

Title I Schoolwide Plan Table of Contents

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Title I Schoolwide Program Plan

- This schoolwide plan template is to be used for both the initial plan and annual updates. Please provide a brief summary for each component. If you have additional documentation, please be sure to identify the section as described below in the appendices.
- This document is intended to be posted publicly on school websites and readily available to families and members of the community.
- Please use this plan in combination with the Schoolwide Program Plan Rubric.

Please complete the following details:

Name of School: Cutler Elementary School

School Year: 2016-2017

Current Poverty Rate: 2016-2017 40.4%
 (Link to current poverty rates: http://education.nh.gov/data/attendance.htm#free_reduced_school)

Letter of Intent submitted on: October 25, 2016

Schoolwide Planning Team (members and their affiliation):
 Sharon Arnone - Title I Administrative Coordinator
 Gina Boga- Classroom Teacher
 Kimberly Bohannon- Parent
 Cheryl Costa- School Counselor
 Taylene Givetz- Classroom Teacher
 Kathryn Mullen- Reading Specialist

reform plan. We need to understand what will be different and how Title I funds will add value to the existing school curriculum and instruction.

Crosswalk of Components	Targeted Assistance	Schoolwide
Restrict Title I resources to help eligible, participating students meet the NH Common Core Standards.	XXX	
Expand Title I resources to provide opportunities to all students in the school to meet NH Common Core State Standards.		XXX (Section 1c, 2e, 3)
Ensure that planning for students served under Title I is incorporated into existing school planning.	XXX	
Conduct a comprehensive needs assessment of the entire school.	XXX	XXX (Section 2c, 2d)
Use effective methods and instructional strategies that are based on scientifically based research that:		
Strengthens the core academic program of the school	XXX	XXX (Section 2e)
Gives primary consideration to providing or increasing extended learning time, such as extended school year, before and after school, and summer program opportunities	XXX	XXX (Section 3)

Coordinate services/develop plans to assist preschool children in the transition from early childhood programs such as Head Start to elementary school programs.	XXX	XXX (Section 8)
Provide opportunities for professional development with resources provided under Title I, and to the extent, practicable from other sources	XXX	XXX (Section 5a, 5b)
Provide high quality and ongoing professional development for all teachers, principals, paraprofessionals, parents, and other staff to enable all students in the school to meet the NH Common Core State Standards		XXX (Section 5a, 5b)
Provide instruction by highly qualified/certified teachers.	XXX	XXX (Section 4a, 4b)
Implement measures to include all teachers in the decisions regarding the use of academic assessment in order to provide information on, and to improve, the achievement of individual students in the overall instructional program.		XXX (Section 9)
Implement activities to ensure that all students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely additional		XXX (Section 10)

<p>Qualified. Title I instructional paraprofessionals must meet instructional qualifications.</p>		
<p>Services are supplemental for all Title areas and must be provided in addition to other services that are provided to all students. Only qualifying students receive services.</p>	<p>XXX</p>	
<p>Services are integrated into a 3Tier model that is supported by the RTI model. All students receive services within a comprehensive system. There is no distinction between Title services and general education services.</p>		<p>XXX (Section 3iv)</p>

(c) What are your goals in becoming a schoolwide school? What will the impact of this transition look like for your students.

- Increase availability of supplementary support
- Include just in time support
- Provide opportunities for all students
- Strengthen the school to home connection
- Consolidate funding- federal, state, & local

2. A comprehensive needs assessment of the whole school:

(a) Review, summarize and report on your performance, non-performance, process, and perception data, including sub-groups to inform your needs assessment.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 2(a) in appendix.

Grade(s)	October 1 Enrollment			Average Class Size		
	School	District	State	School	District	State
PreSchool	0	79	3,894			
Kindergarten	0	135	11,422			
Readiness	0	0	65			
Grade 1	0	128	12,378	0	19	17
Grade 2	0	134	12,885	0	20	18
Grade 3	76	131	13,309	19	20	19
Grade 4	60	113	13,612	20	20	19
Grade 5	69	108	13,718	23	20	20
Grade 6	65	108	13,722	22	20	20
Grade 7	0	107	14,102	0	0	21
Grade 8	0	137	14,075	0	0	21
Grade 9	0	122	15,139			
Grade 10	0	120	14,292			
Grade 11	0	116	13,785			
Grade 12	0	119	13,338			
Total Enrollment	270	1,657	179,737			

Selected Populations

	School		District		State	
	Count	Percent	Count	Percent	Count	Percent
Free/Reduced Lunch	109	40.4	513	35.6	43,908	27.2

➤ Cutler School includes the following staff:

School Staff

	School	District	State
Teachers	20	136	14,758
Instructional Support	19	76	6,980
Librarians	0	1	324
Specialists	6	29	2,772
Admin Support	1	11	1,247
All Other Support	5	30	3,241

Annual Update to this component:

Date:

- o Adequate access to literacy and math instructional materials (staff survey feedback)
 - o Professional Learning Communities are valued by the staff (staff survey feedback)
- Needs:
- o Teachers needs more time for planning and data analysis (staff survey feedback)
 - o Stakeholders would like to see more social events and opportunities for students to share their learning (survey feedback)
 - o Need more formative assessments to triangulate data (administration feedback)
 - o Assessment data is stagnant, not closing the gap (SBAC data)

Cutler School just started collecting this type of data officially this year. While there is anecdotal historical data, it was not collected or preserved in a way that would be useful or telling.

Annual Update to this component:

Date:

(e) As a result of this current comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed this year in the schoolwide plan.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 2(e) in appendix.

1. Closing the achievement gap
 - a. Develop a school-based literacy committee
 - b. Schoolwide and individual staff to develop annual student learning goals
 - c. Restructure Response to Intervention model
2. Increase community involvement and partnerships
 - a. Increase time for teacher collaboration
 - b. Designate staff to work as liaison between parents and school
 - c. Develop partnerships with local organizations
 - d. Offer evening events for parents and families

Annual Update to this component:

Date:

<p>➤ Envision Math</p>
<p>Annual Update to this component: Date:</p>
<p>ii. Increases the amount of learning time during the school day as well as outside programming; School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(ii) in appendix.</p> <ul style="list-style-type: none"> ➤ In addition to WIN time, Title I Assistants will be assigned to classrooms during Core Times to work with students who need extra support and reteaching. Detailed schedules and student records will be kept. ➤ Before school and afternoon programming- provides enrichment opportunities, homework support, structure in a safe environment ➤ Title I extended school year programming- 3 days a week from 8- 3:15, STEAM focus with mathematics and literacy integrated daily
<p>Annual Update to this component: Date:</p>
<p>iii. Includes strategies for serving historically underserved populations, including but not limited to: New Americans, EL students, homeless and migrant students; School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(iii) in appendix.</p> <ul style="list-style-type: none"> ➤ In addition to WIN time, Title I Assistants will be assigned to classrooms during Core Times to work with students who need extra support and reteaching. Detailed schedules and student records will be kept. ➤ Provide direct instruction in english language arts, mathematics, and writing from a certified English for Speakers of other Languages (ESOL) teacher ➤ Provide services under the McKinney-Vento Act and school funds to students deemed homeless or migrant <p>Annual Update to this component:</p>

vi. Are consistent with and are designed to implement state/ local improvement plans.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(vi) in appendix.

- Staff and administration are under the supervision and guidance of the NHDOE Title I Office and the SAU 93 Title I Project Manager
- SAU 93 Project Manager meets with Cutler School administration to ensure consistency with state/local improvement plans

Annual Update to this component:

Date:

vii. Action Plan and Timeline

Provide an Action Plan and Timeline for implementation.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(vii) in appendix.

To monitor the implementation of our action plan for student growth, we plan to hold:

- Weekly grade level Professional Learning Community meetings Grade level teams. Meetings start on the first day of school.
- Grade level progress monitoring meetings every 5-6 weeks Grade level teams. Meetings start on the first day of school.
- Monthly Literacy Team meetings Literacy Team includes Reading Specialists throughout the district and meet every month from September-June
- Triannual Title I compliance meetings Principal, Title I Manager, Title I Staff, selected parents, selected teachers.
- Title I end of year evaluation to be used for future planning Principal, Title I Manager, Title I Staff, selected parents, selected teachers.

4. Highly qualified teachers in all core content area classes:

(a) Describe how the school will ensure that qualified professional staff is employed at the school and how the staff will be employed in a manner that best enhances this schoolwide plan.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 4(a) in appendix.

<ul style="list-style-type: none"> ➤ Specialists from Envision worked with certified staff to help better understand the new math program ➤ Dr. Mahesh Sharma, a math specialist, worked with certified staff ➤ A partnership that was formed with Grand Canyon University to encourage staff to continue enhance their education ➤ A new partnership with that was formed with Keene State College to mentor pre-service educators and will include professional development for staff
<p>Annual Update to this component: Date:</p>
<p>(b) Describe how the school will implement high quality and ongoing professional development that meets the school's identified needs relative to the schoolwide program.</p> <p>School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 5(b) in appendix.</p> <p>In general,</p> <ul style="list-style-type: none"> ➤ Provide district wide high quality Professional Development opportunities on teacher workshop days ➤ Use student data to drive professional needs of educators ➤ Survey stakeholders and educators of needs for professional development based on changes in staff and changing student needs ➤ Provide staff with options to attend Professional Development Opportunities both in and out of the district ➤ Allow staff to share knowledge learned with the staff at their respective schools <p>Specific to Cutler,</p> <ul style="list-style-type: none"> ➤ Presentations on Balanced Literacy by Reading Specialists at staff meetings ➤ PLC training for staff ➤
<p>Annual Update to this component: Date:</p>
<p>6. Strategies to attract high-quality, highly qualified teachers to the school:</p> <p>Describe the strategies that are used to attract and keep highly qualified staff.</p> <p>School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 6 in appendix.</p>

<p>➤ Share implementation plans before and during the process through social media, newsletters, and at the Parent Teacher Organization meetings</p>
<p>Annual Update to this component: Date:</p>
<p>(b) Describe and document how stakeholder input was used to develop the schoolwide plan. School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 7(b) in appendix.</p> <p>For this team, we were not able to get more than 1 parent involved. The team was made up of mostly school employees (admin, teachers, support staff). Moving forward, the team will continue to attempt to recruit different stakeholders groups.</p> <ul style="list-style-type: none"> ➤ A committee of diverse stakeholders was formed ➤ The committee met monthly for planning purposes ➤ A comprehensive needs assessment was completed ➤ Brainstorming was completed via a shared document
<p>Annual Update to this component: Date:</p>
<p>(c) Describe how stakeholders will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet. School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 7(c) in appendix.</p> <p>The district is currently working with a database that will allow teachers to print out a student data sheet that will include assessment data as well as attendance data and any other whole child data that is pertinent. This database should be up and running by October of 2017.</p> <ul style="list-style-type: none"> ➤ Title I web site - https://www.mrsd.org/title1 ➤ Title I information table set up at Open House and Curriculum Night ➤ Annual letters ➤ Annual parent meeting

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 7(f) in appendix.

- Have parents and staff answer surveys at the start of the year, mid year, and at the end of school year to assess how learning needs are being addressed
 - Moving forward, only pre and post tests may be needed
- Compare and evaluate these results to strategize and make positive changes
- Provide information to parents and staff about the feedback received and any changes that will be implemented as a result

Annual Update to this component:

Date:

8. Where appropriate, plans for assisting children in the transition process:

Describe the preschool, K to 1st grade, elementary to middle school, and middle to high school transition processes in place.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 8 in appendix.

- Students transition into Cutler School from Mount Caesar in 3rd grade
 - Step Up Day
 - Students visit Cutler to meet the staff and tour the school
- Students transition from Cutler to Monadnock Regional Middle-High School in 7th grade
 - Step Up Day
 - Students visit the middle school to meet the staff and tour the school
- District-wide grade level teams will meet to ensure a positive transition
- Title I and Special Education staff from Mount Caesar School and Cutler School will work together to assist with the transition from the 2nd to 3rd grade. Monadnock Middle School staff and Cutler School will work together to assist the transition from 6th-7th grade

Annual Update to this component:

Date:

9. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement:

- o Phonics Suite's Phonics Boost & Phonics Blitz
- o Moby Max
- o IXL Math
- o Envision Math Interventions
- Progress Monitoring (Monthly) Staff Meeting
 - o Monitor students progress and develop interventions as needed using:
 - Ongoing Running Records
 - STAR Reading and Math

Annual Update to this component:

Date:

11. Coordination and integration of federal, state and local services and programs (could include programs under this Act, nutrition programs, housing programs, Head Start, adult education, vocational and technical training programs):

(a) Schoolwide programs are expected to use the flexibility available to them to integrate services & programs with the aim of upgrading the entire educational program and helping students reach proficient & advanced levels of achievement.
 School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 11(a) in appendix

Aces 93 is a before and after school program that is partially funded by the 21C grant.

- Monadnock Title I will work together with ACES 93 to support a high-quality summer program as well as to support Title I students in before and after school care
- Students identified as homeless per the M-V Act will continue to receive Title I services

Annual Update to this component:

Date:

<p>a. Steps included to continually monitor implementation for problems, feedback, and adjustments.</p> <p>School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 12(a) in appendix.</p> <p>We are developing a district wide policy/procedure for yearly review, improvement, and necessary Needs Assessments.</p> <ul style="list-style-type: none"> ➤ Cutler School administration and SAU 93 Title I Project Manager will work collaboratively to respond to problems, feedback, and make adjustments ➤ Cutler School staff will evaluate and document progress ➤ Cutler School administration and SAU 93 Title I Project Manager will hold tri-annual Title I compliance meetings ➤ Title I end of year evaluation will be used to continually monitor implementation for problems, feedback, and adjustments <p>Annual Update to this component: Date:</p>
<p>b. Annual Program Evaluation Policy, involving school staff, families and community members, using performance, non-performance, process, and perception data.</p> <p>School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 12(b) in appendix.</p> <p>We are developing a district wide policy/procedure for yearly review, improvement, and necessary Needs Assessments.</p> <ul style="list-style-type: none"> ➤ Cutler School will conduct an annual end of year evaluation using the NH DOE Continuous Cycle of School Improvement <ul style="list-style-type: none"> o Conduct a needs assessment- may include, but not limited to student data, surveys, discipline and attendance reports o Analyze data o Update plan as necessary <p>Annual Update to this component: Date:</p>
<p>13. Letter of Intent:</p>
<p>Letter of intent is attached to the Title IA Grant</p> <p>Date:</p>

3. As part of our proposal, the State Department of Education has asked us to identify and improve one specific aspect of our Title I program. What area of the existing program would you like addressed?

4. What do you see as the program's greatest strength?

5. Please share any comments or concerns you may have about the program. We welcome your input.

Thank you for taking time to complete this survey. Your responses influence the direction that the Title I program will take.

7(e) Involvement Policy

District & Parent Policy for Literacy and Mathematics 2016-2017, Cutler School

These Title I Parent Involvement Procedures were designed to complement and supplement the Monadnock Regional School District's literacy plan and mathematics program. It is our hope that increased parent involvement will encourage positive communication between parents/guardians and the school and will foster home/school partnerships. A copy of these procedures will be reviewed with all parents of children participating in Title I. Parent Involvement Procedures are posted in the school. Additional copies and information may be obtained from your Title I building staff member.

1. An Open House night will be held on September 20, 2016 from 6:00-7:00. Parents are strongly encouraged to attend this event to meet your child's Title I teacher and see what happens during the time your child receives Title I services. You will be given the opportunity to contribute suggestions for training topics that will help parents and teachers work together to improve student learning.

<ul style="list-style-type: none"> · Respect myself, my school and other people · Discuss what I am learning at school with my parents · Ask adults at school and at home for help · Do any assigned homework and bring it to school · Work out my problems with others in non-violent ways <p>_____</p> <p>Student's signature</p>	<ul style="list-style-type: none"> · Provide varied learning opportunities for student's talents and address individual student's needs · Respect the differences of students and their families · Establish a routine for parent communication · Provide necessary assistance to parents so they can support learning and positive behavior · Seek ways to involve parents in the school program · Provide appropriate and meaningful homework assignments for students when needed · Demonstrate professional behavior and a positive attitude · Help students resolve conflicts in positive, nonviolent ways <p>_____</p> <p>Teacher's signature</p> <p>_____</p> <p>Instructional Associate's signature</p>	<ul style="list-style-type: none"> · Set aside a specific time and place for homework · Encourage my child's learning at school, at home and in the community · Spend time each day with my child reading, writing, listening or just talking · Monitor my child's TV and video viewing with education in mind · Model an interest in learning for my child · Attend events that promote parent involvement, such as Parent/Teacher conferences and Curriculum Night. <p>_____</p> <p>Parent's signature</p>
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Schoolwide Program Declaration of Intent

To Begin the process of Transitioning from a Targeted Assistance School to a Schoolwide School

TO: Jane Waterhouse (Title I Consultant, NH Department of Education)

FROM: Jeremy Rathbun (Superintendent of Schools) SAU # 93

DATE: October 25, 2016

RE: Request of the Cutler Elementary School to begin the planning process to become a Title I Schoolwide School.

Address of School:

31 S. Winchester St

Swanzey, NH 03446

Principal: Audrey Salzmann

Phone: (603)352-3383 Fax: (603)352-0815 E-mail: asalzmann@mrsd.org

Title I Director: Jeremy Rathbun

Phone: (603)903-6959 Fax: (603)358-6708 E-mail: jrathbun@mrsd.org

As the Cutler Elementary School prepares to change from a Title I Targeted Assistance school to a Title I Schoolwide school, I attest to the following:

1. The school will completed at least one year of thorough planning towards educational improvement and reform.
2. Data was presented to me on 10/26/2016, documenting that the school has a poverty rate of 57.09 (at least 40%). Data Sources/Date:

September 30, 2016 NH DOE Supplement Claim for Reimbursement National School Lunch, Breakfast, Milk, and Snack Programs

3. Free and reduced rate lunch counts for the school year: 143

4. Some other acceptable way of measuring poverty. Please specify: _____

Needs Assessment for Title IA Targeted Assistance and Schoolwide Schools

The process of conducting a needs assessment is required for all Title I programs. It is unique to each school, as the focus of the assessment, and the sources and collection of data are determined by local factors.

What is a needs assessment and what are the benefits of conducting one?

- A "Needs Assessment" is a systematic approach to determining the strengths and needs of a school community.
- It focuses on the process and the outcomes to be attained in the development of a school's vision for the future.
- It gathers data by means of established procedures and methods designed for specific purposes. The types of data and the scope of the methods are selected to fit the purposes and context of the needs assessment.
- A needs assessment informs priorities and determines criteria for solutions so that planners and managers can make sound decisions.
- A needs assessment informs criteria for determining how best to allocate available money, people, facilities, and other resources.
- An annual needs assessment is a critical component of a school's continuous process of improvement. Action that will be taken as a result of this assessment will assist schools in improving programs, services, organizational structure and operations, or a combination of these elements.
- It brings together stakeholders that represent the community, with a diverse range of perspectives, knowledge, skills and experiences to enrich the process.

This template is designed to be used in conjunction with the Targeted Assistance and Schoolwide School plans, and can be organized for schools' specific educational programs and needs.

2. Identify Data Sources: Examples (Non-exhaustive)

<p>a) Performance Data Formative and Summative Academic: SBAC, Fountas & Pinnell Benchmark,</p>	<p>b) Non-Performance Data Attendance, Demographic, Socioeconomic</p>	<p>c) Perception Data Climate/Culture Data Family, Staff, Community Surveys</p>	<p>d) Process Data School's programs and Practices, Instructional and Assessment Strategies</p>	<p>e) Other</p>
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3. Data Collection: Focus Areas Examples (Data should be valid and reliable)

a) Performance Data (Insert Data Tables or Description here)

Number of Students Tested and Percent of Students at Level 3 or Above for Students in Cutler School, 2014-2015

ELA/Literacy

Grade	Number of Students Tested	Percent at Level 3 or Above
Grade 3	65	46%
Grade 4	73	38%
Grade 5	66	56%
Grade 6	76	64%

Mathematics

Grade	Number of Students Tested	Percent at Level 3 or Above
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Grade 5 68 46%

Grade 6 71 59%

Beginning to End of Year Growth on Fountas & Pinnell Benchmark Assessment

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Analysis: Attendance is good and consistent.

Conclusion: This is an area of strength.

c) Perception Data (Insert Data Tables or Description here)

See attached survey results.

Analysis:

Conclusion:

d) Process Data (Insert Data Tables or Description here)

Administrator, Bureau of Integrated Programs	Christopher Motika	271-6052	Christopher.Motika@doe.nh.gov
Title I – Lakes Region	Deborah Fleurant	271-3838	Deborah.Fleurant@doe.nh.gov
Title I – North Country	Kathryn “Joey” Nichol	271-6087	Kathryn.Nichol@doe.nh.gov
Title I – Seacoast	Cynthia Proulx	271-3145	Cynthia.Proulx@doe.nh.gov
Title I – South Central	Mary Bubnis	271-3889	Mary.Bubnis@doe.nh.gov
Title I – South West Region	Jane Waterhouse	271-7382	Jane.Waterhouse@doe.nh.gov

If you need technical assistance with the Template itself, please contact Jane Waterhouse.

Suggested Questions to ask to draw conclusion from Surveys:

What do the parent, student and teacher surveys tell us about the Title I program:

- A) instruction:
- B) communication:
- C) parent involvement:

How will we prioritize the needs we see in these areas?

Other Questions to Consider:

What are the findings of a Comprehensive Needs Assessment?

What process was used to engage all stakeholders (administrators, teachers, parents, community members, etc.) to get an accurate and

Program Reports

Welcome Cheryl Wagner, SAU Claim Data Entry, Monadnock Regional SAU Office

SL School Report

Select a Fiscal Year: FY 2017

Select a Sponsor: Monadnock Regional SAU Office - SAU - 93

View Report

Select a Claim: September-2016 Claim 1, Rev 0 (RETURNED)

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Find | Next

School Report

New Hampshire Department of Education
 Supplement to Claim for Reimbursement
 National School Lunch, Breakfast, Milk and Snacks Programs

Monadnock Regional SAU Office

September-2016 Claim 1, Rev 0 (RETURNED)

Site # and Name	Enrollment	Avg Daily Att.	Operating Days			Number of Apps			Lunches Served to Students				Breakfasts Served to Students				Snacks Served to Students				Suppers				Special Milk				Reimb [SBrk]
			Lun	Brk	Snk	Free	Redu	Paid	Free	Redu	Paid	Total	Free	Redu	Paid	Total	Free	Redu	Paid	Total	At Risk	Free	Free	Red	Paid				
93-21715 Cutter School	270	254	21	21	0	120	23	127	2007	333	1426	3766	1322	189	392	1903	N	0	0	0	0	Y	0	0	0	0	11111.47 [57.09]		
93-21665 Dr. George S. Emerson Elementary School	181	170	21	21	21	75	15	91	1195	236	636	2067	763	72	326	1161	N	100	12	378	490	N	0	0	0	0	6671.17 [34.83]		
93-21670 Gilsun Elementary School	59	55	21	21	0	25	1	33	371	10	246	627	307	9	244	560	N	0	0	0	0	N	0	0	0	0	2040.88 [16.80]		
J-21700 Monadnock Regional Middle High School	733	689	21	21	21	239	61	433	2939	706	4738	8383	1041	254	712	2007	N	19	6	138	163	N	0	0	0	0	15593.70 [60.21]		
93-21695 Mount Caesar School	290	273	21	21	21	102	25	163	1422	248	1223	2893	893	172	330	1395	N	335	51	565	951	N	0	0	0	0	8326.61 [41.85]		
93-21725 Troy Elementary School	155	146	21	21	21	70	16	69	982	185	596	1763	622	77	270	969	N	139	10	74	223	Y	0	0	0	0	5537.55 [29.07]		
Totals	1688	1587	21	21	21	631	141	916	8916	1718	8865	19499	4948	773	2274	7995		593	79	1155	1827		0	0	0	0	49281.38 [239.85]		

Report Runtime: 10/4/2016 9:31:57 AM

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USDA Nondiscrimination Statement

New Hampshire Department of Education
 101 Pleasant Street | Concord, NH | 03301-3852
 Telephone: (603) 271-3494 | TDD Access: Relay NH 711
NH.gov | [privacy policy](#) | [accessibility policy](#)
 copyright 2013. State of New Hampshire - 2016.07.21.0800

CUTLER SEPT 2016

FREE 120

Reduced 23

TOTAL 146

$$\frac{146}{270} = 54\%$$

Enrollment 270

Raw 10/25/16

Staff Survey

Please complete this survey to help us form our schoolwide goals. We appreciate your valuable input.

* Required

1. **1. What grade level do you teach? ***

Check all that apply.

- 3rd
- 4th
- 5th
- 6th

2. **2a. Do you feel you understand the academic needs of all learners in your classroom? ***

Mark only one oval.

	1	2	3	4	5	
minimally understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	fully understand

3. **2b. Why or why not? ***

4. **3a. Describe your comfort level with creating lessons that target specific students' needs. ***

Mark only one oval.

	1	2	3	4	5	
Not comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very comfortable

5. **3b. What would be helpful in meeting the needs of all learners? ***

Cutler School Parent Survey

Almost two years ago, Monadnock Regional School District began using federal funds through a Title I grant to supplement the instructional programs at Cutler School. At that time, Cutler School became a Title I Targeted Assist School. This means that the funding can be used to supplement instruction for a specific group of students who need academic intervention. We have used the funding to provide high quality professional development for staff, hire 2 certified teachers to work as Instructional Assistants, a paraprofessional, and purchase materials to improve our instruction. Title I has had a positive impact on our students' achievement.

However, we would like to be able to use these funds in a different way to better support all students. For this reason, the Cutler staff is committed to becoming a Title I Schoolwide School. To become a Schoolwide School, we are undergoing a year long planning process to develop an action plan to improve our instruction in reading and mathematics as well as improve our overall school climate and culture. The first step of the process is to conduct a needs assessment. We will use the information collected from the survey below along with other data to create our action plan. We are excited about the opportunities Title I Schoolwide will provide for all students at Cutler School!

We value your honest feedback and would greatly appreciate you taking our survey below.

* Required

1. Do you feel comfortable helping your child with his/her homework? *

Mark only one oval.

	1	2	3	4	5	
I do not feel comfortable helping my child(ren) with homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I am very comfortable helping my child(ren) with homework.

2. How you feel about the care your child receives at school? *

Mark only one oval.

	1	2	3	4	5	
My child(ren) is not well cared for at Cutler.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My childwell cared for(ren) is very well cared for at Cutler.

3. Do you feel your child's teacher knows him/her as a person? *

Mark only one oval.

	1	2	3	4	5	
The teacher does not know my child as a person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The teacher knows my child very well as a person.

Community

9. What is your favorite event at Cutler?

Community Events

10. What other types of evening programs would you like to see at Cutler?

11. Would you be interested in attending parent education classes if they were offered at Cutler? *

Mark only one oval.

Yes

No *Skip to question 13.*

Parent Classes

12. What types of parent classes would you like to see offered?

Check all that apply.

- Adult book group on parenting topics
- Math textbook workshop
- Internet/Social Media Safety
- Guiding Healty Choices
- Drugs and Alcohol
- Bullying
- Reading Workshop
- Other: _____

Skip to question 14.

Parent Classes

13. Why would you not attend parent classes?

7(e) Compact

Monadnock Regional School District Title I Learning Compact Cutler School 2016-2017

We believe that every child can achieve success. The key to achieving a higher level of success is the development of a partnership among the students, parents and teaching team in a school. If each member of the partnership works to meet the following responsibilities to the best of their ability we will all be more successful.

<p>STUDENT Responsibilities:</p> <ul style="list-style-type: none"> · Believe that I can learn and will always try to do my best in my work and in my behavior · Follow school rules and accept responsibility for my own actions · Respect myself, my school and other people · Discuss what I am learning at school with my parents · Ask adults at school and at home for help · Do any assigned homework and bring it to school · Work out my problems with others in non-violent ways <p>_____</p> <p>Student's signature</p>	<p>TEACHER / INSTRUCTIONAL ASSOCIATE Responsibilities:</p> <ul style="list-style-type: none"> · Hold high expectations for all students, believing that all students can learn · Ensure quality educational experiences for all students by providing high quality instruction in a safe and positive learning environment · Provide varied learning opportunities for student's talents and address individual student's needs · Respect the differences of students and their families · Establish a routine for parent communication · Provide necessary assistance to parents so they can support learning and positive behavior · Seek ways to involve parents in the school program · Provide appropriate and meaningful homework assignments for students when needed · Demonstrate professional behavior and a positive attitude · Help students resolve conflicts in positive, nonviolent ways <p>_____</p> <p>Teacher's signature</p> <p>_____</p> <p>Instructional Associate's signature</p>	<p>PARENT/CAREGIVER Responsibilities:</p> <ul style="list-style-type: none"> · Believe my child can learn · Provide a home environment that encourages my child to learn · See that my child attends school regularly and on time · Support the school staff in maintaining proper discipline · Set aside a specific time and place for homework · Encourage my child's learning at school, at home and in the community · Spend time each day with my child reading, writing, listening or just talking · Monitor my child's TV and video viewing with education in mind · Model an interest in learning for my child · Attend events that promote parent involvement, such as Parent/Teacher conferences and Curriculum Night. <p>_____</p> <p>Parent's signature</p>
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7(e) Involvement Policy

District & Parent Policy for Literacy and Mathematics 2016-2017, Cutler School

These Title I Parent Involvement Procedures were designed to complement and supplement the Monadnock Regional School District's literacy plan and mathematics program. It is our hope that increased parent involvement will encourage positive communication between parents/guardians and the school and will foster home/school partnerships. A copy of these procedures will be reviewed with all parents of children participating in Title I. Parent Involvement Procedures are posted in the school. Additional copies and information may be obtained from your Title I building staff member.

1. An Open House night will be held on September 20, 2016 from 6:00-7:00. Parents are strongly encouraged to attend this event to meet your child's Title I teacher and see what happens during the time your child receives Title I services. You will be given the opportunity to contribute suggestions for training topics that will help parents and teachers work together to improve student learning.
2. Each child's parent/guardian will be notified in a timely manner that their child has been selected to participate in the Title I program. They will be given a brochure explaining the Title I program along with a learning compact that outlines student/teacher/parent responsibilities. This compact must be signed by all three parties in order for the child to participate in the Title I program. This compact provides a complete overview of expectations and responsibilities for everyone involved: parent, child, and Title I staff.
3. Parents/guardians, Title I staff and classroom teachers contribute to the development of program goals for children who qualify.
4. A progress report will be sent home. This progress report will keep parents/guardians informed as to what goal areas are being addressed. Suggestions will be made to help guide parents in providing reinforcement at home. This shared responsibility is key to children's success.
5. Parents/guardians are encouraged to visit their Title I areas and to express any questions or concerns they may have regarding Title I to either the Title I Project Manager or the Title I Instructional Assistant. Such concerns will be recorded in the child's folder respectively.
6. Parents will be notified and encouraged to attend individually scheduled conferences, workshops, seminars and planned school events that promote the coordination and integration of parent involvement. Title I provides child care services in order to promote parent attendance.
7. Each Title I Instructional Assistant will work with accumulated data to develop program goals for each child. This is to encourage parent involvement and promote a more thorough understanding of the program. Parents will be asked to provide support at home by becoming a model of learning and by taking an active role in their child's education. They are welcome and encouraged to borrow parent-child kits and other resource books and materials from our Parent Resource Center located in Swanzy Center. Please call Sharon at 357.0400 for more information.