Education funds	Student growth as measured by *Fundations* Unit Assessments.

Action Step/Activity	Who is Responsible	When	Rationale	Resources	Success Indicators
Teachers will meet twice a month for one hour to analyze progress monitoring data, formative, MAPs, and district common assessments	Teachers and professional support staff	Twenty times a year after school	These meetings will give teachers time to collaborate on student achievement data analysis, improving the RTI process in the school and planning for individual student needs	These meeting times are embedded in the teachers' job description	Teacher reports given to the administrator and the results of student data

Goal III: To improve the level of community awareness and involvement at Mt. Caesar School and broaden the information available to stakeholders.

Action Step/Activity	Who is Responsible	When	Rationale	Resources	Success Indicators
Post pictures of our student activities, curricular resources, and a listing of what is coming up on our web site and through our School Newsletter	Administrator	Periodically throughout the school year	Research shows that the more parents are included and involved in their child's schooling, the more successful the child is	Building IT person	Parent input and comments, Effective Schools Parent Survey
Conduct Parent Nights where parents are invited to come to school and engage in learning activities with their children	Administrator, teachers	At least once a quarter during the school year	Research shows that the more parents are included and involved in their child's schooling, the more successful the child is	Teacher and staff support	Parent input and comments
Increase publicity of school events and students accomplishments in local newspapers	Administrator	Periodically during the school year	Research shows that the more parents are included and involved in their child's schooling, the more successful the child is		Parent input and comments
Make sure MAP scores, common assessment scores and grade level expectations are available to parents at conference time	Classroom teachers and administrator	During Parent Teacher Conferences	Parents need to be informed as to how their child is performing in reading and math based on a national norm	District funds pay for the licenses	Parent input and comments

The principal will connect with the families over the summer by sending home an informational newsletter on getting ready for the school year and any changes that have happened over the summer	Administrator	A letter will be sent home in June encouraging families to engage in summer homework and at the end of the summer to welcome families back to school	Research shows that the more parents are included and involved in their child's schooling, the more successful the child is	Postage	Parent input and comments
More principal articles in the newsletter about schoolwide services	Administrator	Periodically throughout the school year	Parents need to be informed of the programs at school	Building IT person	Parent input and comments

Comprehensive Needs Analysis

VI. (a, b) Comprehensive Needs Assessment

Recommendations for Schoolwide Improvement

Literacy Curriculum and Instruction:

Make a better effort with the bubble kids; teachers and interventionists are not able to get to the borderline groups because they work mostly the lowest struggling students.

Instruction in smaller groups but with deeper learning.

Provide additional training in KTL Vocabulary and formal training in LLI.

Ensure struggling readers are exposed to test taking skills at each grade level.

Stress the use of KTL questioning strategies, we can introduce higher-level thinking skills.

Displaying high quality, teacher made anchor charts in the classroom for student reference.

We need to ensure that kindergarteners are reading on Level D by June. Start reading instruction earlier in the year, kindergartners do not need all the letter sounds before they are oriented to books. Reading instruction can happen simultaneously with *Fundations*. Vocabulary needs to be taught in kindergarten starting with simple CVC words.

Ensure we are intentional with building background and connections when presenting new information.

Teach children to ask themselves, 'does this make sense?,' when decoding new words and sentences even in math.

Math Curriculum and Instruction:

A focus on transition words will help students in written explanations in the processes they use to solve math problems.

Comprehensive Needs Analysis

Ensure classrooms have high quality targeted interventions and extensions for the children who do not leave the classroom for interventions.

Make sure every child has all the testing accommodations available to meet their needs, particularly reading math problems to students who need it.

Ensure we are going deeper into math concepts to include application and deep understanding.

Ensure our scope and sequence for math is coordinated with the common assessments.

Spending more time on deductive reasoning and identifying specific key words in word problems.

Assessment:

Make an effort to get Art, Music, and PE teachers involved in school wide activities that promote literacy and math.

More PLC time in the schedule to facilitate coordination and communication between teachers and interventionists to review progress, consult together, and monitor assessments.

Summer school needs more focus/accountability/student learning goals data analyzed with specific pre- and post- tests that are shared with the school staff.

Once a week, take Fast ForWord computer time to do practice MAPs activities so the students can become more familiar with the process.

We need to teach perseverance and stamina for Smarter Balance testing.

Professional Development:

Continue our embedded literacy training in running records and benchmark assessments, teaching for strategies, and balanced literacy.

Visits and workshops to promote rigor and dispel the "they're not ready" mindset.

Conduct a workshop on how to expose/teach grade level material to struggling students.
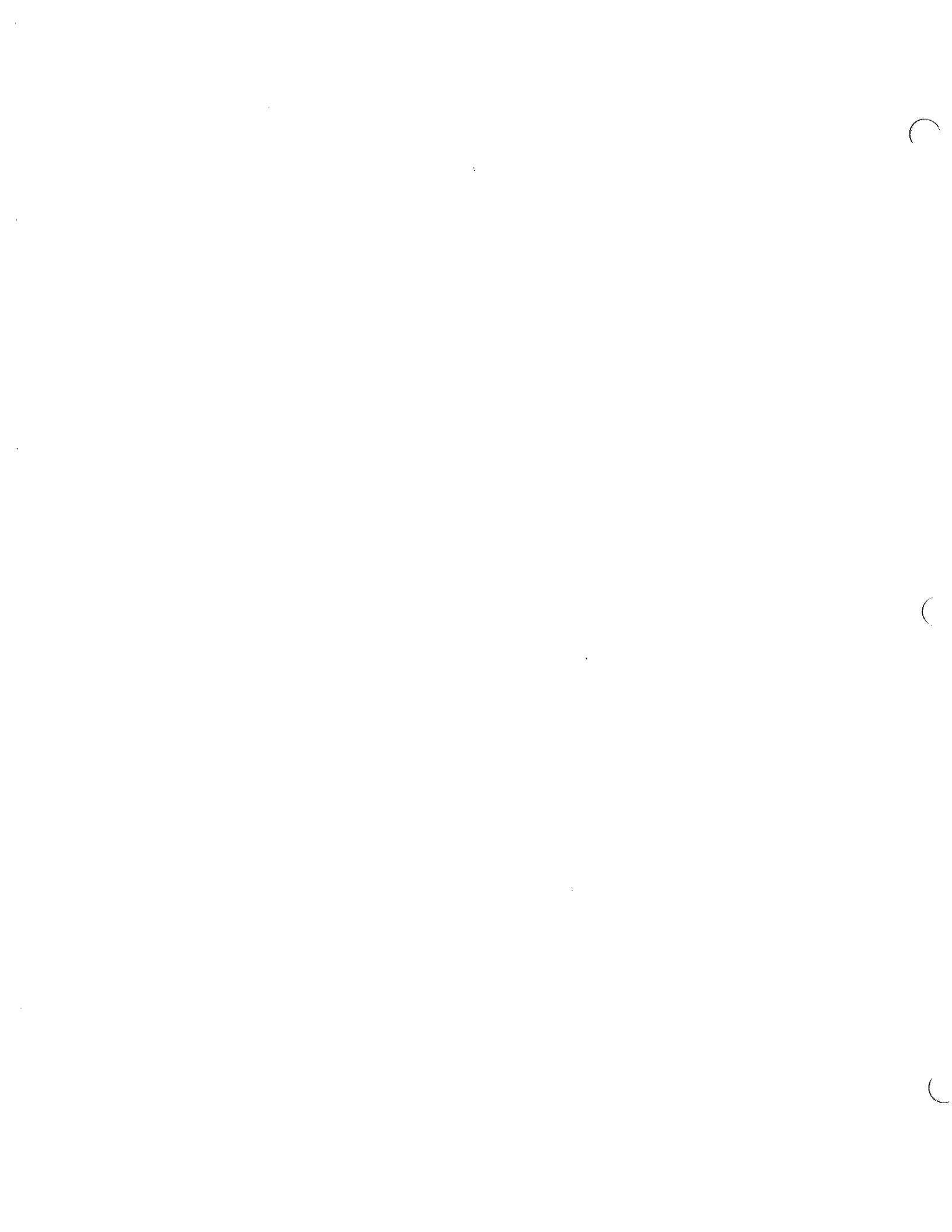
Parental Involvement:

Invite parents in to show them how they can help their children at home. (Des Cartes, I Can Statements)

Show parents how to help their children make connections and build in their background knowledge.

Extended day program for preschoolers.

Having grade level pages on our web site to inform and explain to parents what our upcoming classroom topics and activities are, what they can do at home to help prepare their children for class, and an explanation of our curriculum.

VI. (c) Activities to Ensure Mastery for Students Who Experience Difficulty Mastering Standards

Our goal is to continue to conduct collaborative PLC meetings on a consistent basis. The data team process allows teachers to collect data for every child based on common, grade-level developed assessments. This data allows teachers to identify areas of strength and areas in need of improvement for individual students, whole class and grade level. This data is then used to reflect on teaching practices and guide future instruction. Special Education teachers, Title I teachers and interventionists are an integral part of our data team process along with the classroom teachers.

Mt. Caesar utilizes an intervention model that is used to address the needs of students experiencing academic challenges. Once a student is identified as needing additional assistance, teachers meet to develop targeted intervention strategies, which include:

- Research-based strategies are implemented based on the needs of our students. Reading improvement is an identified need. Staff Development on research-based strategies to improve instructional opportunities for our students is provided to all teachers.
- Data-driven PLCs work collaboratively within grade levels to track student progress and plan interventions accordingly.
- Research-based software is installed on computers in our buildings. We currently make use of the Fast ForWord and Moby Max programs. This software enables students to progress at their own rate; low achieving students are given additional practice and instruction, and high achieving students progress beyond grade-level benchmarks.
- Cooperative learning strategies are encouraged through staff development opportunities.

In order to increase student achievement, particularly with our struggling students, our teachers will utilize the following strategies:

- Increase the use of non-fiction reading and writing
- Direct instruction of comprehension strategies through focused mini-lessons
- Incorporate writing across content areas
- Increase vocabulary development through direct instruction, content area integration, word walls
- Increase read alouds to include teacher modeling of comprehension strategies
- Direct instruction of Problem Solving strategies
- Daily Math Centers
- Daily Literacy Centers
- Guided Reading
- Math Journaling
- Fontas and Pinnell Running Records
- Differentiated Instruction
- Highly Effective Teaching brain-based strategies
- Use data to drive instruction
- Opportunities for individual and team planning provided in master schedule
- Increasing opportunities for early intervention through our Pre-K program
- Continue to provide professional development to staff to effectively use KTL and Guided Reading teaching strategies
- Consistently use a system for monitoring and recording student interventions

- Align what interventions are available for specific skills and concepts.
- The first line of defense for all students not reaching the benchmark is oral language development. Provide opportunities for the students to talk about the stories or informational texts they are reading, e.g. to retell, summarize, use transitional words.
- Oral language – words are the tools of a conceptual thinker.
- Make sure the student understands what is being asked of him/her.
  For example, does a kindergarten student understand the concept of 'same,' or the concept of rhyme? OR Does the student understand each concept – rhyme and same – but, is unable to apply the concepts according to what is being asked?
  If the child can build a pattern with blocks – triangle, triangle, square, but cannot identify the two pictures out of three that rhyme – relate the pictures that rhyme to the two pattern blocks that are the same. You build on what the child has control of (mastery of) to build upon another skill.
- Research tells us that the most effective person for instructional intervention is the classroom teacher. Why? The classroom teacher knows the student best.
- It is important to look at students' data as a team to identify area(s) for intervention. The team adds vital information as to the why and what may have affected the student's lack of progress, for example high absenteeism, recently enrolled, etc.
- Implement the intervention as soon as possible to avoid further deficits - to move the student forward to reach the benchmark – also, be vigilant in regards to students just at the benchmark to ensure they continue to make progress and not slip backwards.
- Research shows that students respond to visual motivation – simple graphs and charts. It doesn't have to be fancy. Students are extrinsically motivated. By using a simple graph/chart you can talk with the student about their progress.
- Have students illustrate their thinking (making a visual model) – illustrate the sequence of events from a story – illustrate math problems. This will help us to see evidence of the student's thinking.

Leveled Literacy Instruction

Leveled Literacy Intervention (LLI) is a scientifically-based system of instruction designed for children who struggle with reading and/or writing. Children qualified for this program based on several highly reliable reading assessments, including the Fountas and Pinnell Benchmark.

While participating in this program, children have daily thirty-minute lessons during which they will read, write, and learn about phonics. In addition to these lessons, children will receive another thirty minutes of literacy practice based on the LLI lesson. Instruction will be provided by interventionists or Reading Specialists. Children's reading ability will be assessed at regular intervals to monitor progress, and adjustments will be made as needed.

Each night, child brings home a *Take Home Book*, which is a copy of a book he/she has already read in school. Children read the book at home to an adult. It is very important that the children read every night in order to practice what he/she has learned about reading.

(https://www.dpi.state.nd.us/title1/project/leveled_literacy.pdf)

Fundations

The Wilson *Fundations* program will be used in every classroom in Mt. Caesar School next year. This year, our five Kindergarten teachers had training and used the program across the grade level for consistency in skill development. Next year, all teachers in grades 1 and 2 will be trained in the program and will use it as a part of their Balanced Literacy instruction.

The *Fundations* program's primary focus is on phonemic awareness activities, letter recognition, phonics, and studying syllable types and affixes (prefixes and suffixes) as a part of the decoding process.

Vocabulary, fluency, and comprehension instruction are included in the program as well. In Level K, students learn letter formation by using "sky writing" involving gross motor movements, before they practice writing on paper.

The letter names and sounds are learned, the alphabetic principle established and phonological awareness is emphasized. Through the use of multi-modality methods involving auditory input, manipulation of tiles and sound cards, "tapping" phonemes on their fingers to learn to blend words, and writing, students learn to read CVC words and the fundamentals of early reading and writing.

Fundations lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, spelling, handwriting and vocabulary development. Critical thinking, speaking and listening skills are practiced during storytime activities. These components provide a foundation in literacy on which they can build for the remainder of their education.

(http://www.fundations.com)

VI. (d) Family/Community Involvement Program Aligned with the Instructional Program

Mt. Caesar will provide monthly parent communications through postings on the Mt. Caesar School web site, Principal's News, and Power Announcements via email, and hard copies of notices sent home with the students. In addition, the principal submits a monthly Balanced Score-Card report to the members of the MRSD school board.

Mt. Caesar School will also invite parents and the community in for Open House, Art Gallery, New Hampshire Dance Institute program, Kindergarten Information Night, Grade 1 and Grade 2 Music programs, Parent Teacher Conferences, Fast ForWord Parent Information Night, Parent Teacher Organization, and events such as the Halloween Parade. In addition, the principal has established a Parent Advisory Committee, Mt. Caesar School invites weekly parent volunteers in our classrooms, and Reading Across America volunteers also come in on a weekly basis to work with children. We have students from our alternative high school, the Smart Program, and the high school National Honor Society students come in to volunteer.

To address Goal III, which is to provide more communication between home and school, staff at Mt. Caesar will be encouraged and taught how to develop their own classroom web pages under our school site. Having grade level pages on our web site to inform and explain to parents what our upcoming classroom topics and activities are, what they can do at home to help prepare their children for class, and an explanation of our curriculum has the potential to guide parents as to how to better partner with their child's teacher. These classroom pages could include information about the programs and practices we use to teach the curriculum, offer suggestions of how parents can help their children to work on upcoming concepts, and notify parents of events in the school or in their child's classroom.

In addition, Mt. Caesar School staff will invite parents to more information evenings, particularly to show them how they can help their children at home, including information about the NWEA Des Cartes, an understanding of the Common Core Standards through "I Can" Statements, and information of how important reading at home is for the emergent reader's skill development. Other important information for parents would be to show parents how to help their children make connections to the text and to help them build their background knowledge.

VI. (e) High Quality and Ongoing Professional Development Aligned with the Instructional Program

The District's mission shapes the educational plan and actions within the school through establishing high expectations and transferring traditional teaching practices to research based best practices. Through embedded professional development and in having the expectation that the professional development will become classroom practice, teachers are engaging in monthly workshops and coaching sessions. Coaching provides teachers with time for practice, questions, and modeling to ensure success.

The Mt. Caesar School staff is in the process of improving literacy instruction through professional development in implementing a balanced literacy model that includes small group learning centers – teaching guided reading strategies (running records for progress monitoring), word work (phonemic awareness, phonics, spelling, fluency, vocabulary), writing, and independent reading.

All Mt. Caesar School certified staff is engaged in embedded professional development in balanced literacy and guided reading training. This year the staff has been trained in progress monitoring (running records) and guided reading strategies. Next year, they will begin training in the word work and independent reading portions of balanced literacy. The staff has responded very well to the literacy coach. The expectation is that they will be using the training in their daily literacy instruction.

Through embedded professional development, teachers, literacy specialists, and Title I personnel will understand in detail the changes to the literacy instructional program including a timeline that will make the changes easier to understand and accomplish. The teachers will be given enough time to listen, learn, understand, and ask questions about how the changes will impact their practice. This will allow them to develop a plan for accomplishing first order change.

Through embedded professional development, teachers, literacy specialists, and Title I personnel are exposed to using a balanced literacy model of teacher led guided reading, word work, writer's workshop, and independent reading. The process begins with a benchmark assessment to determine their instructional and independent reading level. Those who are below grade level need to have immediate interventions in addition to the classroom instruction. A key component of our embedded literacy training is the understanding of how to find where the reading is breaking down for struggling readers. These students must be assessed every 6 weeks to show whether the intervention is working. Teachers need to use formative assessment tools such as progress monitoring and running records to understand the child's reading needs.

Steps in the Process of Shifting from teaching Traditional Reading to becoming a Teacher of Guided Reading in a Balanced Literacy Classroom
Mt. Caesar 2013-2014 and 2014-2015

Running Records: How to Record, Score, and Analyze Running Records and Overview of Balanced Literacy	Training – 2 Sessions	10 hours per K-2 Broken up into half day trainings
	Coaching for RR	2 days in all
Routines for Teaching **High Frequency Words**	Training – K-2 – 2 Sessions	4 Hours each session
Guided Reading, Part I MSV Revisited- Balanced Literacy, Independent Reading, Selection of Texts	Training - 2 Sessions	8 hours for K-2
Guided Reading, Part II **Before the Reading** **Lesson** 3 Routines of Guided Reading, Components of a Guided Reading Lesson: Book introductions, book orientation introducing new words and vocabulary; the Guid Reading Lesson Pan Template	Training - 2 Sessions	8 hours for K-2
	Coaching for Guided Reading- spread throughout the year	8 days

Guided Reading, Part III **During the Lesson** <u>**Teaching for Strategies**</u> Scaffolding reading, strategies for processing text, strategies for comprehension	Training - 2 Sessions	8 hours for K-2
	Coaching for Guided Reading	8 days
Guided Reading, Part IV **After the Lesson** Return to the text, Extending the text	Training - 2 Sessions	8 hours for K-2
MSV Analysis: Going Deeper	Training – 2 Sessions	8 hours for K-2
Balanced Literacy: Word Work and Writing	Training – 2 Sessions	8 hours for K-2

VI. (f) Strategies to Assist Preschool Children in the Transition To Kindergarten

Ready for Kindergarten

Our Title I Ready for Kindergarten Program invites parents of children ages birth to 4 for modeling and reinforcing parenting skills, providing high-quality learning materials, counseling, and health and community resource information. Family participation is emphasized through: parenting classes, family activities, and modeling of how to teach foundational skills through play at home.

Mt. Caesar Preschool and Extended Day Care Program for 3 and 4 Year Olds

Mt. Caesar Preschool offers language and literacy development that is encouraged through daily exposure to activities such as stories, field trips, functional use of print and dramatic play. Development of math and problem solving skills are developed through manipulation of objects. For children with special educational needs, the IEP process serves as the formal documentation for interventions and transitions. The Mt. Caesar Preschool provides a nurturing environment that fosters a positive self-image, sense of trust in adults and the environment, self-reliance, self-confidence and appreciation of others, which are needed skills to transition to other early childhood or kindergarten programs.

In addition, next year, Mt. Caesar School will offer an Extended Day Care program for students of the Preschool. The program is a joint program with the MRSD district, ACES, and Title I. There will be a limit of 10 children in each class - we have 20 slots for 3 year olds and 20 slots for 4 year olds. Children will come to their Preschool class and then move to the Extended Day Care program where they will engage in structured play activities designed to help with fine and gross motor development, language and speech development, and social skills development. The 3 year olds will be in the Preschool in the morning session while the 4 year olds will be in the Extended Day Care program, and then they will switch for the afternoon session. There will be a charge of about $26 a day and then a sliding scale based on income. The only caveat is the child must be registered in our pre-school to be able to take part in the extended day program.

The primary of the goal of this program is to reach more of our youngest students earlier and provide our community with a needed resource. Students participating in this program will be academically, physically, and socially ready for Kindergarten. Structured activities and open-ended play will provide opportunities for students to practice and improve their large motor, fine motor, and social skills, as well as pre-literacy and math skills.

Entering Kindergarten

During the spring, parents of rising kindergarten students will be invited to attend kindergarten orientation/information sessions. We will have a Kindergarten Information Night this May and all incoming Kindergarten parents will learn about how Mt. Caesar School operates, what kinds of activities their children will experience, what the academic expectations are, and about our screening process in the fall.

Our screening process in the fall will include an opportunity for the children to play, complete a short 5 minute screening tool, speak with the speech therapist, and the occupational therapist. In addition, parents will meet with the school nurse to review medical information and be sure all immunizations and physicals are set prior to the start of school.

Plans for Assisting Preschool Children in the Transition for Early Childhood Programs

Annually, the Mt. Caesar principal and guidance counselor visit the local head starts to share with those children and parents the expectations at the kindergarten level. They offer suggestions for increasing readiness to read, which also develops literacy skills and answer any questions incoming parents may have about our Kindergarten program.

Both the Head Start and local preschool children and parents come to visit Mt. Caesar while school is in session. They tour the building and ask questions.

VI. (g) Ensure instruction by a Highly Qualified Staff

The Monadnock Regional School District offers a competitive pay scale to teachers new to the profession. We support our new teachers with a new teacher inservice day of introduction prior to the start of the school year, and we pair new teachers with trained mentors. Our grade level teams provide additional support and provide the opportunity for ongoing collaboration, which is attractive to teachers new to the district. We also provide embedded, in-district professional development, as well as the option of earning professional development hours and/or graduate credit. The on-site professional development is vital in supporting the district in its efforts to implement best practices in literacy instruction.

The Monadnock Regional School District uses internal advertising for new positions and School Spring to attract highly qualified candidates. All teachers and all of the paraprofessionals at Mt. Caesar from school year 2014/2015 and on will meet the standards for highly qualified staff. All candidates and new hires, regardless of professional or paraprofessional status, must meet highly qualified status before they are hired. Current paraprofessionals will either be certified as HQP by August 2014 or will be transferred to another building in the district not designated as a Title I Schoolwide building.

VI. (h) Extended Learning Opportunities

As part of our Schoolwide Title I plan, Mt. Caesar School Title I funding will be used to train and pay for personnel to provide intervention support for our students scoring in lowest quarter on our District Common Assessments and those not reading on grade level as determined by Fountas and Pinnell reading level benchmarks (not including Special Education identified students). Academically at risk students will receive high quality interventions from Title I and regular education staff based on three points of assessments, including Running Records, a method of determining exactly where the students' reading is breaking down.

As a Schoolwide Title I school, Mt. Caesar School will continue to implement all day kindergarten for all kindergarten students as well as a half-day Pre-School program. The Pre-School program is designed to expose children to concepts and skills that will help with the transition to Kindergarten. In addition, Title I funds, in coordination with local and Special Education funding, will help support an Extended Day Pre-School program designed to increase the accessibility of young students to the program for parents who work and cannot either provide day care or transportation for their children to attend a half-day program. The developmentally appropriate practices of both these programs will enable the child to grow physically, emotionally intellectually, and socially.

Title I Summer Academy will be available for all students identified as in academic need as determined by individual student data. This program will also include coordination with our 21st Century Grant to increase the accessibility of students to the program for parents who work and cannot either provide day care or transportation for their children to attend the 3 hour a day program. ACES 93 will provide high quality extended day activities in conjunction with our Title I Summer Academy. This program will run for 6 weeks during the summer.

Mt. Caesar School incorporates a school wide 90 minute Literacy Block for grades K, 1, 2, which allows students the opportunity to receive reading instruction in a small group with the classroom teacher, whole group skills instruction, and an additional small group with an interventionist if necessary at their instructional level. All children in grades 1 and 2 go to the computer lab daily for literacy training at their level using the *Fast ForWord* Program. "The *Fast ForWord* program develops and strengthens memory, attention, processing rate, and sequencing—the cognitive skills essential for reading intervention program success. The strengthening of these skills results in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax, grammar, and other skills necessary to learn how to read or to become a better reader" (www.scilearn.com). As a Title I Schoolwide school, Title I funds will help support a HQP paraprofessional to provide support to students in this program.

VII. MT. CAESAR SCHOOL INTENDED CHANGES FROM TARGETED ASSISTANCE TO SCHOOLWIDE TITLE I STUDENT SERVICES

	Targeted Assist Model	Schoolwide Model
School Eligibility	A school is eligible for a targeted assistance Title I program if serves an eligible Title I school attendance area.	A school is eligible if at least 40 percent of resident children are from low-income families. MTC is at 51.5% Free and Reduced Lunch status for the 2013-2014 school year.
Model	Targeted Assist model developed in the 1970's	Schoolwide model is a comprehensive school reform that seeks to upgrade instruction for the whole school. MTC developed a plan to address to provide services for students who require interventions based on current and consistently updated student achievement data.
Plan	The LEA plan shall include a description of the components of a targeted assistance program.	An eligible school must first develop a comprehensive plan. MTC engaged in a planning year is that included all the components of a schoolwide program.
Student Services -- Supplement, Not Supplant	A targeted assistance school must use its Title I funds only to supplement and in no case supplant the amount of funds that, in the absence of Title I funds, would be made available from non-federal funds.	MTC will use Title I funds only to supplement the amount of funds that would otherwise be available from non-federal sources for the school. A schoolwide program, however, is not required to provide supplemental services to particular children (it may serve any and all children in the school). MTC supplemental services must be extra to ALL students.
Student Eligibility	Title I funds provide supplemental educational services only to a select group of children identified for failing, or most at risk for failing, to meet State Learning Standards. Only identified students may receive services by a Title I staff member. A targeted assistance school is required to identify participants in the Title I program using a rank order list of students needs /served. Homeless students must be served.	MTC Title I funds can be used to meet the needs of all students in the school. Individual students are not identified as eligible to participate. Any student in the school may receive services by a Title I staff member. MTC is not required to identify particular children as eligible for Title I services. Rank order list of students served is not required, yet an identification of students served

		will be recorded. Any student may receive services.
Responsibilities	The administrator and the Title I teachers who are paid with Title I funds are responsible for making sure that regulations are met.	At MTC, all staff supports the schoolwide project. There is no one labeled as "The Title I Teacher," they will be considered as Interventionists who use student achievement data to plan for and deliver supplemental academic services based on individual student needs.
Parent Involvement/ Annual Meeting	Targeted assistance schools must comply with Title I requirements for parent involvement. Distribution of materials from the Parent Information Center is limited to students receiving Title I services.	MTC will comply with Title I requirements for parent involvement. An annual parent meeting will be held to inform parents about the CCSS requirements, results for Reading and Math formative and summative assessments, and standards based report cards.
Teacher Qualifications	All teachers need to be certified as Highly Qualified.	All MTC teachers are certified as Highly Qualified.
Paraprofessional Qualifications	Paraprofessionals do not need to have a Paraprofessional II certification	All MTC paraprofessionals will have Paraprofessional II certification
Professional Development	All staff in a targeted assistance school may participate in professional development activities paid for with Title I funds provided that such participation will result in a school being better able to address the needs of its Title I students. The only limitation on this Title I- paid professional development is that such activity may not include staff who do not serve any Title I students some point during the school day.	MTC Title I funds will provide high quality, researched based, and ongoing embedded professional development-aligned with the state's academic standards-in guided reading and balanced literacy teaching strategies for teachers to enable all children in the school to meet the state's student academic achievement standards.
Record Keeping-Time and Effort	If employees are paid with federal funds, they must maintain time distribution records that identify the specific federal program cost objective on which they worked for a certain percentage of time. Employees working solely on federal programs	MTC Title I employees are paid with federal funds, and they must maintain time distribution records that identify the specific cost objective on which they worked for a certain amount of time. Periodic certifications for Schoolwide

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	are generally required to maintain periodic certifications, in which the employee attests every six months that they worked on a single federal cost objective. Employees working on multiple cost objectives are required to maintain monthly personnel activity reports.	employees has permitted "blanket staff certifications" that list the name of every Schoolwide employee and that may be signed by the principal once every six-months, attesting that all identified employees worked solely on the Schoolwide plan.
Program Coordination	Coordination with other programs is expected. Combination of other funds is not allowed.	MTC's Schoolwide program will be coordinated and integrated with federal, state, and local funds to upgrade the entire educational program at the school. MTC's Title I funding will coordinate with SAU 93's 21st Century Grant to provide assistance for students in accessing Title I services, particularly during our Title I Summer Academy. Local, district based funding and Special Education funding will coordinate with Title I funding to provide and extended day program for preschool children.
Funding of Preschool Programs	Under the preschool guidance, LEA's are permitted to fund preschool programs with Title I funds under one of the three models: 1. A participating school may use funds to operate a preschool program. 2. A district may reserve an amount from the LEA's total allocation to operate a Part A preschool program for eligible children in the district as a whole or for a portion of the district. 3. An LEA may reserve an amount form the LEA's total allocation and distribute those funds to specific Title I schools.	Local, district based funding and Special Education funding will coordinate with Title I funding to provide and extended day program for preschool children.
Annual Review	A targeted assistance school must review, on an ongoing basis, the progress of participating children and revise the Title I program as necessary to help to help Title I children meet the State's standards.	MTC's Schoolwide program will review the progress of its Schoolwide plan on an ongoing basis. The plan will be reviewed and revised in order to help all children at the school meet the state's

		standards.
Extended Learning Opportunities	The present MTC summer program is only offered to students entering grades1 to 3 who are receiving Title I services.	MTC's Title I funding will coordinate with SAU 93's 21st Century Grant to provide assistance for students in accessing Title I services, particularly during our Title I Summer Academy.
Increase the use of print materials	The number of print materials is limited and available to students presently in the Title I program.	The goal is to increase the number of books used and purchased in order to support all students. There is a need for non-fiction guided reading books to supplement instruction of informational texts for at risk readers.
Increase academic excellence in math and reading through the Response to Intervention model	Identified students are provided services in a pull-out format.	Title I staff may be asked to assist individuals or small groups either in a push-in or pull-out model depending on the needs of the students. Title I staff will become integral to the school's RtI model.
Data Analysis	Title I staff are part of the Student Services Team meetings every other week to discuss students who may need interventions.	In addition to being part of the Child Study Team twice a month, Title I staff will be an integral part of our PLCs to discuss the effectiveness of interventions and student progress in math and reading as measured by student assessment data.

Comparing Targeted Assistance to Schoolwide

	Targeted Assistance	Schoolwide
Eligibility	A school is eligible for a targeted assistance Title I program if it serves an eligible Title I school attendance area.	A school is eligible to become a Title I schoolwide program if it has a poverty level of at least 40 percent and it is receiving Title I funding.
Allowable Expenditures	A targeted assistance school uses Title I funds to support programs for <u>eligible children</u>, i.e., children who are failing, or at risk of failing, to meet the state's standards.	A schoolwide program uses Title I funds to upgrade the <u>entire educational program</u> of the school. Title I funds can be used to serve all children.
Student Selection	A targeted assistance school is required to identify participants in the Title I program using educationally related, objective, and uniformly applied criteria.	A schoolwide program is not required to identify particular children as eligible for Title I services.
Schoolwide Plan	No comparable provisions.	A schoolwide program must spend at least one year developing a comprehensive plan for reforming the total instructional program.
Responsibility	The administrators and the Title I teachers who are paid with Title I funds are responsible for making sure that regulations are met.	No comparable provisions because there are no distinctions between staff that may be paid with Title I funds and those who are not. **All staff supports the schoolwide project.** There is no one labeled a "Title I Teacher."
Student Services – Supplement, Not Supplant	A targeted assistance school must use its Title I funds only to supplement and in no case supplant the amount of funds that, in the absence of Title I funds, would be made available from non-federal funds.	A schoolwide program may use Title I funds only to supplement the amount of funds that would otherwise be available from non-federal sources for the school. A schoolwide program; however, is not required to provide supplemental services to particular children (a schoolwide program may use Title I funds to serve any and all children in the school). Overall, services must be extra to ALL students.
Annual Review	A targeted assistance school must review, on an ongoing basis, the progress of participating children and revise the Title I program as necessary to help Title I children meet the State's standards.	A schoolwide program must review the progress of its schoolwide plan on an ongoing basis. The plan must be reviewed and revised in order to help ALL children at the school meet the State's standards.
Program Coordination	The Title I program should coordinate Title I, Part A resources with other resources.	Schoolwide program must coordinate its resources with other programs and is also given the option to combine its federal funds.
Parental Involvement	Targeted assistance schools must comply with Title I requirements for parental involvement.	Schoolwide schools must comply with Title I requirements for parental involvement.

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VIII. (a) Coordination of Resources

Mt. Caesar School has two reading specialists and two interventionists, funded through local budget funds, who will provide intervention instruction to academically at risk students, as well as extension instruction to students who exceed the criteria for grade level skills. Title I funds will be used to support this model by providing high quality training for the staff. In addition, Title I funds will be used to place high quality personnel in Mt. Caesar to assist in providing academic interventions to our at risk population.

Mt. Caesar School has been the recipient of a 21st Century After School Grant funds for the last three years and has used federal grants to partially fund before and after school programming in the district. This program, identified as ACES 93 (All Children Educated Safely, SAU 93), has as its purpose to raise student academic achievement through the creation and expansion of community learning centers during out of school time hours that provide students with academic enrichment opportunities as well as additional activities designed to complement their regular academic program.

This program is open for children from 6:30 a.m. until 6:00 p.m. during after school hours. There is a set curriculum and list of activities the children engage in every day. ACES also provides a whole day program for children during all school vacations and for 6 weeks in the summer.

Mt. Caesar at risk students will be invited to attend Title I Summer Academy for six weeks during the summer, which will coordinate with the ACES 93 21st Century Grant to provide students with both remedial learning activities with extended day opportunities. Students attending Title I Summer Academy will be able to access before and after care from ACES 93. Title I funds will provide for the certified teachers and the HQP paraprofessional support, along with materials and transportation to meet the parameters of the Summer Academy. The 21st Century Grant will support the extended day opportunities if students require the service.

In addition, it is the intention of the Monadnock Regional School District to pilot and implement an Extended Day Pre-School at Mt. Caesar School beginning in August 2014. This program will dovetail with our current Pre-School program by keeping the children for morning and afternoon extended day sessions after their Pre-School classroom session is over. Student in the extended day program will engage in social skill development through directed paly opportunities. Title I funds and Special Education funding will be coordinated to support this program by providing staffing, materials, and meals to families who are at risk.

IX. Program Abstract

As a Schoolwide Title I school, Mt. Caesar School will Title I funding will be used to train and pay for personnel to provide intervention support for our students scoring in lowest quarter on our District Common Assessments and those not reading on grade level as determined by Fountas and Pinnell reading level benchmarks (not including Special Education identified students).

As a Schoolwide Title I school, Title I funding will support our Schoolwide initiative to engage in guided reading practices across all grade levels. Title I supported embedded professional development at the school is integral to this plan. Guided reading is an effective, research based instructional method that is focused on: oral language, concepts of print, phonemic awareness, phonics, spelling, fluency, vocabulary, comprehension, and writing. Implemented with this program is whole class instruction, but more important, it includes small group differentiated instruction centered on the strategic/skills based needs of each child, and using frequent assessments to track each individual student. These assessments are called Running Records and they help all teachers understand on a deep level if and where the children may be struggling with her/his emerging reading skills. Ongoing professional development will be supported through Title I funds to help teachers plan and use literacy centers as part of the small group differentiated instruction.

Part of our universal assessments as a Schoolwide Title I school will involve benchmarking every child in the school (grades K-2) to determine whether they are reading on grade level or whether they need some intervention to help them. Interventions are planned and implemented in coordination by our reading specialists/interventionists/Title I personnel, and the classroom teachers and are based on analyzing assessment results. The interventionists/Title I staff will use an early reading intervention program, Fountas and Pinnell's *Leveled Literacy Intervention*, to provide supplemental support for struggling students. This program has a history of proven results in showing student growth in reading levels.

As a Schoolwide Title I school, Mt. Caesar School will continue to implement all day kindergarten for all kindergarten students as well as a half-day Pre-School program. The Pre-School program is designed to expose children to concepts and skills that will help with the transition to Kindergarten. In addition, Title I funds, in coordination with local and Special Education funding, will help support an Extended Day Pre-School program designed to increase the accessibility of young students to the program for parents who work and cannot either provide day care or transportation for their children to attend a half-day program. The developmentally appropriate practices of both these programs will enable the child to grow physically, emotionally intellectually, and socially.

Title I Summer Academy will be available for all students identified as in academic need as determined by individual student data. This program will also include coordination with our 21st Century Grant to increase the accessibility of students to the program for parents who work and cannot either provide day care or transportation for their children to attend the 3 hour a day program. ACES 93 will provide high quality extended day activities in conjunction with our Title I Summer Academy. This program will run for 6 weeks during the summer.

Mt. Caesar has been extremely lucky over the years to have a sizable leveled reading Book Room of many copies of teaching texts that are high interest for young children and includes many non-fiction titles. This wonderful resource is used by every teacher as they engage in guided reading instruction with their students. Each child is taught on their specific level in small groups using these wonderful books. As a Title I Schoolwide school, we have plans to continue to develop and organize the leveled Book Room while we add more exciting titles to the collection.

Mt. Caesar School incorporates a school wide 90 minute Literacy Block for grades K, 1, 2, which allows students the opportunity to receive reading instruction in a small group with the classroom teacher, whole group skills instruction, and an additional small group with an interventionist if necessary at their instructional level. All children in grades 1 and 2 go to the computer lab daily for literacy training at their level using the *Fast ForWord* Program. "The *Fast ForWord* program develops and strengthens memory, attention, processing rate, and sequencing—the cognitive skills essential for reading intervention program success. The strengthening of these skills results in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax, grammar, and other skills necessary to learn how to read or to become a better reader" (www.scilearn.com). As a Title I Schoolwide school, Title I funds will help support a HQP paraprofessional to provide support to students in this program.

As a Title I Schoolwide school, Mt. Caesar has set a goal for identifying struggling students includes more frequent use of Running Records, Fountas and Pinnell's Literacy Benchmarks, as well as our district level Common Assessments, as diagnostic measures. Students who are falling behind or who fail to demonstrate grade-level growth as evidenced by difficulties they demonstrate during reading instruction and other reading-related activities will be identified by teachers and interventionists and a plan will be employed to address the needs of struggling students. Teachers will use and monitor running records more frequently with these students. By administering our screening and diagnostic assessments with greater frequency to those students who demonstrate difficulties, we will be able to identify the reading skill in which the student is deficient and begin the intervention specific to their needs. This student achievement data will be used as evidence as we monitor the effectiveness of the Title I Schoolwide program.

As a Title I Schoolwide school, Mt. Caesar School staff is committed to the following researched, effective teaching strategies and practices: early intervention, maximum use of quality instructional time, five components of reading (phonological awareness, phonics, vocabulary, fluency, and comprehension), explicit direct instruction model,

independent reading, small group instruction, positive home-school relationships, teacher in-service, high expectations, on-going assessments, and a balanced literacy approach that incorporates the elements of teaching reading and writing.

Assessments

Each year, test results from numerous assessments are analyzed to identify specific strengths and weaknesses in student performance. This information is used to redirect teaching strategies and guide instruction. Data is collected from the Northwest Education Association's (NWEA) Measures of Academic Progress (MAPs) standardized, computerized assessments for every student in grades K to 2 three times a year. As a Title I Schoolwide school, Title I funds will help supplement our supports that are tailored to meet the specific learning needs of each student.

As a Title I Schoolwide school, one of our goals is to continue to implement the data team process (Professional Learning Communities) to ensure student achievement through summative and common formative assessments. During this process, teachers assess students through the use of pre and post common formative assessments. After assessments are given, teachers collaborate on specific strategies to produce mastery of skills. Data is collected again during the post assessment and teachers continue to make modifications to match the needs of all learners.

This data is used to identify students who need additional assistance through Response to Intervention. When students are identified, they begin specific strategies through Tier II and Tier III. During this process, teachers meet to collaborate on specific strategies to meet individual student needs.

As a Title I Schoolwide school, there will be many opportunities for parents to be involved in the process of identifying and supporting struggling learners. Parents of struggling learners receive progress reports every 5 weeks of school notifying them of the difficulties their child is having as well as strategies to support their child with their learning at home. Parents will also informed of the Tier 2 process and invited to attend Tier 3 meetings.

As a Title I Schoolwide school, our goals include incorporating parent involvement such as, conducting Parent Nights where parents are invited to come to school and engage in learning activities with their children, having students read to parents/grandparents/ seniors through programs like the Rigby Reading Program, making sure MAP scores, NECAP scores and grade level expectations are available to parents at conference time, and producing more communication home through newsletters, global phone calls, and teacher web pages.

X. (a, b) Sustainability

The Mt. Caesar School Title I Schoolwide Steering Committee will convene to present a survey to the professional and paraprofessional staff of the school as a method for members to anonymously share their problems, feedback, and possible ideas for adjustments of the implementation of the Schoolwide program. The Committee will collect the surveys, analyze the responses, incorporate student achievement data, and report to the staff the findings. Decisions for improvement and adjustment will be made based on these findings, with superintendent and the school principal input, and shared with the staff.

Questions for the survey will include:
- Is there evidence that grade level PLCs effectively analyzed meaningful data to produce more interventions and lessons that were aligned with the CCS standards, based on specific student needs, than in previous years?
- Was the pacing of instruction aligned across the classrooms of the K-2 teachers who planned together in PLCs?
- Do participating teachers feel that PLC time has improved their teaching?
- Have teachers, interventionists, and Title I staff effectively used student data to address the learning needs of struggling students?
- Was the target percentage of students meeting CCS standards reached in all grades?
- What percentage of students, as a whole and in disaggregated groups, has achieved proficiency relative to the CCSS academic content and achievement standards and how does this compare to the percentage that achieved proficiency before the Schoolwide plan was implemented?
- What does other student achievement data indicate about student progress toward meeting the CCS standards, including pre- and post-test scores, grades, quarterly reading achievement results, or other diagnostic classroom or school-based results?
- Has the participation of parents and other stakeholder involvement increased since the school became a Title I Schoolwide program? Can this involvement be correlated to increased student achievement?
- Did the planned professional development and parental involvement activities take place as scheduled?

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 *43*

DATE: *5/22/14*

RE: Plan of the *Mt. Caesar* School to begin operating as a Title I Schoolwide School

Name and address of School: *585 Old Homestead Highway Swanzey, NH 03446*

Current
Principal: *Lynn M. Carey* *603.352.4797* *lcarey@mrsd.org*
　　　　　Name　　　　　　　　Phone　　　Fax　　　E-mail

2014-2015
Title I Director: *Lynn M. Carey* *603.352.4797* *lcarey@mrsd.org*
　　　　　Name　　　　　　　　Phone　　　Fax　　　E-mail

As the *Mt. Caesar* 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 *5/22/14* documenting that the school has a poverty rate of at least 40%. Data Source:
　　☑ Free and reduced rate lunch counts for the school year *51.5%*
　　☐ Some other acceptable way of measuring poverty. Please specify:_____

3.   I am satisfied that the *Mt. Caesar* 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 *5/22/14* I approved the *Mt. Caesar* School's Schoolwide Plan.

These conditions having been met, the *Mt. Caesar* School will begin operating as a Title I Schoolwide School on *August 28, 2014.*

_____　　　　_*5-22-14*_____
Superintendent of Schools　　　　　　　Date

Schoolwide Action Plan/Timeline

Mt. Caesar School

2014-2015

Goal I: To improve the learning of all students in a culture of collective responsibility.

Action Step/Activity	Who is Responsible	When	Rationale	Resources	Success Indicators
MTC will begin practicing a balanced literacy model which includes reading and writing centers incorporated into the daily reading block	Classroom teachers, paraprofessionals, reading specialist, Title I teachers, Special Education teachers, administrator	Training will be on June 16, 2014. We will start using the model in August 2014 and continuing throughout the school year	To target the five components of reading (phonological awareness, phonics, vocabulary, fluency, and comprehension) and to make writing a more prominent component of the reading process	The model includes a technology center, a writing center, a learning game, and time with partners and the teacher in small groups.	Student growth as measured by benchmark assessments (three times a year) and continued progress monitoring for struggling students (every week or every other week) using F & P Benchmarks, Running Records, MAPs
Increase the use of non-fiction reading and writing, for example writing math journals that show thinking in pictures, numbers, and text using Smarter Balance and common core rubrics to measure mastery	Classroom teachers, paraprofessionals, reading specialist, Title I teachers, Special Education teachers, administrator	We will begin in August 2014 and continue throughout the school year	Non-fiction reading and informational texts were shown by our comprehensive needs assessment to be areas of weakness	We will use Title I funds and our local budget to purchase non-fiction guided reading books	Scores on informational texts measured by benchmark assessments (three times a year) and continued progress monitoring for struggling students (every week or every other week)
Running Record assessments (given every 2 to 4 weeks)	Classroom teachers, Title I teachers, Interventionists, Special Education teachers, administrator	We will benchmark all students three times a year and follow up with progress monitoring for struggling students every six week to ensure our interventions are working.	Ongoing assessments and progress monitoring will allow instruction to be individualized for each student.		Student growth as measured by benchmark assessments (three times a year) and continued progress monitoring for struggling students (every week or every other week)

Action	Responsible Parties	Timeline	Rationale	Funding	Evaluation
MTC will continue to implement full day kindergarten for all kindergarten students as well as half-day Pre-School program and an Extended Day Care program for Pre-Kindergarten students.	Kindergarten teachers and Pre-School teachers under the supervision of the administrator	We will begin in August 2014 and continue throughout the school year	Increasing opportunities for early intervention and oral language development through our Pre-School program will insure a smooth transition to full day Kindergarten. Kindergarten students need to acquire reading skills before first grade.	Local and grant budgets	Student growth as measured by benchmark assessments (three times a year) and continued progress monitoring for struggling students (every week or every other week) Kindergarten students take all school assessments
We will continue to increase our available leveled reading library and have plans to develop and organize a Leveled Book Room for all grades.	Teachers and Interventionists	August 2014 and continue throughout the school year	We will use a school wide guided reading library, with multiple copies of fiction and nonfiction books at differing levels that will be available for all staff to use.	Grant funds and the local budget	Classroom teachers, paraprofessionals, reading specialist, Title I teachers, Special Education teachers, and administrator reports
Extended school year opportunities through the 21st Century Grant will be available for all students.	ACES 93 personnel	Summer 2014	Summer school combats summer regression in students who would otherwise loose ground during the summer	Grant and the local budget	Student growth as measured by pre- and post- program data.
Fontas and Pinnell Benchmark assessments will be used for each student in addition to bi-weekly Running Record progress monitoring assessments provided for struggling students.	Classroom teachers, reading specialist, Title I teachers, Special Education teachers, administrator	We will benchmark all students one to three times a year and follow up with progress monitoring for struggling students every six week to ensure our interventions are working.	Ongoing assessments will allow instruction to be individualized for each student.	Local and Special Education funds	Student growth as measured by benchmark assessments (three times a year) and continued progress monitoring for struggling students (every week or every other week). Several different types of

Strategy	Responsible	Timeline	Description	Funding	Evaluation
Implement a high quality PLC data team process next year to ensure student achievement through summative and common formative assessments	Administrator, classroom teachers, Special Education teachers, Title I teachers, are an integral part of our data team process	Teams will meet weekly for a half hour before school and twice monthly for one hour	Data is used to identify students who need additional assistance through Response to Intervention. When students are identified, they begin specific strategies through Tier II and Tier III.	During this process teachers meet to collaborate on specific strategies to meet individual student needs. Substitutes will be provided for the half day meetings. Scheduling will allow for the half hour weekly and one hour monthly meetings.	Data will show whether we are applying appropriate interventions to meet students' academic needs
Increase Vocabulary Development through direct instruction, content area integration, word walls, read alouds, discussions, and oral language development. Additional training in KTL Vocabulary Strategies.	Classroom teachers, Interventionists, reading specialist, Title I teachers, Special Education teachers, administrator	We will begin in August 2014 and continue throughout the school year	For development of content area knowledge, understanding of suffixes, prefixes, root words (origin of words) will increase students' ability to apply strategies to break words apart for meaning	Local and Title I funds	Student growth as measured by benchmark assessments (three times a year) and continued progress monitoring for struggling students (every week or every other week)

Strategy	Responsible	Timeline	Description	Funding	Evaluation
The Common Core math curriculum is being used across all grade levels for math instruction. Teachers will follow the district developed scope and sequence.	Classroom teachers, paraprofessionals, Interventionists, Title I teachers, Special Education teachers	We will begin in August 2014 and continue throughout the school year	The curriculum is designed to support students as they make sense of math and become mathematical thinkers, focus on computational fluency (also addressed during math centers with additional practice), emphasize reasoning	Local funds	Student growth as measured by district common assessment benchmarks (three times a year) and continued progress monitoring for struggling students (every week or every other week) based on PLC developed targeted interventions.

Goal II: Develop a culture of lifelong learning beyond the faculty and throughout the greater district community.
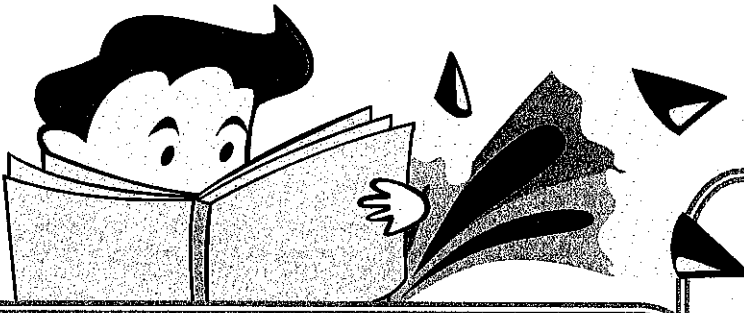
Action Step/Activity	Who Is Responsible	When	Rationale	Resources	Success Indicators
KTL Strategies will be employed in all literacy instruction. Trained KTL coaches are in every building to ensure staff is supported in the use of KTL strategies.	KTL school coaches will provide support and training for their peers to ensure they are effectively using the KTL strategies in their lesson planning	We will begin in August 2014 and continue throughout the school year	A balanced literacy approach incorporates the elements of the KTL strategies in teaching reading and writing	Local funds	Student growth as measured by district common assessments. Ongoing sharing during monthly staff and PLC meetings.
Embedded professional development including monthly workshops and/or individual coaching sessions will be provided to improve our instruction in guided reading and balanced literacy	Administrator will organize events with our literacy coach	Beginning in August 2014	Teachers will learn balanced literacy strategies and practice teaching non-fiction literacy using guided reading strategies	Local and grant funds	Successful implementation of balanced literacy centers
Embedded professional development will be provided in our math curriculum	Administrator will organize the event	Teacher release day	Teachers need a chance to learn new math teaching strategies, try them, and then reflect on them with the trainer		Growth shown on the math MAPS assessment and district common assessments
District grade-level meetings are scheduled throughout the year to provide staff development opportunities on grade-specific topics	The event is organized by the district central office personnel	Periodically throughout the school year	We need to provide all staff with the opportunity to meet with their grade level peers to share strategies, curriculum, and common assessment results	The district central office personnel	Teacher reports on surveys
Professional Development in the Wilson *Fundations* early phonics program will be provided for all teachers	Classroom teachers, reading specialists, Interventionists, Title I teachers, Special Education teachers	We will begin in June 2014 and continue throughout the school year	Consistency in phonics, phonemic awareness, vocabulary, fluency, and comprehension instruction	Local and Special Education funds	Student growth as measured by *Fundations* Unit Assessments.

Action Step/Activity	Who is Responsible	When	Rationale	Resources	Success Indicators
Teachers will meet twice a month for one hour to analyze progress monitoring data, formative, MAPs, and district common assessments	Teachers and professional support staff	Twenty times a year after school	These meetings will give teachers time to collaborate on student achievement data analysis, improving the RTI process in the school and planning for individual student needs	These meeting times are embedded in the teachers' job description	Teacher reports given to the administrator and the results of student data

Goal III: To improve the level of community awareness and involvement at Mt. Caesar School and broaden the information available to stakeholders.

Action Step/Activity	Who is Responsible	When	Rationale	Resources	Success Indicators
Post pictures of our student activities, curricular resources, and a listing of what is coming up on our web site and through our School Newsletter	Administrator	Periodically throughout the school year	Research shows that the more parents are included and involved in their child's schooling, the more successful the child is	Building IT person	Parent input and comments, Effective Schools Parent Survey
Conduct Parent Nights where parents are invited to come to school and engage in learning activities with their children	Administrator, teachers	At least once a quarter during the school year	Research shows that the more parents are included and involved in their child's schooling, the more successful the child is	Teacher and staff support	Parent input and comments
Increase publicity of school events and students accomplishments in local newspapers	Administrator	Periodically during the school year	Research shows that the more parents are included and involved in their child's schooling, the more successful the child is		Parent input and comments
Make sure MAP scores, common assessment scores and grade level expectations are available to parents at conference time	Classroom teachers and administrator	During Parent Teacher Conferences	Parents need to be informed as to how their child is performing in reading and math based on a national norm	District funds pay for the licenses	Parent input and comments

The principal will connect with the families over the summer by sending home an informational newsletter on getting ready for the school year and any changes that have happened over the summer	Administrator	A letter will be sent home in June encouraging families to engage in summer homework and at the end of the summer to welcome families back to school	Research shows that the more parents are included and involved in their child's schooling, the more successful the child is	Postage	Parent input and comments
More principal articles in the newsletter about schoolwide services	Administrator	Periodically throughout the school year	Parents need to be informed of the programs at school	Building IT person	Parent input and comments

FROM THE PRINCIPAL

Can you believe that the first trimester is almost over? Only in New England do we go from temperatures in the 60's to snow! Please help your little ones remember to dress appropriately for New Hampshire weather!

Parent/teacher conferences will be held after school on Thursday, December 1st and during the morning on Friday, December 2nd. Please remember to call the school if you are running late, or need to reschedule your conference.

I want to take a moment to wish you and your family a wonderful Thanksgiving. Thanksgiving is my favorite holiday of the year—a time to just "be" with loved ones and not get so caught up in material things. We really do have many blessings to be thankful for, and it is important to remember that. Happy Thanksgiving!

TOYS FOR TOTS

Have you noticed the Toys for Tots box at the entrance to the school? So many families approach me each year asking how they can help a family in need in our community. Well this year, we decided to have our very own Toys for Tots box located at Mt. Caesar. All donations will be distributed to families and children right in our community. So if you are looking for a way to help a family, please consider dropping an unwrapped toy in the bin located at the front entrance.

Important Dates!

- November 23rd-25th- Thanksgiving Break
- December 1st and 2nd - Parent/Teacher Conferences

The Lost & Found is piling up with sweatshirts and jackets. We want to be sure these items get back to students. Putting your child's initials or name on the tag is a great way to help us return items in a timely manner. Also, you are welcome to stop in to look for any missing items. We will clean out the Lost & Found during Winter vacation and any remaining items will be donated.

## AFTERNOON PICK UP REMINDERS

- <u>Stay in line and with your car.</u> Students will be brought to you.
- If you need to park, please do so in the parking lot, not along Sawyer's Crossing Road.
- There is no appointment so important that the safety of our students is at risk. Please do as we tell the children--- follow *The Golden Rule, "Treat others the way you want to be treated"*.

Mt. Caesar Elementary School
585 Old Homestead Highway
Swanzey, New Hampshire 03446

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Fax: (603) 352-1713
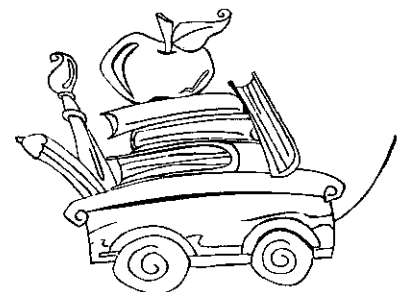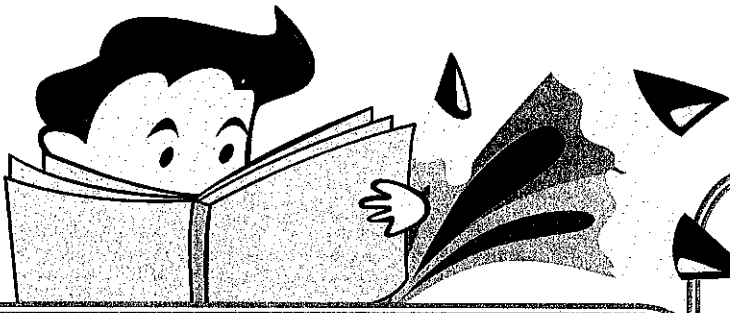
FROM THE PRINCIPAL

The holidays are upon us! They sure do have a sneaky way of creeping up! Mt. Caesar School is such a great place to be, always, but ESPECIALLY at this time of year! It is magical how we all become immersed in the holiday spirit. What a wonderful group of children here; we are truly blessed.

This month our students have been working especially hard to stay focused. It's certainly a challenge with the holiday excitement. As an extra incentive, if students were observed being good "worker bees" then their class earned a worker bee ticket. Last Friday all of the tickets went into a drawing. The classrooms that were drawn either won a large card board gingerbread house to build and decorate or a real gingerbread house to decorate. The following classes won: Mrs. Fitz Gerald, Mrs. Shanks, and Mrs. Thayer. There will be another challenge when we come back from the winter break.

My very best to all of you for a joyous holiday and a wish for peace in the new year...
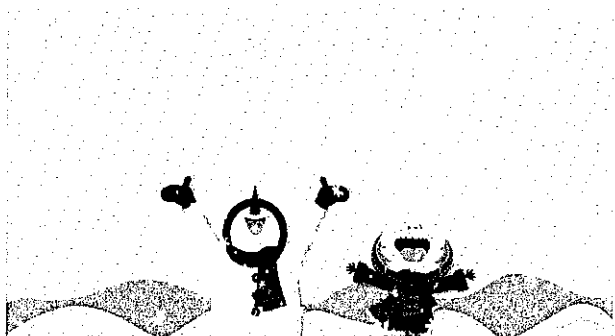
You may have already heard it: the coughing, sneezing and sniffling that comes along with cold and flu season. While it peaks in January and February, cold season has already begun here at Mt. Caesar School. We have already had students and staff with strep throat, the flu, and many colds and stomach "bugs."

The flu and the common cold are both respiratory illnesses but they are caused by different viruses. Because these two types of illnesses have similar symptoms, it can be difficult to tell the difference between them based on symptoms alone. Here is a chart to help you figure out which one you might have:

Symptoms	Cold	Flu
Fever	Rare	100-102° F, lasts 3-4 days
Aches, Pains	Slight	headache, often severe pains
Fatigue, Weakness	Quite mild	Can last up to 2-3 weeks
Sneezing, Stuffy Nose, Sore Throat	Common	Sometimes
Chest Discomfort, Cough	Mild to moderate; hacking cough	Common; can become severe

Although it's best to be vaccinated in the fall, it's not too late to get a flu shot at the start of winter. Everyone age 6 months and older can receive the flu vaccine. It's also important to prevent the spread of germs. We just had a lesson on hand washing in every classroom from kindergarten through second grade. Ask your student to teach you the handwashing song! Student's in first and second grade have learned the importance of coughing like a vampire (into their elbows) to prevent the spread of germs. You can help remind them to keep their hands away from their eyes, nose and mouth, and to throw out their used tissues immediately and wash their hands.

Children who are feverish, nauseated, or bone-tired can't learn well, and can spread their illness to others. So keep them home! Before returning to school, your child needs to have gone at least 24 hours without a fever or vomiting without taking any medications. And please, make sure your phone numbers are updated in our office so that we can contact you in case your child becomes sick during the school day.

Important Dates!

- December 20 MRSD School Board, MRHS, 7pm
- December 21 Classroom Holiday Parties, 2pm
- December 23- January 2 Holiday Vacation
- January 16 Dr. Martin Luther King/Civil Rights Day
- January 23rd Teacher Workshop
- February 20th-24th Winter Vacation

COME CHECK THE LOST AND FOUND! THERE IS A LOT OF COATS, HATS, SKI PANTS AND GLOVES!

PTO Meeting Dates 2016-2017

All meetings are held on the second Wednesday of each month in the Multi-Purpose Room at Mt. Caesar School at 6:00PM. All parents & guardians, faculty and staff can attend any meeting! We look forward to new faces and encourage your input!
For more information, please visit the PTO webpage at www.mrsd.org/mtcaesar

- Wednesday, January 11, 2017
- Wednesday, February 8, 2017
- Wednesday, March 8, 2017
- Wednesday, April 12, 2017
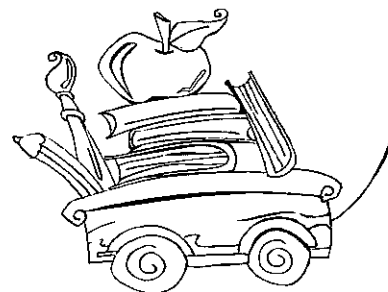- Wednesday, May 10, 2017
- Wednesday, June 7, 2017

AFTERNOON PICK UP REMINDERS

- <u>Stay in line and with your car.</u> Students will be brought to you.
- If you need to park, please do so in the parking lot, not along Sawyer's Crossing Road.
- There is no appointment so important that the safety of our students is at risk. Please do as we tell the children--- follow *The Golden Rule, "Treat others the way you want to be treated"*.

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Mrs. Melissa Suarez, *Principal* msuarez@mrsd.org
Mrs. Rebecca Heywood and Mrs. Kim Tomer, *Lead Teachers*
Mrs. Amy Fisk, *Administrative Assistant*
Mrs. Kelsey Kilburn, *Counselor*
Ms. Carrie Frederiksen, *Nurse*

Where every child is known !

Pre School Teachers
Mrs. Melissa Bush
Mrs. Sally Fiorillo

Kindergarten Teachers
Mrs. Patty Bell
Mrs. Michelle Carrio
Mrs. Kate Ells
Mrs. Sally Shanks
Ms. Jessica Griffin

Grade 1 Teachers
Mrs. Sherri Bennett
Mrs. Ellie Goodrich
Mrs. Karen Mattson
Mrs. Melissa Fitz Gerald

Grade 2 Teachers
Mrs. Robin Gilson
Mrs. Nancy Frazier
Ms. Becky Heywood
Mrs. Tina Thayer

Case Managers
Mrs. Marissa Neurenburg
Mr. Diane Dejong
Mrs. Lisa Mango
Ms. Amanda Lawrence

Intervention Team
Ms. Cindy Ansaldo
Mrs. Amy Trippodi
Ms. Judy Boufford
Mrs. Donna Dick
Mrs. Heidi Nystrom
Mrs. Kim Tomer

Music Teachers
Mr. Mark Polifrone
Mrs. Gina Sullivan

Art Teacher
Ms. Debra Damelio

Physical Education Teacher
Ms. Kelly Smith

School Psychologist
Ms. Charlotte Duval

Speech/Language Pathologists
Mrs. Pam O'Connor
Mrs. Beth Tom

Occupational Therapist
Mrs. Diane Harty

September 22nd, 2016

Dear Families,

It's been a busy month with lots of drumming here at Mt. Caesar. Below is all the information you need for our K-2 drumming event happing next week.
September 27th, 2016: Youth Beatz Drumming Show at MRHS. In order to accommodate the amount of classes we have, there will be two shows.

The first show will begin promptly at 6:00pm. Students must arrive at 5:45pm and wait in the cafeteria.
6:00-6:45 show: Ells (k) and Bennett (1st)
Thayer (2) and Griffin (K)
Heywood (2) and Carrio (K)

After the first show, all attendees and students will exit the auditorium so that preparations for the second show can occur. Families can pick up their student in the cafeteria following each performance.

The second show will begin promptly at 7:00 pm. Students must arrive at 6:45pm and wait in the cafeteria.
7:00-7:45 show: Goodrich (1)
Bell (K) and Frazier (2)
Shanks (K) and Gilson (2)
Mattson (1) and Fitz Gerald (1)

Students in K-2 will be rehearsing at MRHS on Tuesday, September 27th in the afternoon at 1:00pm for the Youth Beatz drumming performance. Please sign and return the permission slip.

Sincerely,

Mrs. Suarez

_____

I, _____ give permission for my
child_____ to walk over to MRHS on September 27th for drumming rehearsal.

I, _____ do not give permission for my
child_____ to walk over to MRHS on September 27th for drumming rehearsal.

Mt. Caesar School promotes and supports life -long learning.

Where every child is known !

Mt. Caesar Announcements

Our annual Halloween parade will be held on 10/28 at 1:45 in the bus turnaround. Classroom parties will follow the parade. If you would like to attend classroom parties, you must sign in at the office. A reminder that Halloween costumes need to be appropriate for school. No violent costumes or accessories are permitted. Additionally, we welcome parents who are in costume however for safety reasons we ask that masks are not worn.

HAPPY HALLOWEEN

I Love to Read Week

February 27- March 3

Monday- To kick off I Love to Read Week, You will make a bookmark in your classroom to use during the week. Your class will also be decorating the classroom door with a scene from a favorite book.

Tuesday- Pajama Book Buddy Day- Wear your PJ's and bring your favorite stuffed animal. Each class will be paired with a buddy class. Then you will sit with a buddy and read a favorite book to each other.

Wednesday- Wacky Wednesday! Dress up as wacky as you can, in honor of Dr. Seuss' wacky characters and books.

Thursday- Happy birthday Dr. Seuss! Lunch today will be green eggs and ham, and a special Dr. Seuss-themed dessert.

Friday- Hop on Pop-corn Day!- Each child will be given popcorn for snack, and have a guest read the story Hop On Pop to the class.