

TROY 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.

Troy School 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?

Troy 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 Troy 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

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.

Troy 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
Kevin W. Stone, Ed. D.	Principal
Noelle Grudziecki	Guidance Counselor
Bethany Rafail	Literacy Specialist
Kelly Wichland	Primary Teacher
Rebecca Klotzbier	Behavior Paraprofessional
Maggie Tremblay	Beyond the Bell Site Coordinator
Kevin Royce	Title I Teacher
Nick Raymond	Intermediate Teacher
Cathi Lang	Parent/Paraprofessional

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?

Currently Troy School staff is revisiting its mission/vision statement; however Troy School is committed to



nurturing the hearts and minds of all students by embracing diversity through a growth mindset. Through this practice, students will be empowered to embrace learning, achieve their personal best, and build their emotional, social, and physical well-being.

Additionally, the committee discussed the importance of continuing to create an atmosphere of trust, acceptance, and safety among all stakeholders at Troy School. The professional staff at Troy School aims to ensure that all children are provided with a positive, supportive learning environment where achievements are celebrated in partnership with families and the entire Troy community. Our goal is to empower every child with a student-centered educational program that challenges all students to perform at their personal highest potential.

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 achievement), leadership, professional development, school culture and climate, curriculum and instruction, family and community engagement.

Student Needs (Demographics and Achievement)

Troy School enrolls 161 students from preschool to grade 6; where there is one section of preschool through grade 6. Additionally, there is a multi-grade 1/2; 3/4, and 5/6. Please see details below.

Year	Population	Economically Disadvantaged	Students with Disabilities
2018-19	185	48%	18%
2019-20	161	42%	23%
2020-21	161	31% * (Covid year)	28%

Year	Class Size	Daily Attendance
2018-19	22	94%
2019-20	21	94%
2020-21	21 139 (hybrid) 22 (remote)	95%



Staff at Troy School includes 11 classroom teachers, 2 special educators, a literacy specialist, a full time guidance counselor, a nurse, 11 paraprofessionals, and 2 custodians. Troy School shares a social worker, a school psychologist, an art, music, and physical education teacher, a preschool special education case manager, a K-6 special education coordinator, speech pathologist, physical therapist, a BCBA, and an occupational therapist. In addition, the District offers an afterschool program to assist families with childcare while supporting students with academic needs (IE: remote/homework completion) The administrative team consists of a full time principal, a lead teacher, who also serves as a classroom teacher, and an administrative assistant.

Leadership - both administrative and peer

In 2018 the leadership at Troy School was modified to include a full time principal. This provided consistency to students, families, and staff in developing, monitoring and assessing established initiatives. The principal is supported by a lead teacher who monitors school activity in the absence of the principal.

During the 2020-21 school year, Troy was fortunate to have acquired a full time guidance counselor. This position has benefitted the school community by providing consistent connections for students and families. The guidance counselor is able to support students by meeting with them individually, groups and classrooms. Through these interactions the guidance counselor works with students to gain life skills such as decision making, communication and other character values. Our guidance counselor helps students maximize personal success in academic support, social and emotional management and career/ life goals. In addition, the guidance counselor is able to collaborate with the staff within and outside of the classroom. It is also noteworthy that a social worker is assigned to Troy School, two days a week, to assist with the emotional needs of students in Troy.

Troy School also has a literacy specialist who services students in kindergarten to Grade 6. In addition to working with students, the literacy specialist shares literacy best practices with teachers and paraprofessionals to improve students literacy abilities. Under the current Title I model, Troy School has access to a full time teacher who supports literacy and mathematics. Our Title I teacher has made connections with families and provided instruction to remote students during the recent pandemic. In moving forward, it is hoped that the family connections may increase through various academic events that bring the Troy Community together.

The committee also spoke of forming a committee to discuss the potential of creating and developing a student leadership at Troy School. In the past, upper grade students have attended a leadership summit, eliminating the opportunity for students in Troy. This initiative would support students personal growth, while enriching the school culture.

Professional Development

SAU 93 determines the professional development needs of staff through a district professional development committee, working collaboratively with the Director of Curriculum and Instruction. Administration also determines need in the individual buildings. Samples of recent and/or future professional development include:

- Consultation with Phyl Macomber and "The Pact" addressing UDL components and the manner that they can be utilized across the curriculum.
- Continue to implement ideals of Universal Design of Learning (UDL) by immersing staff in literature, and providing strategies.



- Continue to monitor and support behavior based on the work of Polly Bath toward best practices. Progress will be noted based on student successes.
- Consultation with Emily Daniels relative to social emotional learning (SEL) and the needs of students with trauma.
- In house training on effective literacy and math practices by our in-house literacy specialist and math professional.

In order to accomplish our goal, professional development opportunities will be needed in the areas of lesson design (UDL) to strengthen the staff's understanding of providing multiple ways of students demonstrating understanding among curricular areas. .

Continued training in social emotional learning has been recommended in response to the pandemic and its effects on the trauma that students experienced.

School Culture and Climate

Troy School is known for its welcoming atmosphere. The School Community provides a safe and nurturing experience for students in preschool to Grade 6; with single and multi-grade classes at each level. Each certified, as well as non certified staff, provides a positive and supportive environment for our students. Committees have been established to develop and improve school climate, student-staff wellness, and behaviors. Positive student expectations have been identified for students and have become part of the culture. The Troy School culture embraces learning and encourages students to strive to achieve their personal best. Additionally, attention is given to addressing the social-emotional and physical needs of students.

Staff at Troy School have responded to the initial work of Emily Daniels. Staff models the positive growth mindset in a supportive, collaborative culture fostering students' love of learning.

Troy School has a before and after school program known as 'Beyond the Bell' and offers students in Troy with academic support and child care.

Curriculum and Instruction

The foundation of literacy pedagogy at MRSD is a balanced, multi-texted, responsive approach. Our goal is to lift students' understanding of literacy through authentic experiences in reading, thinking, speaking, and writing; creating a literature-rich environment that fosters a love of literacy in all students. The intention is for vertical alignment and cohesion between classrooms, special education, and intervention.

Mathematics instruction is supported by the Envisions Program that is used as a tool for teachers at Troy School to use in response to the prescribed New Hampshire State Mathematics Curriculum.

In support of the school district strategic plan along with the creation of the 21st Century Community Learning Centers (21CCLC), Project Beyond the Bell focuses on creating a safe and engaging environment for children and their families through partnerships with each school, community and families. Activities provided by Project Beyond the Bell are designed to broaden the children's experiences while improving their academic, social,



otional and physical well being during non school hours. Above all, the program challenges children to learn while having fun outside the classroom!

Curriculum guides, created by the Director of Curriculum and Instruction continue to outline all social/emotional and academic needs at each grade level; assisting the school communicate with parents.

During this year of the pandemic, curriculum delivery has had to adapt to the various safety restrictions, limiting educational exposure for students. While educational delivery has changed, it has provided professionals an opportunity to modify the “way we do school”. To this end, developing and reinforcing a growth mindset in conjunction with other SEL tools (IE: Choose Love, and the work of Emily Daniels) and UDL strategies will define how education is delivered at Troy School.

Family and Community Engagement

While difficult during a pandemic, Troy School values its connection to the community. School news is delivered through newsletters, on the website, and other social media tools. During a normal academic season, Troy School invites parents to attend open houses periodically during the year, parent-teacher conferences, literacy days, PI Day, Grandparent Luncheons and music performances. Similarly, the Beyond the Bell Program has offered other academic events to enhance students’ understandings. Troy School has developed a strong relationship with the town library, the Keene Lions’ Club, as well as with the Troy Police Department. In addition, during normal times, Troy School is fortunate to have the support of a small but involved PTO, and welcomes members of the America Reads Program.

While there are several communication methods available to Troy families, even during the pandemic, it would appear that positive relationships are being formed among teachers and families. Many families have participated in the virtual offerings that the Troy Staff have provided. Several students are engaged and completing assignments using the online platforms offered by the District.

For the last two years, Troy School has also begun a relationship with the Keene State College Teacher Preparation Department. Troy has invited Methods students and well as Student Teachers to work with students in various grade levels.

As we forge into the ‘new normal’, communication and relationships with families will need to continue. The Needs Assessment Committee continues to believe that the Troy Parent Community will need support around SEL topics as they pertain to academic growth for students.

Early Childhood Services and Intervention - (where applicable)

Troy School offers a preschool program for three and four year olds.



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

ELA - State Assessment Average overall proficiency				Mathematics - State Assessment Average overall proficiency			
	School	MRSD	State		School	MRSD	State
2018	59%	47%	58%	2018	70%	46%	48%
2019				2019			
2020	Not available	Not available	Not available	2020	Not available	Not available	Not available

Attendance data - See school profile

Demographic data - See school profile

Behavior Data

2018-2019:

2019-2020:

2020-2021:

<u>Overall Yearly</u> <i>Initial Year of Collection</i>	<u>Trimester 1</u>	<u>Trimester 2</u>	<u>Trimester 1</u>
Tier 1=11%	Tier 1=21.4%	Tier 1=24.7%	Tier 1=18.2%
Tier 2=47.4%	Tier 2=59.5%	Tier 2=55.6%	Tier 2=63.6%
Tier 3=41.5%	Tier 3=19%	Tier 3=19.8%	Tier 3=18.2%
Disrespect= 27.8%	Disrespect= 26.2%	Disrespect=34.6%	Disrespect=27.3%
Disruption= 9.5%	Disruption=	Disruption= 21%	Disruption= 27.3%
Refusal= 18.3%	Refusal= 21.4%	Refusal= 16%	Refusal= 27.3%
Safety= 44.3%	Safety= 45.2%	Safety= 28.4%	Safety= 18.2%



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

Classroom Data
Hybrid Model

*** = % in attendance based on the number of students on classroom rosters

Grade	Zoom Mtg Attendance ***	Remote Work Participation (80% or more of work assigned) ***	Report Card Assessed Standards 2018-2019	Report Card Assessed Standards 2020-2021
K	66%	73%	25	(T 1) - 10
1	29%	57%	25	(T 1) - 10
1/2	21%	81%		(T 1) - 15 (T 2) - 13
2	50%	66%	27	(T 1)- 13
3	60%	69%		(T 1) - 12
3/4	56%	67%	33	(T 1) - 12
4	70%	85%	33	(T 1) - 15
5	43%	64%	26	(T 1) - 12
5/6	55%	60%	n/a	(T 1) -14 (5) (T 1) - 10 (6)
6	85%	70%	22	14

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?



We have identified the need to rebuild our community as we move forward and think beyond Covid. Our plans are to build community outreach through various programs. Academically, Troy School Professional Community would like to focus on developing its understanding of UDL principles, while strengthening the vertical collaboration among the grades. In order to be successful, the staff at Troy School will need to respond to the emerging culture that will return to Troy School post Covid. It is hoped that this knowledge will be gained through professional development (IE: book studies, consultation with CAST, continued work with SEL, etc.) and will provide educators with various strategies to assess student growth and understanding while providing for the SEL needs of students.

We would like to host a community dinner, where we bring families to the school at night to participate in some literacy and/or math activity and then enjoy a meal. We would like to construct a marquee on Central Square, in downtown Troy, NH to advertise school events and announcements. It is also hoped that the Troy Community might build up the monthly Community Meetings again. To do this we would call parents on the phone notifying them that their child is going to be highlighted (if they get a roar sticker, an award, if their class is hosting, etc.) and invite them to join in the audience. We would also like to create and host more in-school, school-wide events so all students can participate. Lastly, we would like to create a Student Council to promote student leadership at Troy School.

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

Troy School has worked diligently on responding to the social-emotional needs of its students. It is believed that the pandemic will present a “new trauma” for students. It is clear that a new way to do school will need to be defined and supported. Supporting staff, students, and parents will be vital to our success. It is therefore hoped that with reinforced communication, increased parent engagement, and building teachers pedagogical tool kits, students will demonstrate an improved growth mindset as they deliver their personal best to the education they receive.

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

There are many educational variables to the instruction that has been provided to students that are not accounted for in this assessment. Given the restrictions of the pandemic, the data collected for this assessment is qualitative and was dependent on teacher feedback. The information provided does not allow for parental interaction with online tools during the period of remote instruction.

What priorities does the information suggest?

- Continued work with social emotional learning that supports students growth post pandemic.
- Develop new pedagogical strategies to promote students achieving at their personal, individual, and independent level.



MONADNOC REGIONAL SCHOOL DISTRICT - SWANZEY
600 Old Homestead Highway
Swanzy, NH 03446
Phone: (603)352-6955 Fax:(603)358-6708

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
Molly Linn Christa Hill Melissa Johnson	Teacher Grade 3/4 Teacher Grade 1/2 Social Worker

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.

1. To continue to increase the educational offerings to parents (IE: professional contacts, programs, and seminars) in response to the needs of students in the new age post pandemic.
2. To increase the collaboration that exists between all cohorts of the Troy School Community to increase students ability to dream, believe and achieve.
3. To review and refine the educational model of support that is provided by Title 1. How will Title staff support students and teachers during implementation of UDL and SEL strategies?

