

# EMERSON 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 change 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*

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.

Emerson follows the proven instructional strategies incorporated into the Response to Intervention model. Title I supports this model by seeing children who need an extra dose of intervention in order to be successful. Working with the schoolwide RTI team as well as the grade level teams, the Title I staff are able to identify students and their needs, administer intervention, and use data to assess the effectiveness of the intervention.

## INSTRUCTIONAL SUPPORT FOR CHILDREN EXPERIENCING DIFFICULTIES MASTERING THE STANDARDS

*Revised FY18*

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?

The grade level teams meet once a week for 60 minutes as a PLC to discuss data derived from district common assessments (such as unit tests, reading benchmarks, etc..) as well as classroom and team generated data. Through these discussions, classroom teachers and Title I staff are able to coordinate their plans to meet the needs of the struggling students. Title I funds have been used in the past to provide materials, such as LLI and Leveled Readers, as well as to pay personnel to be in the school to provide the most appropriate intervention. Homeless and migrant students are always included in Title I services until such time it is apparent that they do not need academic interventions.

## PARENT INVOLVEMENT

*Revised FY16*

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?

Emerson School staff will invite parents to informational evenings, particularly to show them how they can help their children at home, including information about our interventions, an understanding of the Common Core Standards through "I Can" Statements, and information of how important reading at home is for the emergent reader's skill development. Other important information for parents is to show parents how to help their children make connections to the text and to help them build their background knowledge. READY! For Kindergarten classes for parents of children birth-5 will be offered at the Title I Parent Resource Center. Title I funds purchase learning kits for parents to use with their preschool age students along with classes to inform them of how to effectively use these resources.

## 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 Emerson 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

*Revised FY20*

Describe your steps for assisting preschool children transitioning to your school.

Through our Comprehensive Needs Assessment process we identified the need to offer greater support to our 4 year old PreK students with their transition into Kindergarten; specifically we are seeing many students coming from socio-economically disadvantaged homes who are falling behind their peers in the basic skills needed to be at school. Through our Ready! for Kindergarten program addresses some of these needs with parents directly and has been successful, we have found it is not far reaching enough. This activity will allow us to support parents and students by intervening with students and supporting skills and experiences such as listening and speaking, sharing, playing games and taking turns, being exposed to rich literature and vocabulary through picture books, engaging with adults and other students in a positive way, etc...

## 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*

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

The Title I Schoolwide Plan allows for students to receive extra individual or small group support to meet the standards that they are experiencing difficulty with. This individual or small group time has been proven to be the most effective way to increase student achievement. In addition, Title I funds are used pay for teachers to work with students who are most at need during our Summer Program that runs in conjunction with the 21st Century Grant funded ACES 93 program.

## PRINCIPAL'S ASSURANCE

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

1. Be conducted according to the Title I Plan included with this application; and
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

### Dr. George Emerson Elementary 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
Lori Stevens	Principal
Melissa Johnson	Social Worker
Marianne VanValkenburg	Reading Specialist
amantha Sestito	School Counselor
Alexis Heaphy	School Nurse
Michelle Buonomano	Classroom Teacher
Kelly Meyer	Classroom Teacher
Debby Gove	Preschool Teacher
Susan Ellsworth	Paraprofessional
Linda Underwood	Title I
Cassie Veillette	Parent



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## Vision for Reform Narrative

Please create a Vision for Reform narrative. Your team should discuss what you believe your school will look like in terms of student success and how that vision differs from what currently exists. The following questions can guide your work, but are not required to answer: What is our purpose here?, What are our expectations for students?, What are the responsibilities of the adults who work here?, How important are collaborations and partnerships? How are we committed to continuous improvement?

The school as a whole is looking to provide a safe environment where students are encouraged to learn, while taking into consideration our demographics. Our expectations for students are that they work to their full potential and make academic and social/emotional growth. The adults in our building are here to teach while encompassing academics as well as social/emotional teaching. Our goal is to have adults who are knowledgeable about their academic focus along with understanding trauma - informed teaching and approaches to working with students. Through PLC's, professional development opportunities, staff meetings and paraprofessional meetings we have made an effort to understand that social/emotional skills are as important as academics. One of the goals has been to encourage teachers to be responsive as opposed to reactive. Another one of our goals is to differentiate our instruction to meet the needs of all of our students, especially next year as we begin to see the effects of students who have mostly been remote learning and gaps that may exist.

The vision that we have defined is our end goal and the information in this assessment demonstrates how we are currently working towards this goal and vision. We are constantly looking for ways to improve and to allow for professional growth.

## School Profile

The 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)

As of March 5, 2021, there were 159 registered students: 41 % economically disadvantaged and 17% with disabilities. The current average class size is 16. According to the Fall of 2020 state assessment pretest data, 38% of students were proficient in ELA and 29% were proficient in Math.

### Leadership - both administrative and peer

Currently we have a principal and a lead teacher. Our principal completes the evaluation process for all staff. Throughout the year, there is constant communication and feedback given between the principal and staff. The



Principal is present in all classrooms on a regular basis. The lead teacher assists the principal and is in charge when the principal is out of the building. As far as peer leadership, we have PLC's that meet bi-weekly and the staff take leadership roles on committees both school and district as well as professional development opportunities.

### Professional Development

District PD: Workshop days and district committees, Teacher-led district workshops

School: Staff meetings, committees (UDL, Wellness, Safety, Climate, Polly Bath), pineapple chart, teacher WIN, staff share outs, teacher led PD

Specialized PD: Webinars, workshops, reading current research, graduate programs

### School Culture and Climate

- School Climate Team that addresses the staff morale (buddy check ins with staff)
- SOAR mantras for our behaviors and how we handle school
- All school Zoom assemblies
- Soft openings to help families feel comfortable sending their children back to school
- Staff celebrations / birthdays, wellness/mindset activities while following the guidelines
- Team building activities with creative ideas to maintain social distances
- Ribby/ SwampBats encouragement for whole school reading
- Friday collaboration/planning team building/zoom with students
- Providing healthy smoothies for students

### Curriculum and Instruction

#### Math

enVisions math program

Freckle

Commoncoresheets.com

Education.com

Superteachers

FinishLine Mathematics

I-ready

Teacher created materials to meet CCSS

UDL strategies

Choral counting routines in the primary grades

#### Literacy/Science/Social Studies

UDL strategies

Learning A-Z

Pebble Go Next

Readworks

Levels



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Freckle  
PBL  
Sitton Spelling  
Social Studies and Science textbooks  
District Curriculum folders-science common experiences  
Integrated units  
Brainpop  
Epic Books  
Choose Love  
Scholastic News for science/social studies and writing  
Fountas and Pinnell guided reading  
Foundations for phonics  
Handwriting without Tears  
Teacher created lesson  
TeachersPayTeachers  
Ready Gen  
Super Teachers resources  
Teacher created materials to meet the CCSS  
Mystery Science for integrated units for projects and writing  
**Interventions for math and literacy**  
Double dose of literacy instruction  
Phonics Boost and Blitz  
Title I support  
Freckle for math  
Foundations phonics in small group  
LLI F&P controlled texts for individual students  
Individualized designed lessons for students

### Family and Community Engagement

Title 1 offers parenting support in the form of Ready! For Kindergarten (via Zoom)  
Family letters from Title 1  
Title 1 Remote Learning Kits/Toolboxes  
Virtual Read Alouds-Daily (Title 1)  
Individual tutoring and lessons through Zoom for "All Remote" and some hybrid students.  
Parent Center- Parenting resources and learning kits  
Summer 1:1 Tutoring (Title 1)  
School wide News and Notes  
Dr. George Emerson Facebook page  
PTCO (Parent Teacher Community Organization)  
Classroom Newsletters  
Google Classroom





Annual all-school Assemblies  
Spirit Week  
Swamp Bats Reading with Ribby family program

### Childhood Services and Intervention - (where applicable)

- Supportive administrator: understands and advocates for Early Childhood and interventions, listens to concerns and addresses them, wide understanding of how this early experience and interventions will impact the future for students.
- Preschool program that is developmentally appropriate.
  - Play based with emphasis on social-emotional and pre-academic skills (self-care, how to “do school:” sit, wait turn, line up, participate in large and small groups,...)
  - Some children from Fitzwilliam can attend (better than 50/50 ratio “typical” to “IEP”). IEP students do not always attend.
  - Pay tuition and parents transport
- Speech has been able to push into the classroom for both Typicals and IEP students
- OT, PT do minimal in class work due to their high case load and limited time available
- Paraprofessional support in the classroom
- Access to the school nurse
- Access to a full time school counselor and part time school social worker
- Remote Title 1 support
- Beyond the Bell for Preschool-6

### Social Emotional

Social/Emotional instruction and learning take place in a variety of ways at Emerson Elementary School. The school counselor provides social/emotional instruction within each classroom once every six days. This year, due to our Covid hybrid schedule, this means each cohort gets this specific instruction once every three weeks. The instruction is a blend of resources and curriculum, including but not limited to: mindfulness, Second Step, Zones of Regulation, Choose Love, a variety of children’s literature, Polly Bath strategies, and Lynn Lyons strategies. The lessons and instruction incorporate information related to emotion education, social skills, bullying, drugs and alcohol, friendships and friendship building, self-regulation, and many other relevant topics.

Our school has also continued to work closely with a behavior consultant, Polly Bath, and all staff attended a workshop with Lynn Lyons to continue to learn and build upon social emotional learning for our students. Through our work with Polly Bath, we continue to focus on four core values; community, perseverance, respect, and responsibility. These values are reinforced in classrooms, hallways, assemblies, and many other ways around the building.

Our teachers and paraprofessionals also weave social/emotional learning throughout lessons and daily activities. In the moment teaching of self-regulation strategies, social skills, and conflict resolution skills are used by all staff



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regularly. Teachers also include many movement breaks, yoga, meditation, mindfulness, and individual behavior plans and/or positive reinforcement in their classrooms. Staff also place a strong emphasis on relationship building with students and one another. As a staff, we have put a lot of effort into establishing a positive staff culture, which in turn models positive, resilient relationships for our students.

Students at Emerson Elementary also have access to a full time school counselor and a part time school social worker for individual and/or group counseling as needed and for IEP related services.

The staff also seeks guidance from our school counselor and social worker to help with the day to day student needs in the classroom.

## 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**

Achievement- Guided reading level	Teachers are currently collecting data as needed
Achievement- student progress towards CCSS	Report Cards
Achievement- state testing results	NHSAS data report
Demographics- enrollment	Data quicklook
Demographics- attendance	Data quicklook
Demographics- # of students on free/reduced lunch	Data quicklook
Demographics- class size	Data quicklook
Demographic- # of students who qualify as economically disadvantaged	Data quicklook
Demographics- # of students with disabilities	Data quicklook



Demographics- # of students who are homeless	Sharon Arnone- homeless liaison- data quicklook
Demographics- # of students who are in foster care	Catherine Woods- director of student services data quicklook
Demographics- # of students placed out of district	Catherine Woods- director of student services data quicklook
Community- Beyond the Bell Attendance	Data quicklook
Community- # of students receiving food through End 68 hours of hunger	Data quicklook
Preschool	My learning strategies

**Qualitative Data Sources -Examples include: surveys, face-to-face interviews/conversations, telephone interviews, focus groups, classroom observations, anecdotal information**

- Principal classroom observations
- Information from Polly meetings
- WIN for Teachers notes and follow-ups
- Staff meeting notes
- PLC notes
- Climate team notes
- Title 1 meeting notes and events
- Parent/teacher conferences (notes)
- Social/Emotional/behavioral- routines and events (first 6 weeks of school)
- Feedback from families during “coffee” with the principal hours

## 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 a significant impact on student achievement. The questions below will guide your 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**

- A reduction in behavior referrals due to class size and direct teacher intervention. Overall our behaviors this year have been reduced with the exception of some students. We believe the cohorts and schedules



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this year may have exacerbated students with transitional difficulties.

- Many classrooms have a paraprofessional or floater para to also help with behaviors.
- WIN for Teachers supports academic and behavioral needs for students.
- Emerson has a behavioral special ed case manager, a preschool case manager for the district and a K-6 special ed teacher/case manager.
- As part of our community based endeavor, we strive to meet the needs of our low income families by providing school and personal supplies, food, clothes, holiday gifts.
- We have a dedicated title 1 teacher this year who is supporting our remote students daily.
- Throughout covid-19, our school has continued to provide positive learning opportunities for our students who are both hybrid and remote.
- Smaller class sizes due to covid has allowed for more 1:1 time with students and teachers.

**Challenges**

- Ensuring that our remote students are getting the most out of their learning at home has been a challenge especially when the remote numbers are changing almost weekly. We began the year with over 50 students engaging in remote learning and currently we have 17 in remote learning.
- During this time, it has been very difficult to ensure that we have substitute teachers, leaving essential staff to leave their current position to cover classrooms.
- Having one reading specialist is difficult because she not only needs to try to support 10 different rooms, she also gets pulled to cover classrooms for long periods of time.
- Again, covid-19 makes having students in school only 2 days a week very difficult. These students will only have about 66 days of school this year opposed to a typical school year that has 180 days.

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

Yes.

- Data on staffing and scheduling indicates that we cannot completely meet all of the needs of our diverse students.
- While students are in attendance, there is strong evidence of student and staff engagement and a sense of well being.
- Data from attendance records support that we needed to use essential staff throughout the year to meet classroom staffing needs, impacting their typical duties.

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

Information Gap	Possible Data Source
Progress towards math CCSS	Math benchmark assessment
More comprehensive literacy benchmark	F&P reading benchmark
Due to the impacts of Covid and remote learning- What work are students engaging in at home? There is some lack of parent communication, despite outreach	Online learning platform reports



m teachers.

### What priorities does the information suggest?

- Additional tools to support differentiated instruction
- A plan for supporting students as we transition to a full return to learning
- Ensure that all classrooms have a seamless plan for when the classroom teacher is absent
- Develop a protocol for when a staff member is absent (ie. hierarchy of coverage)
- Continue to focus on parent engagement and the home/school connection
- Identify and use a common math assessment

### Data Analysis Review

Before making your final conclusions and recommendations for focus areas, it is important to have others review your team's analysis of the data. The team needs to establish a process in which "outside eyes" (e.g., other teachers, district admins, etc....) review the data and team's interpretation of the findings. It is essential that these people are able to see a clear connection between the information gathered and the conclusions that are based on that information. Please list the people who participated this review

Name	Role
Samantha Sestito	School Counselor
Marianne VanValkenburg	Reading Specialist

### Final Conclusions

Please include a narrative about the team's final conclusions from this work. As you work through this narrative, please identify 3 to 4 recommended focus areas that the team feels would improve student achievement. \*For schools with PreK programs, please ensure that one of the focus areas relates to early childhood needs.

After reflecting on our school's successes and challenges, our team has identified the following focus areas. We must focus on the impact that Covid has had on our school wide community and on student learning. It will be important to allow time for our classrooms and our entire school to rebuild a sense of community. We have continued to identify the importance of addressing our students' social-emotional needs and providing them with strategies for future success.

We will need to identify the diverse learning gaps that have occurred as a result of the differing learning situations of each of our students. While many of our students have participated in a hybrid learning model, some of our



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students have remained fully remote since March of 2020. It will be important to determine what these gaps might be and how we intend to support these students as they integrate back to in-person learning. We expect to identify particular tools and resources that will be necessary to support these efforts.

Our early childhood focus area is to bridge the gap between preschool and kindergarten by providing opportunities for curriculum pairing with specialists (i.e. Music, Physical Education, Art, STEM, Library).