

CUTLER SCHOOL PLAN

Monadnock Regional School District FY26

COMPREHENSIVE NEEDS ASSESSMENT

Revised April 2025

December 2023, the Winter FY24 Comprehensive Needs Assessment was completed by a schoolwide team, which ensured that data was up-to-date and accurate. The completed CNA identified specific areas that are in need of assistance. Professional development, supplemental materials, and technology resources are needed in the areas of Reading, specifically phonics and fluency, and Math instruction. It was identified that additional assistance in the area of Social Emotional Learning, mainly regarding behavior, trauma, and health, is in order to meet the needs of our students.

- *February 2025, a Staff/Teacher and Parent Survey was conducted to identify needs that still need to be addressed for FY26. Social Emotional security as it relates to students still is an area of focus and extra support for students. Training for the parents in the area of bullying and internet safety was identified as a need.*

IDENTIFY THE RESEARCH-PROVEN INSTRUCTIONAL STRATEGIES ADOPTED IN YOUR SWP

Throughout the school year, research-proven instructional strategies are in place throughout the instructional tiers, with a new math curriculum for Tier I instruction. The following curriculum resources are used for the students grades 3 - 6. 95 Percent and Arts and Letters are the new core ELA curriculum and Illustrative Math is the core Math curriculum. The data from iReady and classroom assessments are used to target Tier 2 and Tier 3 groups and instruction.

- Illustrative math
- 95 Percent
- Arts & Letters
- LETRS
- iReady
- UFLI
- Simplified Writing
- Science and social studies curriculum (Discovery Education/ Mystery Science/ Time For Kids)
- Progress Monitoring
- Title 1 support staff and tutoring (school year and summer)
- Extended School Year (IEP students)
- Words their way
- Xtra Math
- WIN Time (What I Need Time)

INSTRUCTIONAL SUPPORT FOR CHILDREN EXPERIENCING DIFFICULTIES MASTERING THE STANDARDS

The data from iReady and classroom assessments are used to identify our Tier 2 and Tier 3 groups and direct intervention instruction. Tier 2 instruction is directed in small group or individual support in and/or out of the classroom to best meet the needs of identified students.

- i-Ready data used to guide next steps
- Grade-level PLC meetings on a biweekly basis
- Progress monitoring held on a regular basis to monitor these students
- Data form used to identify students needing intervention support - reviewed by the Student Academic Support Team
 - Title I services
 - Individual or group classroom intervention from Title I Instructional Assistant
 - Title I Paraprofessional academic support in the classroom
 - After school tutoring
 - Summer tutoring (partnering with Title IV Summer Program)
- Provide services under the McKinney-Vento Act and school funds to students deemed homeless or migrant

PARENT INVOLVEMENT

The following events happen throughout the school year to promote parent involvement and communication.

- Written information is provided at the Soft Opening days where parents and students meet their new classroom teachers and learn about the school
- meeting with the principal - open communication throughout the year
- Staff are designated to work as a liaison between parents and the school
- Parent Surveys are conducted to gain feedback, compiled, and information is used in the planning process
- Monthly newsletters with Title I resources and contacts are sent home
- Offer evening events for parents and families
- Positive communication home by each staff member on a biweekly basis
- Workshops and events are planned based on greatest interest. Attendees fill out surveys.
- Facebook regular social postings

PROFESSIONAL DEVELOPMENT

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 2024-2025, Cutler School is specifically using Title I funds to begin their multi-tiered system of support for academic needs, beginning with PD and Materials with phonics and differentiation in Reading and Math Instruction.

For the 2024-2025 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.

- In the area of Professional Development, the need for training in dealing with difficult students. The staff would also like additional training with the new reading curriculum.

PRESCHOOL TRANSITION

N/A

INSTRUCTION BY HIGHLY QUALIFIED STAFF

Do all applicable staff meet this requirement? Yes No

EXTENDED LEARNING OPPORTUNITIES

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

- iReady target skills
- Illustrative Math support interventions

After-School Tutoring targeting skills identified through iReady and Google data form filled out by classroom teachers.

Biweekly PLC grade-level meetings
monitoring student progress and develop interventions as needed

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