

TROY SCHOOL PLAN

Monadnock Regional School District FY26

COMPREHENSIVE NEEDS ASSESSMENT

Revised April 2025

December 2023 the 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. It was identified that extra support is needed for student success, starting with early childhood and family/community engagement. In addition, academic support in all subject areas is felt to be necessary. It was identified that the areas of social-emotional needs and trauma-informed care are areas of focus to improve.

- *February 2025, a Staff/Teacher and Parent Survey was conducted to identify needs that still need to be addressed for FY26. Academic support for students in all subject areas and trauma-informed resources continue to be needed. 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

Research proven instructional strategies are in place throughout the instructional tiers. The following curriculum resources are used within the school.

- LETRS
- 95 Percent
- Arts & Letters
- Illustrative math
- iReady
- Handwriting Without Tears (K-3)
- Simplified Writing (3-6)
- Progress Monitoring
- Title 1 support staff and tutoring (school year and summer)
- Extended School year (IEP students)
- Words their way
- Choose Love
- W.I.N. Time (What I Need Time)

The core ELA curriculum includes a balanced, multi-texted, responsive approach.

Illustrative Math is the core Math curriculum for Tier 1 instruction. The data from iReady and classroom assessments are used to identify our Tier 2 and Tier 3 groups and direct intervention instruction.

INSTRUCTIONAL SUPPORT FOR CHILDREN EXPERIENCING DIFFICULTIES MASTERING THE STANDARDS

Tier II instruction is directed in small group or individual support in and/or out the classroom to best meet the needs of identified students. Supplemental Tier II materials are used for intervention that are available for our Certified Title I Instructional Assistants. These Instructors collect data and provide consistent feedback to the classroom teachers. This information is shared during the biweekly PLC meetings to monitor progress and plan next steps for student growth.

The following are the processes that are used to identify and support the students at Troy.

- Grade-level PLC meetings on a biweekly basis
- Progress monitoring is 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
 - 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
- School news shared through newsletters, school website and on social media
- Monthly community meetings
- Parent-teacher conferences
- One School One Book and Troy Celebrates Literacy Week
- Family events such as Pi Night, Lantern Walk, Grandparents lunch, and the Memorial Day celebration
- PTO

Parent/Community involvement was identified in the February 2025 Staff/Teacher and Parent Surveys as an area of improvement/growth. The need for ample notification of events and their timing to meet parent/family schedules were focus areas to improve.

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. 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 effective use of support staff, managing student behaviors, and analyzing assessment data were identified.*

PRESCHOOL TRANSITION

Troy School has reinstated a Preschool program for 3 and 4-year-olds. The program is developmentally appropriate.

- play-based with emphasis on SEL and pre-academic skills
- better than 50/50 ratio “typical” to “IEP”
- pay tuition and parents' transport
- OT, PT class work when available
- Paraprofessional support in the classroom

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 is available at all grade levels and is targeting skills identified through iReady and Google data form filled out by classroom teachers.

The After-School Program also offers time for students to complete homework and assist with school work as needed.

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

Title I partners with the 21st CCLC Afterschool and Summer Program to provide tutoring services during the Summer 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