Dr. George S. Emerson School

Schoolwide Plan

SAU 93

FY15

I. Introduction & Demographics

II. Planning Process

Vision Statement

For Emerson Schoolwide Title I Program

Dr. George S. Emerson School is committed to the skills and attitudes essential to academic excellence and lifelong learning.

*   *   *

School Wide Planning Committee

Melissa Suarez – Principal

Karen Craig – Assistant Superintendent

Kathy Shanks – Title I Project Manager

Lori Stevens – Kindergarten Teacher

Cheryl Costa – Guidance

Diane DeJong – Special Educator

Michelle Buonomano – Parent

Jennie Calnan – Reading Specialist

Marianne Van Valkenberg – Reading Specialist

Emerson School
2012-2013

Student Demographics

	12-13	13-14
Total number of students:	193	177
African American students:	1	1
Asian students:	4	4
Caucasian students:	185	168
IEP students:	20	11
Male students:	102	91
Female students:	91	86

Staff Demographics

	12-13	13-14
Total number of instructional staff:	18	13
Number of HQT instructional staff:	18	13
Staff with three or less years experience:	8	6
Staff with nine or less years experience:	5	2
Staff with ten or more years of experience:	5	5
Total number of paraprofessionals:	12	7
Administrative staff:	1	1

Emerson School Demographics 2012-2013

Emerson School is one of five elementary schools, a middle school and high school that comprise the Monadnock Regional School District, SAU #93, located in the southwest corner of New Hampshire.

According to data from the American Community Survey 2008-2012, Fitzwilliam, NH has a per capita income of $30,995. There are limited businesses operating in the town.

The school has approximately 177 students (grades K-6) and one building principal. It is her first year as principal of this school.

Free and Reduced Rate

FY14	FY13	FY12	FY11	FY10
41.8%	38.6%	40.2%	38.2%	31.9%

2013 NECAP Results

School Name/State	Percent of Students Substantially Below Proficient	Percent of Students Partially Proficient	Percent of Students Proficient	Percent of Students Proficient with Distinction	AYP Status in Reading
State of NH	7	16	54	23	
Emerson School	7	26	59	8	NA
Troy School	10	31	46	13	NA
Cutler	10	20	58	12	NA
Mt. Caesar School	17	13	58	12	NA
Gilsum School	8	22	60	10	NA

2012 NECAP Results

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

Emerson School AYP

AYP	2013	2012	2011	2010	2009	2008	2007
Reading		No	No	No	Yes	Yes	Yes
Math		No	No	No	Yes	Yes	Yes

Planning Process

Emerson qualified for schoolwide during the 2012-13 school year. However, we did not have staff support at the time. That has since changed and 100% of the support staff are Highly Qualified Paraprofessionals. Additionally, Emerson was designed as a Focus School through the NHDOE accountability system. Our Focus School plan along with our district's literacy plan could be implemented more effectively and efficiently with the Title I schoolwide model in place. Combining Title I funds along with other local, state and federal funds to support our focus on literacy will allow for a more effective and strategic approach to schoolwide reform at Emerson School.

III. Comprehensive Needs Assessment

a. **Comprehensive needs assessment of the entire school based on state content and performance standards**
   - Steps to Success
   - "We Teach" Survey
   - NWEA
   - NECAP
   - AIMSweb
   - Reviewed SINI Plan
   - District STRATEGIC Plan
   - MobyMax
   - Common Assessment Data
   - Fountas & Pinnell Benchmark Levels

b. **Problem area(s) identified / Needs**
   - More co-teaching planning time and opportunities
   - Schedule time for peer observations
   - Look at trends that are going well
   - Teacher time to share successes / ideas / concerns
   - Increase community / parent involvement and opportunities for feedback
   - Ways to keep track of school climate

Emerson Achievements	Goals/ Needs/ Questions?
Team approach to planning and using data	Is there enough time?
Using multiple sources of data to monitor students	More co-teaching planning time and opportunities
Caring community	Schedule time for peer observations
Development of leadership team	Look at trends that are going well
Co-teaching	Teacher time to share successes/ ideas/ concerns
Progress Monitoring system	Increase community /parent involvement and opportunities for feedback
RTI times built into schedule	Ways to keep track of school climate

Continued to look at accomplishments/ growth goals.

Discussed NECAP coming up. Continued need to look at accommodations needed and to implement with fidelity to ensure students have the best chance at success. Discussed need for students, staff, and parents to take testing seriously. Discussed having incentives, spreading out testing, snacks, watcher, etc.

Next meeting: 10/11/13

Focus/ Leadership Minutes 10/11/13

Attendees: M. Suarez, C. Costa, M. Buonomano, L. Stevens, M. Van Valkenburg, J. Calnan, K. Shanks, D. De Jong,

- Reviewed Leadership survey
- Reviewed targets
- Looked at Indistar Site/ Discussed data to be entered/ expectations
- Discussed student scores/ trends in scores as a whole
- Looking at root cause analysis/ different case managers over the years/ different programs- this impacts on student learning.

    Discussions included:
- Sustainability in schools
- Need to use programs with fidelity
- Need to not switch programs to quickly/ but change if not working
- Tier 3 students need more time for interventions
- 5th and 6th students are primarily the target group.
- Last year's scores were poor. State will average 3 years.
- Need to continue best practice approach. Student growth and success is most important.
- Data boards ideas

Team agreed to divide up target group of students and monitor progress and interventions and to report back to leadership team. Missy will inform staff of this happening first.

Next Steps: Missy to inform staff of this. Members to ck in with PLC's and to start looking at target students' scores and RTI bins.

Focus/ Leadership Team Minutes 10/25/14

- Reviewed what information is needed by state. Fall data and monthly report.
- Reviewed data board ideas. Agreed to review different types of data boards. All agree it would be a useful team.
- Team is looking at RTI and progress of students assigned to them.
- Discussed question on report what we can infer about our practices based on test scores for students on target list:

    - Best practices
    - Interpret with accuracy
    - Consistent practice of KTL
    - Using top down webs and 2 column notes- student specific on list
    - Reading Mastery for 2 years for some of the students- has def. helped them (AC and JC)
    - Using Accommodations consistently for indiv learning needs
    - Common core (k and 1 started 3 yrs. ago)
    - Common Core math assessment changed last few years
    - MAP alignment- common core aligned now
    - Discussed speech and language needs for MQ for Tier 3- how to fit in for students
    - I do, we do, you do- practices

Concerns/ Reflections-

- not enough opportunities provided to practice or read at older levels with so many learning requirements
- Motivation for many of the students on the list
- Math changes from Everyday math to common core- changes can be hard for kids- but common core more authentic is consensus- fractions- never got to last 3 units when fractions were covered in ED math for example was a hindrance.
- Depth vs Breath
- Other countries go deeper – focus on literacy and numbers
- Common core is more work to do it right
- What is best for the students- doesn't mean necessarily best or easiest for teacher
- Current 5th and 6th graders had ½ of core in early grades and then were pulled out for Tier 3. This probably increased gaps. Have to make up these gaps. Schedule changes with all in core will help younger students to avoid this.
- Strategies for reading may be more important. Should look at the PURPOSE of reading vs MEANING.
- Fluency matters lease
- Staff members need to honor expertise of others and trust each other/ we are all responsible for student learning.
- Discussed Change model- all staff need to be involved in change of focus/ discussed ways to

limit perspectives of our holding secret meetings. Need to always communicate goals of leadership team.

- Staff feeling overwhelmed with all expectations and cuts/ how we can we all work together to support each other

Next steps: Compile data, look at individual assignments, and keep PLC's informed.

12-13-13 Leadership/ Focus Team Minutes

Present: Missy, Jennie, Karen, Diane D., Lori, Michelle, Marianne, and Cheryl

Reviewed and set goals for Turn Around Indicators- NH101 & ID10

Turnaround Principle 1: Provide Strong Leadership- Ensuring Strong Leaders

NH101

Turnaround Principle 5: Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data ID10

Discussed looking at common assessments/ Most students in 5/6 did poorly per Jennie. Jennie concerned that question used did not have a rubric/ this summer 5/6 teams did discuss the use of a rubric but ran out of time

5/6 70% math was proficient on common assessment

Suggestion was given to use Smarter Balance as Practice

Tm agreed of the importance to look at all data

Suggested good days for ½ leadership days/ Cheryl requested not using Wednesdays.

Discussed looking at student interventions for data wall. Agreed to bring data for kids that we are assigned.

- MAP
- NECAP
- common assessments
- report cards (copies)
- special education testing- current
- DRA (Michelle likes these- feels they are accurate)
- Aims Web for fluency for grades 3, 4, 5 and 6 (currently AC and JC- focus students not using Aims Web- teams discussed having all students using this measure. Diane will look into all access to the probes.

Cheryl suggested interactive report to look at strands and commonalities- that we look deeper at data.

Discussed recommendations for winter MAP.

- Second grade- students of concern
- Focus Student group
- Many Tier 3 students, but not all.
- Agreed to look at proctor training.

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Focus Students: Why are they not all Tier 3 students. Many are making gains. But should they be tier 3 students? Will speak to PLC's for evidence to support this. Missy will attend PLC's to ck in about this. Would Tier 3 better serve back skills needed?

CP would benefit from Moby Max for reading. Very low in reading. High Math. JM also very low in reading.

Discussed realities vs needs and resources.

- Team members report that Moby Max is good for intervention times. / Centers are also helpful. Core instruction needs three levels of centers for differentiation.

Fontas and Pinnell literacy coach cost- $8, 000

Lori talked about ILP's being helpful. Cheryl remained team about ILP training online thru DOE.

Reviewed Focus kids/ ours both criteria. Socio economic disadvantaged and special ed.

Team agreed to add math to literacy goal for Focus goal.

Next steps: Review samples of data boards. Cheryl to add suggestions to Focus plan to have at next meeting for review with team. Ck in about Winter MAP.

Costa

{Emerson Leadership Team}

Time: Friday, 1-10-14 (8:30- 11:30 AM)
Location: Emerson Library
Called by:

I. Attendees

1 Melissa Suarez	8 Karen Craig
2 Cheryl Costa	9 Kathy Shanks
3 Michelle Buonomano	10
4 Lori Stevens	11
5 Marianne Van Valkenburg	12
6 Jennie Calnan	13
7 Diane Dejong	14

II. Agenda Topics

1. Review Goals and School Focus Plan – *Edited and Fixed for submission*

2. Discuss progress/ next steps on plan (indicators and turn-around principal) -*completed*

3. Data Wall-Creating it – *brainstormed/ like google spread sheet*

4. Review RTI sheet (JC)- *reviewed and made suggestions*

5. Discuss Format and Expectations of Progress Monitoring Meeting- *discussed protocols, ideas to make it more efficient, not add another meeting*

6. CCT- *agreed to combine with progress monitoring*

III. Goals

- For team to have understanding of School Focus Plan
- Complete data wall

- Complete RTI forms for all of Focus Students

IV. Assignments
- For team members to give thought to structure of Progress Monitor Meetings- format and expectations- Brainstorm with PLC members about their thoughts
- For team members to give thought about CCT's (old formats, what would be helpful) and brainstorm with PLC members about their thoughts
- Collect any missing data on RTI forms/ plan to bring them to next meeting on 1/24/14
- Diane to give Cheryl Aims web protocols to add to list google spread sheet.

V. Next Meeting 1/24/13 8:30- 11:30

- C. Costa shared plan developed using SMART goals developed by team. Edited and fixed as a team. C. Costa will submit on Indistar and share to with admin to upload on Grants manager.
- Discussed going k-6 for google spread sheet/ Data tool so all staff have access. All agreed on format. And brainstormed what to be added to it. C. Costa will add data points to it/ using grade specific tests. MAP, Aims web benchmarks, Frye words, Fontas and Pinnel, Common assessments, NECAP, ? FW RPI, ? of Moby Max.
- Discussed progress monitoring tools/ emphasis data that can be used to share concerns with parents and to show progress
- Brought up individual learning plans
- Discussed goals- matching NWEA and NECAP
- Cheryl suggested Diane, Marianne, and Jennie attend all Progress monitoring meetings to share their expertise/ to expand use of meeting and efficiency.

Emerson- Focus/ Leadership Meeting

DATE/ TIME: Friday, January 24, 2014- 8:30-11:30 AM
Location: **Emerson School Library**

I. Attendees

1 Melissa Suarez	8 ~~Karen Craig~~ not present
2 Cheryl Costa	9 Kathy Shanks
3 Michelle Buonomano	10
4 Lori Stevens	11
5 Marianne Van Valkenburg	12
6 Jennie Calnan	13
7 Diane De Jong	14

II. Agenda Topics

1. Update/ Focus Plan Submission/ Review next steps regarding Winter Data Submission
2. Review RTI sheet (JC)
3. Review Google Docs spreadsheet/ Updates from grade levels re. Monitoring tools used
4. A. Discuss Format/ Effectiveness and Expectations of Progress Monitoring Meeting (Updating RTI forms/ how and when do we switch interventions- how to best monitor this- should this be an assigned role?)
   B. Standing CCT's/ retentions? Should these be separate meetings?
5. Work Time- complete available data /look at Focus students' interventions/ progress
6. Focus Title One Funds- ideas- for needs/ uses?

Costa, 1/24/14

Emerson- Focus/ Leadership Meeting

III. Goals

- Complete RTIs forms for Focus Students
- Generate ideas about Progress Monitoring to share with grade level PLC's
- Begin Data Spreadsheet
- Come to consensus of what was accomplished on plan for January/ agree on next steps

VI. Plan for Next Meeting/ Assignments:

Team to gather wish lists for materials including shipping. June- Kathy Training. Missy- coursework. Boost/ Blitz- Diane. Read Naturally- Marianne. LLI (assessment kits) and F & P(reading and assessment)- Kathy, listening centers- Jennie, sensory tools and behavior workshop- Cheryl, timers- Diane
Members to do research for next meeting. Staff will put in time for ASOP for longer Focus meetings. Missy will discuss new progress monitoring protocols at staff meeting.

Notes:
Grant money- ideas/ follow up
- Missy will advocate for Masters/cags pmts
- PD
- Technology / Bks
- Rugs for younger grades for literacy/ classrooms (Missy doesn't think this will be used for this
- Foundations- Diane ordered 2 sets for grade 3- we have enough others (End of June- Foundations training)
- Boost Manuals
- 1 or 2 Read Naturally programs/ whole kits
- Timers for all of these programs
- Running records training sched for March (bks ordered in regular budget)
- Do we need training money? Kathy shared that Joanne is a good presenter. Bethany- reading specialist of Troy school will contact our reading specialists to plan.
- Bk study?
- F & P need older grades/ need assessment tools
- Kathy has F & P assessment tools to share
- Listening Centers? K needs one. / Jennie will ck with other classrooms. Daily 5-listening centers help with this./ different experiences based on teacher and grade level
- Body break/ sensory tools. I.e. balls, dead phones, study carrels, lap buddies etc.
- Rugs for literacy?
- Looked at behavior workshops- suggested grade 2 and guidance attend together
- Missy, Karen, and Kathy will review wish lists for final decision making to request to use grant money for.
- Markers for paddles
- Math curriculum for common core/ interventions? Finish Line? All grade levels have a book that Missy had ordered for this. Most of curricula purchased are for literacy. Troy School using Super Champs now. Used to use Pinpoint. Cannot get Singapore math curriculum.

  Discussed needs for rigor and relevant lessons/ best practice to share lesson plans/ interventions need

Costa, 1/24/14

Emerson- Focus/ Leadership Meeting

to go deep/ Diane will research math interventions/ Diane does like Moby Max for math intervention.

Discussed Brockton's success through teaching students a thinking routine.

EPSF- Early Predictor of School Failure tool.

Costa suggested we have grade level meetings to discussed possible retentions instead of having them just at PLC's. Students being looked at RA and EH- grade 3. R, L., DB, and AJ for grade 2, HW and KG for K, and TD for grade 1. We agreed to have grade level meetings to discuss student data, concerns, and progress.

Discussed ways to strengthen and make prog monitoring more efficient.
- Lori work on template and protocol.
- Costa will set up agenda on Mondays for prog monitoring meetings so PLC's can think about questions/ concerns prior to meeting. Friday before meeting team members will email concerns, intervention groups, what is working, and pertinent data. Also have to look at what data does not show us.
- All prog monitoring meetings will be 1 hr. long
- Use of a timer was suggested for time management.
- Cheryl suggested Diane, Marianne, and Jennie attend all Progress monitoring meetings to share their expertise/ to expand use of meeting and efficiency.

Discussed google spread sheet for school data. Aims web benchmarks will be used. FW RPIs for younger grades. Cheryl to work on spread sheet further.

V. Next Meeting:___ 2/7/14 7:30 AM

Costa, 1/24/14

Emerson- Focus/ Leadership Meeting

DATE/ TIME: **Friday, February 7, 2014- 8:30-11:30 AM**
Location: **Emerson School Library**

I. Attendees

1 Melissa Suarez	8 ~~Karen Craig-~~ not able to make it
2 Cheryl Costa	9 Kathy Shanks
3 Michelle Buonomano	10
4 Lori Stevens	11
5 Marianne Van Valkenburg	12
6 Jennie Calnan	13
7 Diane De Jong	14

II. Agenda Topics

1. Review invitees/ for Winter Academy session for February vacation.-*completed*
2. Update/ Review new Progress Monitoring Model -*completed*
3. How is MAP progressing? Target for Winter Data Submission/ New Format for MAP reports-*discussed/ students still testing*

4. NECAP Results review- *discussed*

5. Review research for Focus Title one fund spending ideas/ uses? -*completed*

6. Review RTI sheets/ Data forms/ ILP's-*completed*

7. Review Google Docs spreadsheet/ Updates from grade levels re. Monitoring tools used-*completed*

8. Work Time- complete available data /look at Focus students' interventions/ progress- *worked on*

Costa

Emerson- Focus/ Leadership Meeting

III. Goals

- Submit ideas to Missy for spending
- Complete RTIs forms for Focus Students
- Begin Data Spreadsheet
- Come to consensus of what was next steps for February are on Action plan
- Make plan for data submission for MAP/ Winter

VI. Plan for Next Meeting/ Assignments:

Review MAP data status/ review for winter submission Discuss how progress monitoring meeting goes. Get any other orders to Missy for review. Discuss with PLC's benchmarks needed.

Notes:
Reviewed students being discussed for retention and/ or rec for winter academy

KG K slow growth
HW K retention rec
TD 1 retention rec
DB 2 retention rec
EH 3 retention rec
MT 3 in danger of school failure/watch
RA 3 making slow progress/ 504
No grade 4
No grade 5
ZC 6 struggling
JH 6 big gaps in math per Diane/ reading fine

CM making gains. Not invited as of now

No cost to winter academy/ but no transportation either

There will be two more opportunities for students who are behind. April and summer.

15 students invited currently to winter academy

Discussed minutes format for Progress Monitoring and new MAP reports. Not all will have access to site as of now.

Grant money ideas continued:
- 4-6 Boost
- Foundations K-3 (made by Wilson)

Costa

Emerson- Focus/ Leadership Meeting

- Benchmark assessments needed
- Masters/ CAGs-9 Emerson employees
- Read Naturally
- LLI

Discussed intervention form for RTI/ progress monitoring:
- Differentiation
- Classroom accommodations
- Caution laps
- Task
- What accommodations tried
- What have been successful
- Intervention list/ ck list?
- Pre- planning to complete ahead of time at PLC's?

We all agreed to complete forms progress monitoring list at meeting instead of expecting teachers to have to do so prior to meeting.

Plan: ¾ 19th Progress monitoring/ Marianne will complete prog. Monitoring forms at meeting. Marianne will take forms. It will be created in google docs.

Diane will give tutorials on Aims web benchmarks. Should be doing winter benchmarks now. At 5/6 PLC it will be discussed to have focus students make sure they are completed.

Aims web ideal bench marks: Fall 9/1-10/15
 Winter Jan 1-Feb 1
 Spring May 1- June 1

Reviewed that learning plan webinar is scheduled if anybody is interested.

Leadership goal- Missy has been getting familiar with Principal's Network. Has processed her survey results with superintendent when formulated her leadership goals.

Costa

Emerson- Focus/ Leadership Meeting

DATE/ TIME: **Friday, March 14, 2014- 7:30- 8:30 AM**

Location: **Emerson Conference Room**

I. Attendees

1 Melissa Suarez	8 ~~Karen Craig~~ X
2 ~~Cheryl Costa~~ X	9 Kathy Shanks
3 ~~Michelle Buonomano~~ X	10
4 Lori Stevens	11
5 Marianne Van Valkenburg	12
6 Jennie Calnan	13
7 Diane De jong	14

II. Agenda Topics

1. Review Progress Monitoring meetings and documentation. - completed
2. Update on Focus and Priority Quarterly Meeting- completed
3. Review RTI form- completed
4. Purchase orders on items – reviewed/ completed

III. Goals

- Plan next meeting- completed
- Next steps for ordering or signing up for any conferences if applicable.- completed
- Decide on any changes to RTI form if needed.- completed

VI. Plan for Next Meeting/ Assignments:

- Homework- all members to take accommodation worksheet and decide what is important to be on the class strategies with PLC teams- Missy will make these changes.
- RTI form- review changes
- Review accommodation worksheets
- Review Winter MAP data

- Cheryl to Add 4 spots for Aims web for K, 5 spots 1st grade Aimsweb

- **Notes:**
- Discussed new protocol for progress monitoring meetings.
- Missy- talk about progress monitoring meeting- all grade level meetings have been had now
- Marianne reported that it was great for ¾
- Jennie- not conducive to how we run our meetings- more focused maybe- no tier 1- very hard to keep up with that many students
- Maybe each person takes a child if there are multiple kids on agenda
- Pro-we have a protocol-more focused able to all concerns
- Jennie did make some changes to form- added reteach/ took away Tier 1
- Got rid of initial status/ suggested review
- Areas of Concerns- turn into ck list
- ELA (reading and language)/ Math/ Behavior
- Homework- take accommodation worksheet and decide what is important to be on the class strategies- Missy will make these changes.
- Updated on priority meeting- this one different- breakout sessions. Diane shared about hers.
- Reviewed Seresc workshops/ many are free or at reduced price for Focus schools.

V. Next Meeting:___TBD

Emerson- Focus/ Leadership Meeting

DATE/ TIME: **Friday, May 23, 2014- 7:30- 8:30 AM**

Location: **Emerson Conference Room**

I. Attendees

1 Melissa Suarez	8 Karen Craig X
2 Cheryl Costa	9 Kathy Shanks
3 Michelle Buonomano	10 Sandy Kent
4 Lori Stevens	11 Audrey Salzmann
5 Marianne Van Valkenburg	12
6 Jennie Calnan	13
7 Diane De jong	14

II. Agenda Topics

1. Introductions

2. Review Plan and work for year

3. Share Updates on Google Docs spreadsheet

4. Focus Title One Funds- updates

5. Review Next Steps and transtions

III. Goals (Suggestions)
- Understanding of work this year
- Plan for next steps

VI. Plan for Next Meeting/ Assignments:

NH
Dr. George S. Emerson
27 Rhododendron
Fitzwilliam NH 03447
603-585-6611

**NH Title I Priority and Focus Schools
June 2014 Monthly Report**

Date:
6/18/2014

School Name:	Emerson Elementary School

Report Completed by:	Cheryl Costa	**Title:**	School Counselor/ Process Manager

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1. Team Meetings held on:

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2. Meeting activities:

Data examined:
(list recent data gathered, examined during team meetings)
Spring MAP testing has been completed at this time. Students were testing in Math, Reading, and Language Arts. All students enrolledK-6 participated. Students grades 2-6 were included in report due to this having been in decided to do so in fall due to the questions of reliablilty of testing by grades K and 1 students. The fall data submitted included students who scored at the 24 percentile or below in math and/ or reading. These student's individual scores have been resubmitted. 39 students who were originally identified at the 24 percentile or below in reading, 1 student showed mild regression, 2 had moved, and 14 (36 percent) tested at or above the 25th percentile. In math, 31 students scored at the 24th percentile or below in the fall. In the spring, 2 had moved , 2 showed some mild regression, and 13 (42 percent) of these students raised their scores to the 25th percentile or higher.

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*You may save key data reports and summaries in the FILE CABINET found on your Indistar DASHBOARD. Include only summaries on this document.

Findings from data review:
(summarize observations, inferences, and questions for future examination)
We believe that our core teaching blocks, along with our daily scheduled tier II and tier III interventions have helped to promote this growth. Along with our adherence to providing optimal testing environment to include the accommodations required by our students. Our tiered interventions include frequent assessments to make sure interventions are working for each child. And, our strengthening our progress monitoring meetings have helped with our monitoring the interventions, needs and progress of our students.

Progress monitored for objectives:
(list each objective monitored)
To continue to offer inteventions and core to all of our stduents based on their needs.

Findings from progress reviews:
(summarize progress on implementation of plans/ attainment of objectives)
Our progress monitoring meetings have helped us identify any missed needs more quickly and to make any changes necessary.

Indicators assessed, planned or revised:

Assessed:
(list each indicator assessed)

Planned:
(list each objective planned)

Revised:
(list each objective revised)

Action Items resulting from Team Meetings:
(bulleted list of Tasks to be done, timeline, person responsible)

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3. Optional -- "To improve our work, what our team needs next is . . .
To continue to provide core and tiered instructions and monitoring growth and needs. Team must identify who will attend progress monitoring meetings next year with the changes in staff.

NASSP

21st Century School Leadership Skills
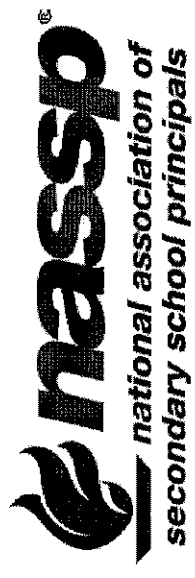# 360 Self and Observer Assessment Report

for

Melissa
Suarez

Dr. George S. Emerson School   msuarez@mrsd.org

November 1, 2013

nassp
national association of
secondary school principals

National Association of Secondary School Principals

1904 Association Drive, Reston, Virginia 20191-1537 -- http://www.principals.org

Melissa Suarez
msuarez@mrsd.org
11/1/2013

21st Century School Leadership Skills

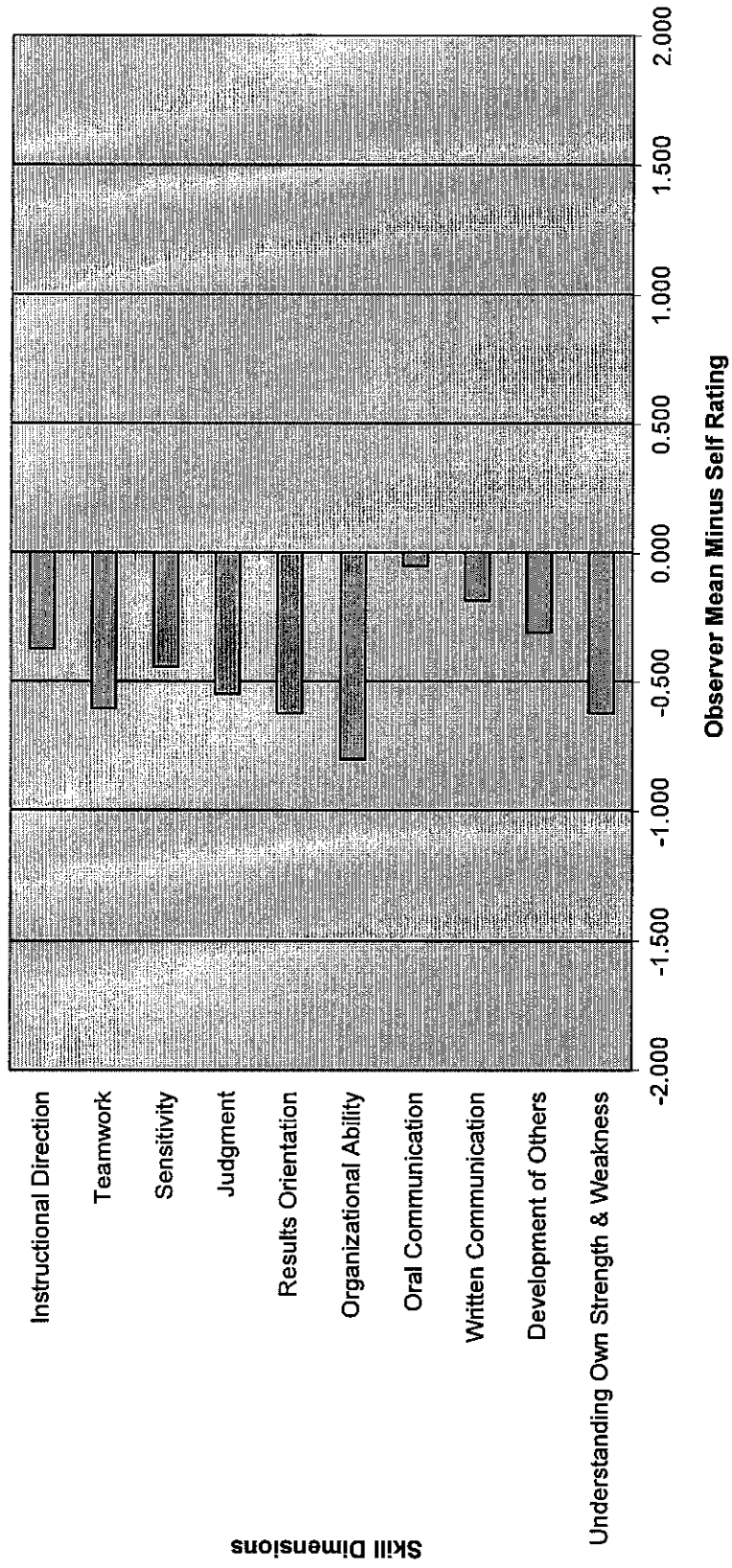| #	Statement	Dr. George S. Emerson School					obs mean	self rating	difference mean-self	Obs. St. Deviation
		1 almost never	2	3	4	5 almost always				
1	I articulate a clear vision for the school and its efforts related to teaching and learning.	0	0	1	4	3	4.25	5	-0.75	0.707
2	I set high performance expectations related to teaching and learning for myself and for others.	0	0	0	3	5	4.63	5	-0.38	0.518
3	I encourage innovation to improve teaching and successful learning for every student.	0	0	2	1	5	4.38	5	-0.63	0.916
4	I set measurable objectives for student academic success and effective instruction.	0	0	2	3	3	4.13	4	0.13	0.835
5	I generate enthusiasm and persuade others to work together to accomplish common goals for the success of every student.	0	0	0	5	3	4.38	5	-0.63	0.518
6	I develop alliances and resources outside the school to improve the quality of teaching and learning.	0	1	0	3	4	4.25	5	-0.75	1.035
7	I clearly articulate expectations regarding the performance of others as it relates to effective instruction and student success.	0	0	1	3	4	4.38	4	0.38	0.744
8	I acknowledge and celebrate the achievements and accomplishments of others in their efforts to ensure student success.	0	0	1	2	5	4.50	5	-0.50	0.756
9	I seek commitment of all involved to a specific course of action to improve student learning.	0	0	0	2	6	4.75	5	-0.25	0.463
10	I support the ideas and views offered by team members to resolve problems and improve learning.	0	0	3	3	2	3.88	5	-1.13	0.835
11	I encourage others to share their ideas and opinions regarding improved teaching and learning.	0	0	3	1	4	4.13	5	-0.88	0.991
12	I contribute my ideas and opinions toward reaching solutions and improving student success.	0	0	0	2	6	4.75	5	-0.25	0.463
13	I assist in the operational tasks of the team.	0	0	1	3	4	4.38	5	-0.63	0.744
14	I seek input from team members regarding ideas to improve learning.	0	0	3	2	3	4.00	5	-1.00	0.926
15	I assist the team in maintaining the direction needed to complete tasks.	0	0	1	3	4	4.38	5	-0.63	0.744
16	I seek to develop consensus among team members.	0	0	1	4	3	4.25	4	0.25	0.707
17	I interact appropriately and tactfully with people from different backgrounds.	0	0	0	1	7	4.88	5	-0.13	0.354
18	I elicit perceptions, feelings, and concerns of others.	0	0	3	1	4	4.13	5	-0.88	0.991
19	I voice disagreement without creating unnecessary conflict.	0	0	1	2	5	4.50	4	0.50	0.756
20	I anticipate responses of others and act to reduce negative impact.	0	0	1	4	3	4.25	5	-0.75	0.707
21	I communicate necessary information to the appropriate persons in a timely manner.	0	0	0	3	5	4.63	5	-0.38	0.518
22	I express verbal and/or non-verbal recognition of feelings, needs, and concerns of others.	0	0	2	1	5	4.38	5	-0.63	0.916
23	I respond tactfully to others in emotionally stressful situations or in conflict.	0	0	1	3	4	4.38	5	-0.63	0.744
24	I take action to divert unnecessary conflict.	0	0	2	3	3	4.13	5	-0.88	0.835
25	I respond in a timely manner to others who initiate contact with me.	0	0	1	4	3	4.25	5	-0.75	0.707
26	I assign priority to issues and tasks within the school's vision for teaching and learning.	0	0	1	5	2	4.13	5	-0.88	0.641
27	I exercise caution when dealing with unfamiliar issues and individuals.	0	0	1	5	2	4.13	5	-0.88	0.641
28	I avoid reaching quick conclusions and making decisions with limited data.	0	1	0	4	3	4.13	5	-0.88	0.991
29	I evaluate information to determine the elements that affect teaching and learning.	0	0	2	3	3	4.13	5	-0.88	0.835
30	I communicate a clear learning-related rationale for each decision.	0	0	1	4	3	4.25	4	0.25	0.707
31	I seek additional information about issues and events relevant to the school and its mission.	0	0	1	2	5	4.50	5	-0.50	0.756
32	I use relevant sources for data and information to confirm or refute assumptions.	0	0	0	3	5	4.63	5	-0.38	0.518
33	I ask follow-up questions to clarify information.	0	0	0	0	8	5.00	5	0.00	0.000
34	I seek to identify the causes of problems.	0	0	0	6	2	4.25	5	-0.75	0.463
35	I establish relationships between issues and events.	0	0	0	5	3	4.38	5	-0.63	0.518
36	I take action to move issues toward closure in a timely manner.	0	0	1	3	4	4.38	5	-0.63	0.744
37	I take responsibility for implementing initiatives to improve teaching and learning.	0	0	0	6	2	4.25	5	-0.75	0.463

#	21st Century School Leadership Skills	1 almost never	2	3	4	5 almost always	obs mean	self rating	difference mean-self	Obs. St. Deviation
38	I determine criteria that indicate a problem or issue is resolved.	0	1	1	5	1	3.75	4	-0.25	0.886
39	I consider the long-term and short-term implications of a decision on teaching and learning before taking action.	0	0	1	6	1	4.00	5	-1.00	0.535
40	I see the big picture related to student learning as the mission of the school.	0	0	1	2	5	4.50	5	-0.50	0.756
41	I delegate responsibility to others.	0	1	1	4	2	3.88	5	-1.13	0.991
42	I monitor the progress and completion of delegated responsibilities.	0	0	4	2	2	3.75	5	-1.25	0.886
43	I develop action plans to achieve goals related to student learning.	0	0	2	4	2	4.00	5	-1.00	0.756
44	I monitor progress and modify plans or actions as needed.	0	0	1	3	4	4.38	5	-0.63	0.744
45	I establish timelines, schedules, and milestones.	0	0	2	4	2	4.00	5	-1.00	0.756
46	I prepare effectively for meetings.	0	0	0	0	8	5.00	5	0.00	0.000
47	I use available resources effectively to accomplish the student learning goals of the school.	0	0	0	5	3	4.38	5	-0.63	0.518
48	I demonstrate effective presentation skills, e.g., opening and closing comments, eye contact, enthusiasm, confidence, rapport, use of visual aids.	0	0	0	0	8	5.00	5	0.00	0.000
49	I speak articulately.	0	0	0	0	8	5.00	5	0.00	0.000
50	I use correct grammar.	0	0	0	0	8	5.00	5	0.00	0.000
51	I tailor messages to meet the needs of each unique audience.	0	0	0	2	6	4.75	5	-0.25	0.463
52	I clearly present thoughts and ideas in one-on-one conversations.	0	0	0	0	8	5.00	5	0.00	0.000
53	I clearly present thoughts and ideas in communication with small groups.	0	0	0	0	8	5.00	5	0.00	0.000
54	I clearly present thoughts and ideas in formal, large-group presentations.	0	0	0	1	7	4.88	5	-0.13	0.354
55	I write concisely.	0	0	0	1	7	4.88	5	-0.13	0.354
56	I demonstrate technical proficiency in writing.	0	0	0	1	7	4.88	5	-0.13	0.354
57	I express ideas clearly in writing.	0	0	0	1	7	4.88	5	-0.13	0.354
58	I write appropriately for each of the different audiences in the school community.	0	0	0	3	5	4.63	5	-0.38	0.518
59	I share information and expertise from my professional experiences to assist the professional growth of others.	0	0	0	1	7	4.88	5	-0.13	0.354
60	I motivate others to change behaviors that inhibit their professional growth and student learning.	0	0	3	3	2	3.88	5	-1.13	0.835
61	I suggest specific developmental activities to improve others' professional capacity to contribute to student learning.	0	0	2	3	3	4.13	5	-0.88	0.835
62	I give behaviorally-specific feedback focusing on behaviors, not the person.	0	0	0	4	4	4.50	4	0.50	0.535
63	I ask a protégé what he/she perceives to be strengths and weaknesses and what he/she wants to improve.	0	0	3	3	2	3.88	4	-0.13	0.835
64	I seek agreement on specific actions to be taken by a protégé for his/her development and growth.	0	0	2	5	1	3.88	4	-0.13	0.641
65	I recognize and appropriately communicate my own strengths.	0	0	1	4	3	4.25	5	-0.75	0.707
66	I recognize and manage my own developmental needs.	0	0	2	1	2	4.00	5	-1.00	0.756
67	I actively pursue personal growth through participation in planned developmental activities.	0	0	0	1	7	4.88	5	-0.13	0.354

Melissa Suarez

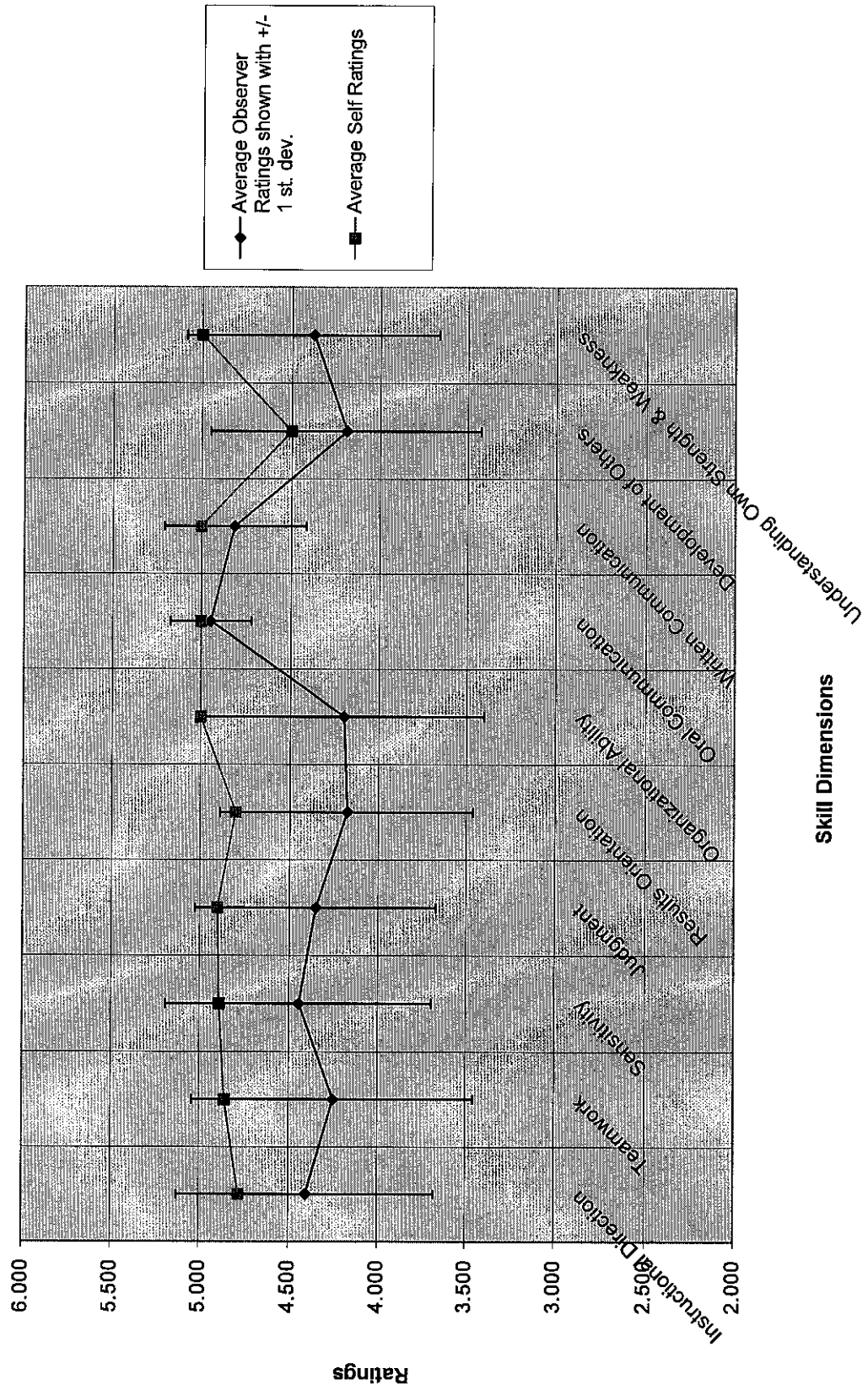| Skill Dimension	Observer Mean	Self Rating Mean	Difference	Observer St. Dev.	Friday, November 01, 2013
					Skill Dimension Definitions
Instructional Direction	4.403	4.778	-0.375	0.725	(Items 1-9) Implementing strategies for improving teaching and learning including putting programs and improvement efforts into action. Developing a vision and establishing clear goals;
Teamwork	4.250	4.857	-0.607	0.792	(items 10-16) Seeking and encouraging involvement of team members. Modeling and encouraging the behaviors that move the group to task completion.
Sensitivity	4.444	4.889	-0.444	0.748	((items 17-25) Perceiving needs and concerns of others; dealing tactfully with others; appropriately relating to people of varying ethnic, cultural, and religious backgrounds.
Judgment	4.350	4.900	-0.550	0.677	(items 26-35) Making high quality decisions based on information. Assigning appropriate priority to issues. Exercising caution. Seeking relevant data. Analyzing and interpreting complex data.
Results Orientation	4.175	4.800	-0.625	0.712	(items 36-40) Assuming responsibility. Recognizing when a decision is required. Taking timely action as issues emerge. Aligning action in short-term issues with long-term objectives.
Organizational Ability	4.196	5.000	-0.804	0.796	(items 41-47)Planning and scheduling work so that resources are used appropriately. Scheduling flow of activities; establishing procedures to monitor projects. Time management; Delegation.
Oral Communication	4.946	5.000	-0.054	0.227	(items 48-54) Clearly communicating when speaking to individuals, small groups, and large groups. Making oral presentations that are clear and easy to understand.
Written Communication	4.813	5.000	-0.188	0.397	(items 55-58)Expressing ideas clearly in writing; demonstrating technical proficiency. Writing appropriately for different audiences.
Development of Others	4.188	4.500	-0.313	0.762	(items 59-64)Teaching, coaching, and helping others. Providing specific feedback based on observations and data.
Understanding Own Strength & Weakness	4.375	5.000	-0.625	0.711	(items 65-67) Understanding personal strengths and weaknesses. Taking responsibility for improvement by actively pursuing developmental activities. Striving for continuous learning.

21st Century School Leadership Skills

Chart showing "Observer Mean Minus Self Rating" (horizontal axis, -2.000 to 2.000) across "Skill Dimensions" (vertical axis):

- Instructional Direction
- Teamwork
- Sensitivity
- Judgment
- Results Orientation
- Organizational Ability
- Oral Communication
- Written Communication
- Development of Others
- Understanding Own Strength & Weakness

21st Century School Leadership Skills

Ratings (1-5)

Legend:
- Observers' Mean Rating
- Self Rating Mean

Y-axis (Ratings 1-5): 5.000, 4.500, 4.000, 3.500, 3.000, 2.500, 2.000, 1.500, 1.000

Skill Dimensions (categories):
- Instructional Direction
- Teamwork
- Sensitivity
- Judgment
- Results Orientation
- Organizational Ability
- Oral Communication
- Written Communication
- Development of Others
- Understanding Own Strength & Weakness

Average Ratings by Skill Dimension
Observer Ratings

Legend:
- Average Observer Ratings shown with +/- 1 st. dev.
- Average Self Ratings

Y-axis: Ratings (2.000, 2.500, 3.000, 3.500, 4.000, 4.500, 5.000, 5.500, 6.000)

X-axis: Skill Dimensions (Understanding Own Strength & Weakness, Development of Others, Written Communication, Oral Communication, Organizational Ability, Results Orientation, Judgment, Sensitivity, Teamwork, Instructional Direction)

Dr. George Emerson Elementary – Reading /NWEA MAP- 2013-2014

READING

Subject	Student	Gr.	Fall, 2013 RIT	Percentile	Winter, 2014 RIT	Percentile	Spring, 2014 RIT	Percentile	TL Points GROWTH
Reading	B 1	2	149	4	162		168	7	19
Reading	B 2	2	149	4	158		156	1	7
Reading	B 4	2	151	5	162		182	30	31
Reading	B 5	2	149	4	*		193	59	44
Reading	B 7	2	149	4	158		168	7	19
Reading	B 9	2	145	2	165		178	22	32
Reading	B 10	2	165	24	*		177	20	12
Reading	S 1	2	140	1	169		165	5	25
Reading	S 2	2	145	1	176		187	43	42
Reading	S 3	2	152	1	171		^^^		^^^/ NA
Reading	S 4	2	148	4	*		163	4	18
Reading	S 6	2	142	1	162		199	74	57
Reading	S 7	2	164	22	*		202	80	38
Reading	M 1	3	152	1	185		193	33	41
Reading	M 2	3	167	6	184		176	5	9
Reading	M 3	3	174	14	194		189	24	15
Reading	M 4	3	174	14	185		185	16	11
Reading	M 5	3	174	14	198		189	24	15
Reading	Th 1	3	171	10	189		203	60	32
Reading	Th 3	3	165	5	*		183	13	22
Reading	Th 4	3	173	13	183		201	55	28
Reading	M 13	4	178	6	*		196	22	18
Reading	M 14	4	185	15	191		200	32	15
Reading	M 15	4	187	19	*		200	32	13
Reading	M 16	4	188	20	*		^^^		^^^N/A
Reading	Th 11	4	173	3	*		179	2	6
Reading	Th 13	4	174	4	206		186	7	12
Reading	Th 16	4	172	3	*		212	65	40
Reading	D 1	5	182	4	188		195	11	13
Reading	D 2	5	183	4	190		198	16	15
Reading	D 3	5	189	10	193		206	33	17
Reading	D 4	5	193	16	201		198	16	5
Reading	D 5	5	193	16	198		210	44	17
Reading	R 1	5	179	2	194		180	1	1
Reading	R 2	5	196	22	202		194	10	-2
Reading	R 3	5	186	7	*		206	33	20
Reading	R 4	5	192	14	199		195	11	3
Reading	R 17	6	161	1	162		173	1	12
Reading	R 18	6	201	22	202		205	22	4
					*students not tested at this time	^^^ Students moved			

Dr. George Emerson Elementary – Reading /NWEA MAP- 2013-2014

READING

Subject	Student	Gr.	Fall, 2013 RIT	Fall, 2013 Percentile	Winter, 2014 RIT	Winter, 2014 Percentile	Spring, 2014 RIT	Spring, 2014 Percentile	TL GROWTH
Reading	B 1	2	149	4	162				
Reading	B 2	2	149	4	158				
Reading	B 4	2	151	5	162				
Reading	B 5	2	149	4	*				
Reading	B 7	2	149	4	158				
Reading	B 9	2	145	2	165				
Reading	B 10	2	165	24	*				
Reading	S 1	2	140	1	169				
Reading	S 2	2	145	1	176				
Reading	S 3	2	152	1	171				
Reading	S 4	2	148	4	*				
Reading	S 6	2	142	1	162				
Reading	S 7	2	164	22	*				
Reading	M 1	3	152	1	185				
Reading	M 2	3	167	6	184				
Reading	M 3	3	174	14	194				
Reading	M 4	3	174	14	185				
Reading	M 5	3	174	14	198				
Reading	Th 1	3	171	10	189				
Reading	Th 3	3	165	5	*				
Reading	Th 4	3	173	13	183				
Reading	M 13	4	178	6	*				
Reading	M 14	4	185	15	191				
Reading	M 15	4	187	19	*				
Reading	M 16	4	188	20	*				
Reading	Th 11	4	173	3	*				
Reading	Th 13	4	174	4	206				
Reading	Th 16	4	172	3	*				
Reading	D 1	5	182	4	188				
Reading	D 2	5	183	4	190				
Reading	D 3	5	189	10	193				
Reading	D 4	5	193	16	201				
Reading	D 5	5	193	16	198				
Reading	R 1	5	179	2	194				
Reading	R 2	5	196	22	202				
Reading	R 3	5	186	7	*				
Reading	R 4	5	192	14	199				
Reading	R 17	6	161	1	162				
Reading	R 18	6	201	22	202				
					*students not tested at this time				

Dr. George Emerson Elementary School- MATH
NWEA/ MAP- 2013-2014

MATH

| Fall, 2013 | Winter, 2014 | Spring, 2014 |

Subject	Student	Gr.	RIT	Percentile		RIT	Percentile		RIT	Percentile		TL Points GROWTH
Math	B 1	2	161	9		172			172	6		11
Math	B 2	2	153	3		181			177	13		24
Math	B 5	2	151	2		*			197	68		46
Math	B 9	2	162	11		*			183	25		21
Math	B 10	2	162	11		*			196	65		34
Math	S 1	2	144	1		186			183	25		39
Math	S 2	2	147	1		193			193	55		46
Math	S 3	2	153	3		*			^^^			^^^N/A
Math	S 4	2	158	6		*			192	52		34
Math	M2	3	177	11		194			198	35		21
Math	Th 1	3	180	17		194			204	53		24
Math	Th 2	3	181	19		192			192	20		11
Math	M 16	4	194	23		*			^^^			^^^N/A
Math	Th 11	4	187	10		*			185	3		-2
Math	Th 12	4	191	16		*			211	46		20
Math	Th 13	4	194	23		*			207	35		13
Math	R 1	5	183	2		191			201	9		18
Math	R 2	5	193	8		200			205	14		12
Math	R 3	5	197	13		209			209	21		12
Math	R 4	5	199	16		218			209	21		10
Math	R 5	5	202	22		200			208	19		6
Math	D 2	5	202	22		*			218	42		16
Math	D 4	5	189	5		198			199	7		10
Math	D 5	5	194	9		201			213	29		19
Math	D 8	5	203	24		*			210	23		7
Math	D 9	5	196	12		*			208	19		12
Math	D 11	5	194	9		200			208	19		14
Math	R 17	6	193	4		210			216	27		23
Math	R 18	6	203	14		207			213	22		10
Math	R 19	6	207	21		*			203	8		-4
Math	D 17	6	201	11		208			208	14		7

*Not tested at this time

^^^ student moved

- ***Please see two separate data forms for reading and math***

Instructions: *Complete this form to show summary findings of your comprehensive data review of local achievement measures at the start of 2013-2014. Expand as needed to display results for grades and groups served by your school. Post the completed form in your Indistar FILE CABINET. Update the summary in January 2014 and at the end of the school year with current data.*

LEA: School Principal/ Melissa Suarez Process Mgr. / Cheryl Costa   **SAU#:** 93

School: Dr. George Emerson Elementary School (pre-school to grade 6

Performance Summary of Local Measures Used to Track Student Achievement (Not NECAP)
(Duplicate as necessary to report all local measures of student achievement)

ELA Student Achievement   Assessment Tool: MAP/ RIT Scores and percentiles included

Gr.	Baseline Date	Percentage of Students below 25 percentile	Interim/ Date	Percentage of Students below 25 percentile	Summative/ Date	Percentage of Students below 25 percentile	Difference Baseline to Summative
2	Fall, 2013	65 %					
3	Fall, 2013	38 %					
4	Fall, 2013	39 %					
5	Fall, 2013	31 %					
6	Fall, 2013	11 %					

*What do you infer from your data about the effectiveness of your curriculum and instruction for improving student achievement?

Through our continued use of RTI and our Core Literacy instruction, we anticipate seeing continued growth of our students. Winter MAP will be conducted in January/ February, 2014 for focus target students and students in Tier III intervention groups (below 25 percentile).

Mathematics Student Achievement Assessment tool: MAP/ RIT Scores and percentiles

Gr.	Baseline Date	Percentage of Students below 25 percentile	Interim/ Date	Percentage of Students below 25 percentile	Summative/ Date	Percentage of Students below 25 percentile	Difference Baseline to Summative
2	Fall, 2013	41 %					
3	Fall, 2013	19 %					
4	Fall, 2013	24 %					
5	Fall, 2013	34 %					
6	Fall, 2013	21 %					

*What do you infer from your data about the effectiveness of your curriculum and instruction for improving student achievement?

Through our continued use of RTI and our Core Math instruction, we anticipate seeing continued growth of our students. Winter MAP will be conducted in January/ February, 2014 for focus target students and students in Tier III intervention groups (below 25 percentile).

- ***Please see two separate data forms for reading and math***

Instructions: Complete this form to show summary findings of your comprehensive data review of local achievement measures at the start of 2013-2014. Expand as needed to display results for grades and groups served by your school. Post the completed form in your Indistar FILE CABINET. Update the summary in January 2014 and at the end of the school year with current data.

LEA: School Principal/ Melissa Suarez Process Mgr. / Cheryl Costa   **SAU#:** 93

School: Dr. George Emerson Elementary School (pre-school to grade 6) students grades 2-6 included.

Performance Summary of Local Measures Used to Track Student Achievement (Not NECAP)

(Duplicate as necessary to report all local measures of student achievement)

ELA Student Achievement   Assessment Tool: MAP/ RIT Scores and percentiles included

Gr.	Baseline Date	Number of Students Below 25 percentile	Interim/ Date	Number of Students Below 25 percentile	Summative/ Date	Number of Students Below 25 percentile	Difference Baseline to Summative	Number of these students making growth
2	Fall, 2013	13	Winter, 2014	***	Spring, 2014	7	6 fewer students (1 moved)	All 12 remaining students
3	Fall, 2013	8	Winter, 2014	***	Spring, 2014	5	3 fewer students	All 8 students
4	Fall, 2013	7	Winter, 2014	***	Spring, 2014	3	4 fewer students (1 moved)	All 6 remaining students
5	Fall, 2013	9	Winter, 2014	***	Spring, 2014	6	3 fewer students	8 Students
6	Fall, 2013	2	Winter, 2014	***	Spring, 2014	2	No change	Both students

*What do you infer from your data about the effectiveness of your curriculum and instruction for improving student achievement?

Through our continued use of RTI and our Core Literacy instruction, along with monitoring the effectiveness of interventions, we are seeing continued growth of our students. We are also looking at individual needs and using differentiated instruction and co-teaching. We also use different forms of interim assessments to monitor growth and needs and have begun a school-wide data tool that keeps track of all benchmarks and district assessments. Teachers are expected to keep this current. We have changed the format of our progress monitoring meetings to include other specialists and set an agenda prior. Teachers are asked to give data and students of concern prior to meeting so members can consider ahead of time and to make meetings more efficient to better serve student needs. All students completed Spring, 2014 maps. Students who moved were marked on separate data sheets. The numbers of students scoring below the 25th percentile were noted and compared to fall. Some students missed the 25 percentile marker by only a few percentage points. All students who had previously scored under the 25th percentile made gains in the spring assessment except for 1 student. It is evident that the students in the younger grades made larger gains then the older students. These students have benefited from both core and tiered interventions through their education at Emerson which undoubtedly seems to be helping to decrease learning gaps earlier. The older students had experiences

of being pulled out of core in their early grades with the old learning structure and did not have the benefit of RTI tiered interventions which most likely contributed to their larger gaps and therefore slower gains.

Mathematics Student Achievement Assessment tool: MAP/ RIT Scores and percentiles

Gr.	Baseline Date	Number of Students Below 25 percentile	Interim/ Date	Number of Students Below 25 percentile	Summative/ Date	Number of Students Below 25 percentile	Difference Baseline to Summative	Number of these students making growth
2	Fall, 2013	9	Winter, 2014	***	Spring, 2014	2	7 fewer (1 moved)	All remaining 8 students
3	Fall, 2013	3	Winter, 2014	***	Spring, 2014	1	2 fewer students	All 3 students
4	Fall, 2013	4	Winter, 2014	***	Spring, 2014	1	3 fewer Students(1 moved)	2 of the remaining students
5	Fall, 2013	11	Winter, 2014	***	Spring, 2014	9	2 fewer students	All of these students
6	Fall, 2013	4	Winter, 2014	***	Spring, 2014	3	1 fewer student	1 of these students

*What do you infer from your data about the effectiveness of your curriculum and instruction for improving student achievement?

Through our continued use of RTI and our Core Literacy instruction, along with monitoring the effectiveness of interventions, we are seeing continued growth of our students. We are also looking at individual needs and using differentiated instruction and co-teaching. We also use different forms of interim assessments to monitor growth and needs and have begun a school-wide data tool that keeps track of all benchmarks and district assessments. Teachers are expected to keep this current. We have changed the format of our progress monitoring meetings to include other specialists and set an agenda prior. Teachers are asked to give data and students of concern prior to meeting so members can consider ahead of time and to make meetings more efficient to better serve student needs. All students completed Spring, 2014 maps. Students who moved were marked on separate data sheets. The numbers of students scoring below the 25th percentile were noted and compared to fall. Some students missed the 25 percentile marker by only a few percentage points. All students who had previously scored under the 25th percentile made gains in the spring assessment except for 2 students. It is evident that the students in the younger grades made larger gains then the older students. These students have benefited from both core and tiered interventions throughout their education at Emerson which undoubtedly seems to be helping to decrease learning gaps earlier. The older students had experiences of being pulled out of core in their early grades with the old learning structure and did not have the benefit of RTI tiered interventions which most likely contributed to their larger gaps and therefore slower gains.

Costa

V. Action Plan / Timeline

Schoolwide Action Plan / Timeline
Emerson School
2014-2015

Growth Area: By June 2015, Emerson School will improve math and literacy across the curriculum to meet or exceed the designated targets for "all students" and subgroups shown in the waiver.

Action Step/Activity	Who is Responsible	When	Rationale	Resources	Success Indicators
Utilize a comprehensive assessment/data tool for all grade levels	Principal Teachers Title I staff PLC	2013-2014 school year	Schoolwide student data will be accessible for all to make informed instructional decisions	Database Time to enter data	Data will be updated regularly and used during PLC and Progress Monitoring meetings
MAP data shared 2-3x/yr. with parents	Principal Teachers Title I staff PLC	2013-2014 school year	Parents need to be informed regularly about student progress	MAP data	All parents will receive them during report card time
Progress Monitoring meetings will be more effective and efficient looking at data, student progress and interventions	Principal Teachers Title I staff PLC	2013-2014 school year	By using a PM protocol, the meetings will allow us to focus on the "at-risk" students	PM schedule Time keeper Agenda PM protocol	Informed and timely decisions will be made for student interventions
Grade level assessment tools determined by grade level for all students	Principal Teachers Title I staff PLC	2013-2014 school year	Predetermined assessments provide consistent measures to compare/analyze	Database Assessment tool	All students will be administered the predetermined assessments

VI. Eight Components

a. Comprehensive needs assessment

b. Schoolwide reform strategies for instruction, assessment and evaluation

c. Effective instructional practices to support children experiencing difficulty

d. Family/community involvement program

e. Professional development

f. Preschool transition to kindergarten

g. Highly qualified staff

h. Extended learning opportunities

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

- Steps to Success
- "We Teach" Survey
- NWEA
- NECAP
- AIMSweb
- Reviewed SINI Plan
- District STRATEGIC Plan
- MobyMax
- Common Assessment Data
- Fountas & Pinnell Benchmark Levels

Component b. Schoolwide Reform Strategies for instruction, assessment and evaluation

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

- Implement newly developed Response to Intervention model using a focus group and Progress Monitoring model protocol
- Schedule Common Core instructional blocks Monday-Friday
- Half-hour intervention and extension blocks scheduled before or after Common Core block
- Progress Monitoring meetings were scheduled once a month
- PLC meetings were scheduled weekly
- Developed a schoolwide database including Lexile, MECAP, NWEA and Fountas & Pinnell level data

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

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

Increase the amount and quality of learning time

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

Component c. Provide enriched and accelerated curriculum strategies for meeting the educational needs of historically underserved population and children who experience difficulty mastering standards

- A variety of curriculum strategies are available for teachers: Fast ForWord, Mobymax, Fundations, Fountas & Pinnell Leveled Literacy Intervention, use of KTL strategies consistent throughout the district at all grade levels, kncorporating additional technology through the use of educational applications
- Khan Academy, 1:1 Chromebook initiative for grade 6
- Fundations in kindergarten, grades 1 & 2
- SPIRE, Phonics Boost, Blitz, Read Naturally
- As part of the school's RTI model, another layer of teacher monitoring was implemented
- Emerson School's improvement plan was based on a comprehensive assessment using "Steps to Success"
- Students and teachers were members of the schoolwide Wellness Committee
- Areas identified as key indicators were principal monitoring curriculum and classroom instruction regularly. Part of the schoolwide plan to address this area is the district's adoption of a teacher supervision and evaluation model based on the William B. Ribas evaluation model.
- The FY14 improvement plan for Emerson School has been modified to incorporate schoolwide goals.
- Daily Quick Writes in pre-K to grade 3
- In-school mail system to encourage writing for all purposes
- Student leaders organized and implemented daily announcements called "Daily Eagle"
- Individual meeting with students prior to NECAP testing to share previous NECAP results and discuss possible targets and accommodations
- More intervention services for students through RTI, eventually decreasing the total of special education students

Component e. Highly Qualified and Ongoing Professional Development for Teachers, Principals, Paraprofessionals, Pupil Services Personnel and Other Staff to Enable Children to Meet the State's Student Academic Achievement Standards

- Book studies
- KTL modules: open response, vocabulary and comprehension (2011-2012); Writing, coaching/mentors
- The Daily Five
- Fundations
- Teacher supervision and evaluation
- Guided Reading / Running Records

Component 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 5 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.

Emerson Preschool

Emerson 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. Emerson 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.

Component d. Family/Community
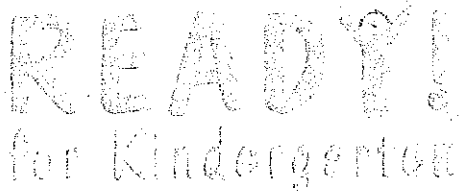
Update on READY! for Kindergarten

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

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

What is READY! For Kindergarten?

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

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

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

with the READY! for kindergarten philosophy. The children enjoy nutritional snacks in a safe, fun environment.

Program Building Efforts

We are pleased to see the support Title I has been able to provide to local families and we continue to strive to get the word out. Many efforts have been made to increase the population attending the classes. We have visited the local schools and daycare providers and distributed welcoming registration packets. We have also introduced the program in our area through newspaper articles, posters placed at various community facilities, such as: post offices, social service agencies, local supermarkets, stores and a children's museum. This year we are happy to report our collaboration with Keene and Winchester School Districts. We have now designed READY brochure/posters and other advertisements which include information about all three school districts. Additionally, we have met as a group representing three districts with the Cheshire Medical Center pediatricians who agreed to promote the program at the three month well check-ups.

As of this writing, we have a pool of approximately 140 families from which to draw. The families are contacted regularly by telephone, email, and mail in order to invite them to upcoming classes for their child's specific age group. The attendance over this past year is as follows:

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

Fall Classes (age group)	# of parents	Participants' Town				
0 – 1	8	6/S,		1/R		1/Gu
1 – 2	8	6/S,	2/T			
2 – 3	11	7/S,	2/T,	2/R,	1/G	1/Gu
3 – 4	14	10/S,	2/T	1/R,		1/Gu
4 – 5	12	9/S,		3/R		

Winter Classes (age group)						
0 – 1	5	4/S,		1/R		
1 – 2	6	4/S,	2/T,			
2 – 3	12	8/S,	2/T,	2/R		
3 – 4	11	8/S,	1/T	1/R		1/Gu
4 – 5	13	11/S,		1/R		1/Gu

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

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

Respectfully submitted,

Joanne Hof and Christine Smith

Ready! for Kindergarten Instructors

Component g. Instruction by Highly Qualified Staff

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

Total number of instructional staff	13
Number of HQT instructional staff	13
Staff with three or less years of experience	6
Staff with nine or less years of experience	2
Staff with ten or more years of experience	5
Total number of paraprofessionals	7
Administrative staff	1

Component h. Extended learning opportunities

Emerson School has been the recipient of 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 before and 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 six weeks in the summer.

Emerson at-risk students will be invited to attend Title I Winter Academy and Spring Academy during school breaks as well as 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 Highly Qualified 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.

IV. Schoolwide Program Goals

VII. Side-by-Side TAS / SW

Targeted Assistance vs. Schoolwide Changes in Programming at Emerson School

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

VIII. Coordination of Resources

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IX. Program Abstract

Through the needs assessment process and being identified as a FOCUS school, the Emerson Leadership Team identified the need to develop a 2-hour block for literacy and math including a co-teaching model daily for more timely intervention with target and focused instruction.

The Leadership Team was developed with a member from every PLC team in the school and attended the NHDOE Summer Summit at Keene State College where we reviewed schoolwide practices.

As a result, assessments were identified, a schoolwide database was created, and a schedule for administering those assessments and entering the data into a database that the team created. In addition, a protocol for progress monitoring meetings that were to be held monthly resulting in more effective meetings including specific problem solving and action steps.

X. Sustainability

a. Steps included continually monitoring the implementation for problems, feedback, and adjustments.

This plan will be monitored by the Emerson Leadership Team during our monthly meetings. We will review the plan with the leadership team for feedback and adjust as needed. The Principal will monitor that the plan is being implemented through classroom walkthroughs and formal observations. In addition, we will survey staff, parents, and students for feedback. Formative and summative assessments will be used to monitor implementation for problems, feedback, and adjustments.

b. A plan for monitoring an evaluation of the program and its implementation
   - Continue to monitor student data to determine the efficacy of our RTI model
   - Continue to seek input from parents and staff through surveys and analyzing our strengths and weaknesses
   - Continue to implement embedded professional development
   - Continue to have scheduled PLC meetings and progress monitoring meetings and protocols – utilizing the schoolwide data base
   - Continue to have Curriculum Nights to demonstrate student learning
   - Continue to encourage parent involvement through volunteering

XI. Declaration of Intent Signed by Superintendent

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

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

FROM: Leo Corriveau
Superintendent of Schools
SAU 93

DATE: July 15, 2014

RE: Plan of the Dr. George S. Emerson School to begin operating as a Title I Schoolwide School

Name and address of School: Dr. George S. Emerson School, 27 Rhododendron Road, Fitzwillliam, NH 03447

Principal: Melissa Suarez   603-585-6611   603-585-9287   msuarez@mrsd.org
               Name   Phone   Fax   E-mail

Title I Director: Lynn Carey   603-357-0400   603-357-3882   lcarey@mrsd.org
               Name   Phone   Fax   E-mail

As the Dr. George S. Emerson 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 July 15, 2014 documenting that the school has a poverty rate of at least 40%. Data Source:
       ▣   Free and reduced rate lunch counts for the school year FY15 as per online grant
       ☐   Some other acceptable way of measuring poverty. Please specify:_____

       _____

3.   I am satisfied that the Dr. George S. Emerson 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 July 15, 2014 I approved the Dr. George S. Emerson School's Pending Schoolwide Plan.

These conditions having been met, the Dr. George S. Emerson School will begin operating as a Title I Schoolwide School on August 27, 2014.

_____   _7-21-14_____
Superintendent of Schools   Date

Emerson School's Curriculum Night
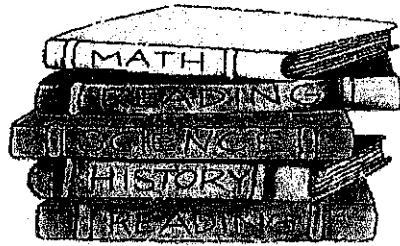
When: Thursday, February 9

Time: 6-7 p.m.

Where: Emerson Multi-purpose room

What: Come see what Emerson students have been working on in class! Enjoy looking at Pk-6th grade projects, games and activities!

Snow Date: Thursday, March 2