

CUTLER SCHOOL PLAN

Monadnock Regional School District FY22

COMPREHENSIVE NEEDS ASSESSMENT

Revised FY20

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

Winter 2019 Comprehensive Needs Assessments will be completed each year by a schoolwide team which will assure that data is up-to-date and accurate. The CNA that was completed this year made it clear to the team that we need to rethink our interventions and try something new. It was also evident that our staff need high quality PD in Social-Emotional Learning, as well as literacy and mathematics, in order to meet the needs of our students.

IDENTIFY THE RESEARCH-PROVEN INSTRUCTIONAL STRATEGIES ADOPTED IN YOUR SWP

Revised FY18 – from SWP

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

- A balanced literacy approach: guided reading, word work, writing, independent reading
- What I Need Time (WIN Time) 45 minutes daily
 - Daily intervention/enrichment time for reaching/math
- Small group instruction
- Guided Reading
- Fountas & Pinnell’s Leveled Literacy Intervention
- Envision Math by Pearson
- Phonics Suite Boost & Blitz
- Moby Max
- IXL Math

INSTRUCTIONAL SUPPORT FOR CHILDREN EXPERIENCING DIFFICULTIES MASTERING THE STANDARDS

Revised FY18 – from SWP

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

- 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 of migrant
- Cutler STAR Math assessments are universal screeners
- Students who are low-achieving or at-risk are then assessed using the Fountas & Pinnell Benchmark Assessment and/or the Beginning Decoding Survey or Advanced Decoding Survey
- Ongoing Running Records are administered every two weeks to monitor reading growth. STAR Math is administered every other week to monitor math skills
- Grade level teams meet every 5-6 weeks to progress monitor these students
- Provide supplemental learning opportunities using scientifically based interventions

PARENT INVOLVEMENT

Revised FY18 – from SWP

Describe your plans for increasing parent involvement for this school year. How are your parents involved in the planning, implementation and evaluation of this grant?

- Parents are invited to meetings and brainstorm via a shared Google document
- Parent Surveys are conducted to gain feedback, compiled, and information is used in the planning process.
- Workshops and events are planned based on greatest interest. Attendees fill out surveys.
- Implementation plans are shared through social media, newsletters, and at PTO meetings.
- Parents answer surveys 3x/year to assess how learning needs are being addressed. Information is provided to parents about the feedback received and any changes implemented as a result.
- Staff are designated to work as liaison between parents and school
- Offer evening events for parents and families

PROFESSIONAL DEVELOPMENT

Revised FY20

Describe any professional development activities. Who will participate and how does it support all children reaching high standards and support having highly qualified staff? Include your evaluation component. How do these professional development activities relate to your PD Master Plan and your district's Technology Plan?

MRSD provides many PD opportunities throughout the year in order to maintain highly effective teaching practices. PD offered through the district is open to all staff members, including administrators, teachers, paraprofessionals, and Title I Instructional Assistants. Through our PD tracking software, My Learning Plan, participants reflect on the quality of the PD and its usefulness; this data, along with student data, is used to evaluate the effectiveness of the PD per our PD Master Plan. For the 2019-2020 Cutler School is specifically using Title I funds to educate staff on better ways to intervene with students in both literacy and mathematics and also socio-emotional learning. Ongoing, job-embedded, onsite PD has proven to be the most effective and will be the goal for all Title I funded PD.

PRESCHOOL TRANSITION

N/A

INSTRUCTION BY HIGHLY QUALIFIED STAFF

All core academic teachers and instructional paraprofessionals who work in a Title I Schoolwide Program School must meet the highly qualified requirements regardless of source of funds (federal, state or local).

Do all applicable staff meet this requirement? Yes ✓ No

EXTENDED LEARNING OPPORTUNITIES

Revised FY18 – from SWP

In what ways does your Title I Schoolwide Plan increase the amount and quality of learning time?

Response to Interventions (WIN Time – 45 minutes / day)

- Fountas & Pinnell's Leveled Literacy Intervention
- Phonics Suite's Phonics Boost & Phonics Blitz
- Moby Max
- IXL Math
- Envisions Math Interventions

Progress Monitoring (Monthly) Staff Meeting

- Monitor students progress and develop interventions as needed using:
 - Ongoing Running Records
 - STAR Math

PRINCIPAL'S ASSURANCE

I hereby certify that the Title I Program at my school will:

1. 1. Be conducted according to the Title I Plan included with this application; and
2. 2. Meet all parent involvement requirements. Including but not limited to: annual meeting, parent compact, parent policy, and Parents Right-to-Know.

Yes No



Comprehensive Needs Assessment - Winter 2021

The following form will be completed by the team. It is important to complete the information in the order that it is listed on this form as the CNA is a process, with the product (this form) being a summary of that process.

Cutler School

Team Members

Your team must include the following roles: principals and other administrators, teachers, school staff/paraprofessionals, and parents and other community members.

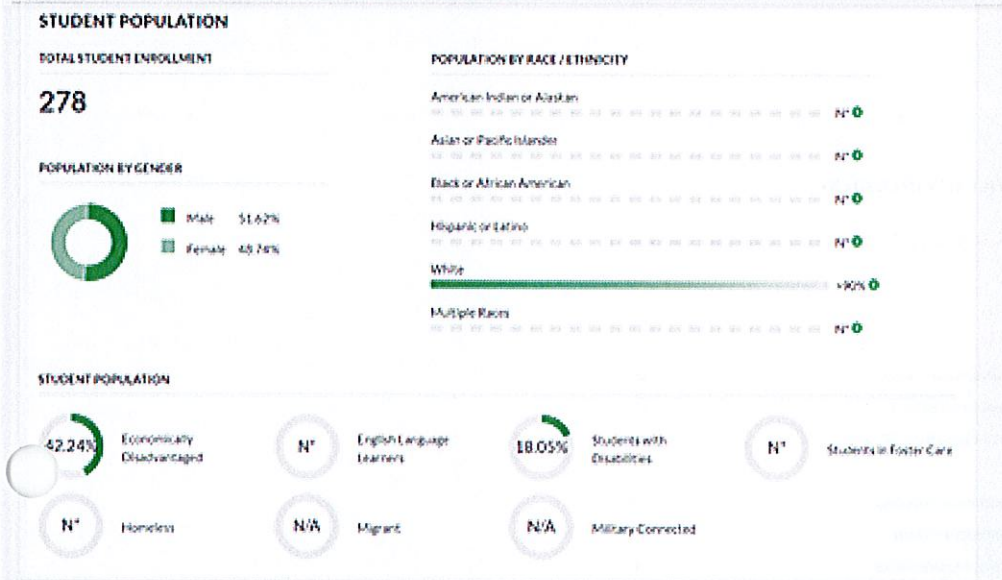
Member	Role
Audrey Salzmann	Principal
Taylene Givetz	Teacher, Parent
Cheryl Costa	School Counselor
Jacob Ranzona	Interventionist
Karen Ball	Title I
Hannah Levin	Teacher
Megan Neurock	Teacher



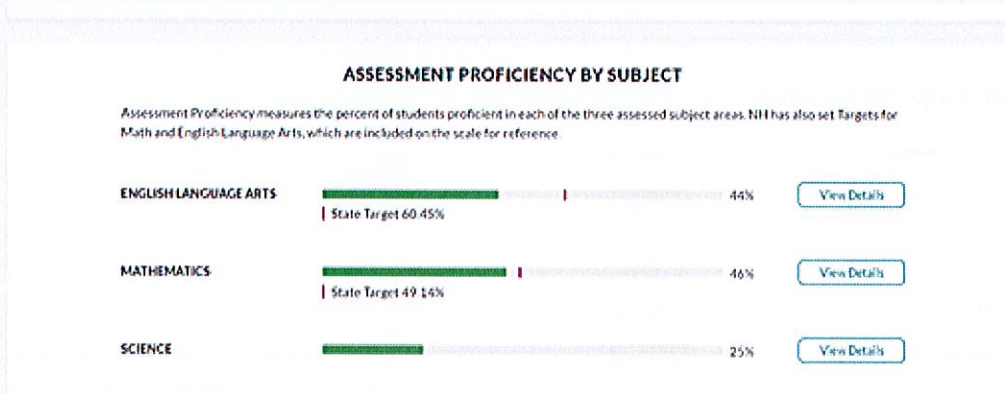
A school profile serves as a starting point for discussion by the planning team and provides useful information for each of the focus areas of the needs assessment. A school profile provides a picture of the school. It is a data-driven description of the school's student, staff, and community demographics, programs, and mission. It suggests critical areas that might be addressed in the schoolwide plan. Your team will focus on the following areas: student needs (demographics and achievement), leadership, professional development, school culture and climate, curriculum and instruction, family and community engagement.

Student Needs (Demographics and Achievement)

2018-2019 Demographics from NH DOE



2018-2019 Achievement Data from NH DOE





- 1 Principal
- 1 Lead Teacher
- Wellness Committee
- Safety Committee
- Behavior Support Committee
- Grade Level PLC Teams
- Progress Monitoring Team
- Reading Specialist
- Mentoring for new teachers

Professional Development

- Polly Bath- Behavior management
- Partnership with Keene State
- Mental/ First Aid
- Choose Love
- Know and Tell
- Staff book studies
- Digital instructional tool training
- Self directed PD
- Curriculum development
- Student transition meetings

School Culture and Climate

- Choose Love
- I love to read week
- CSRR
- Roll out day
- Field day
- Staff moral(i.e. Birthdays)
- Spirit Week
- Welcome back videos
- Newsletters
- Facebook
- Sunshine Club
- Soft Opening
- End 68
- Project Beyond the Bell
- Friday zoom meetings
- Morning announcements

Curriculum and Instruction



Identifying Data Sources

In this section you will identify both quantitative and qualitative data sources that will be analyzed by your team. The actual data does not need to be recorded in this form, but should be included with the Comprehensive Needs Assessment as an appendix.

Quantitative Data Sources -Examples include: student achievement results, enrollment and year to year promotion rates, attendance data, behavior data, demographic data (free and reduced, homeless, foster, etc..), statistic from community-based organizations, any other data that the teams identifies as a source

i-Ready Math

Overall Placement school

- 59 Students
20%
On or Above Grade Level
- 120 Students
41%
One Grade Level Below
- 83 Students
28%
Two or More Grade Levels Below
- 33 Students
11%
Not Completed

i-Ready ELA

Overall Placement as a school

- 77 Students
26%
On or Above Grade Level
- 67 Students



Only 4 parents completed the survey.

Data Analysis

As you analyze the data that you have collected, the gap between the school's established vision for itself and its current operating state will be clearer, and you will begin to recognize issues that have significant impact on student achievement. The questions below will guide you team as you analyze this data. Please summarize your team response to each.

What are the strengths and challenges for your school as identified by the data that you collected?

Strengths:

- Staff's commitment to developing and maintaining a strong school community
- Staff is prioritizing our core values
- Staff is committed to staff development through higher education and attendance at best practice workshops
- Using data to make decisions about behavioral interventions
- There is a strong support for learning

Challenges:

- Using data to make instructional decisions
- Need for increased family involvement
- Student behavior impacts the efficiency and quality of our instruction
- Students are performing below the state average in both ELA and mathematics.
- School assessments show a large percent of students in the Tier 3 (bottom 25%ile) range.
- Inconsistency amongst staff with completing behavior reports.

Does the evidence gathered support staff assumptions about strengths and challenges?

Yes, the data supports staff assumptions about strengths and weaknesses.

For the 19-20 school year our data suggested that we continued to have large numbers of behavior reports which impact on student learning and teacher instruction. There remains inconsistency between teacher write ups and their tolerance for different behaviors in their classrooms. For the 20-21 school year with classes 2 days per week and reduced class sizes behavior has not been an issue.

Are there information gaps? What more do we need to know?

collection and changes in assessment make it difficult to monitor and analyze student growth over time.



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Writing -

With the implementation of our district literacy plan in 2017 we moved towards a more balanced literacy approach to instruction. Our past and current data shows we have a large amount of students who are not making the growth needed to move out of tier 3. In order to make some of the needed growth we need to continue to strengthen our core instruction.