



Needs Assessment and Plan for Title IA Targeted Assistance Sunset Heights Elementary School 2021-2022

Sunset Heights is located in the south end on Nashua, NH. The school is set within a neighborhood, but also serves many students who live in apartment buildings. Sunset Heights has a transient population that hovers around 400 students. During the 2019-2020 school year there were over 35% of students qualifying for free and reduced lunch, around 20% of students qualifying for ELL services and about 20 % of students currently have an IEP. During the year the school saw an increase in the number of IEP and 504 referrals especially in the area of social/emotional needs. During the 2020-2021 school year the percentage of students qualifying for free and reduced lunch dropped to 29/3%. This was consistent with the drop across the district and state. When looking at the social/emotional needs of the students, the school had seen a significant growth in the number of office referrals, and suspensions as well as students speaking about harming themselves. With the introduction of the Refocus Room and focus on SEL our students have been able to spend more time in the classroom learning.

There continues to be an increased need from families that have been affected by many factors including the opioid crisis and now the pandemic. In addition, there is a significant trend in students living outside of a traditional family setting. Many students are being raised by grandparents, extended family members, or foster parents.

To meet the growing needs of students the school hosts an ELL homework club after school hours. Sunset Heights has also been able to partner with Catie's Closet to provide clothing needs to students. A partnership was formed with 68hours of Hunger to provide for food insecure families. The school also applied and was awarded a grant to add the 21stCentury After School Program for the 2019-2020 school year.

1. Name of School: Sunset Heights Elementary School**School Year: 2020-2021****Needs Assessment Committee Members (should include representation from all stakeholder groups, both internal and external):**

Name	Title	Affiliation/Stakeholder Group	Task/Responsibility
Marie Alsup	Principal	Sunset Heights Elementary School	Oversee Plan/Gather Non Performance Data & Perception Data
Erin Anderson	Assistant Principal	Sunset Heights Elementary School	Oversee Plan/Gather Performance Data & Process Data
Gail Casey	Parent	Sunset Heights Elementary School	Assist with plan
Cyntia Proulx	Title 1 Director	Sunset Heights Elementary School	Support
MaryBeth Thompson	Guidance Counselor	Sunset Heights Elementary School	Gathers Guidance Data
Christina Jones	SPED Team	Sunset Heights Elementary School	Gathers Interventions Data
Julie Guay	2 nd Grade Team	Sunset Heights Elementary School	Gathers Grade Level ELA and Math Data
Lindsay Haynes	1 st Grade Team	Sunset Heights Elementary School	Gathers Grade Level ELA and Math Data
Christine Evans	K Team	Sunset Heights Elementary School	Gathers Grade Level ELA and Math Data
Louise Norway	3 rd Grade Team	Sunset Heights Elementary School	Gathers Grade Level ELA and Math Data
Katie Parsons	4 th Grade Team	Sunset Heights Elementary School	Gathers Grade Level ELA and Math Data
Judie Fisher	5 th Grade Team	Sunset Heights Elementary School	Gathers Grade Level ELA and Math Data
Autumn Anderson-Firmin	21 st Century	Sunset Heights Elementary School	
Garth McKinney	Assistant Superintendent	Nashua School District	Gather Performance Data compared to the District

2. Identify Data Sources: Examples (Non-exhaustive)

a) Performance Data 1. Eureka Math Module Assessments 2. SAS Summative Data 3. SAS Interim Assessment Data 4. Early Literacy Data K-1 5. BAS (Benchmark Assessment System)-ELA K-5 th	b) Non-Performance Data Attendance, Retention, Special Education, ELL, Demographic, Census	c) Perception Data 1. School Surveys/Feedback 2. Collaboration within and across grade levels during ER.	d) Process Data 1. Mid-year check in with teachers 2. Schoolwide Schedule and support	e) Other Number of students with Social Emotional needs DCYF reports, Suicidal Ideation reports. Restraint/seclusion/suspensions
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3. Data Collection: Focus Areas Examples (Data should be valid and reliable)

a) Performance Data- SAS Grades 3-5 2020-2021

Level	Description
1	Below Proficient
2	Approaching Proficient
3	Proficient
4	Above Proficient

Grade Level Data

	ELA				MATH			
% Scoring	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
3rd Grade	39	37	16	8	29	34	32	5
District	49	21	18	12	46	21	22	12

	ELA				MATH			
4th Grade	43	27	19	11	57	32	11	0
District	45	20	20	16	43	30	165	12

	ELA				MATH				SCIENCE			
5th Grade	29	24	38	9	47	27	13	13	60	18	16	7
District	35	21	31	13	50	23	13	13	53	25	15	7

Schoolwide data:

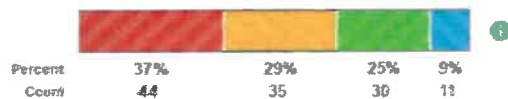
Performance Distribution, By Test Group: Sunset Heights School, 2020-2021
 Filtered By Test Reasons: All Test Reasons Sorted By: Date Last Taken



SAS Summative ELA

Grades Tested: 3, 4, 5

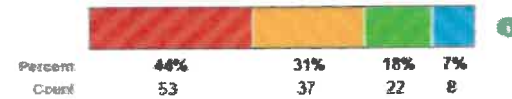
Tests Taken: 120 Date Last Taken: 05/19/2021



SAS Summative Mathematics

Grades Tested: 3, 4, 5

Tests Taken: 120 Date Last Taken: 05/18/2021



SAS Summative Science

Grades Tested: 5

Tests Taken: 45 Date Last Taken: 04/20/2021



Analysis: The majority of our students make a year or more of growth each school year with receiving strong tier 1 instruction as well as

research-based interventions. There are also more students on grade level by the end of the school year because of strong tier 1 instruction and effective use of intervention.

When looking at SAS data, the school is on target with the district average in number of students on or above grade level (green and blue). It is important to note that we had a high level of exemptions this year so many students did not take the SAS test.

Conclusion: Our students need interventions and supports in ELA, Math, and socio-emotional learning. We will continue to identify students' instructional levels (zone of proximal development) and use strong tier one instructional practices and resources as well as tier 2 and tier 3 researched based interventions done by professionally developed educators. We need to build comprehension strategies across the grade levels in both literary and informational text. PD will include guided reading focusing on strategic actions beyond and about the text, effective mini-lessons, high leverage independent activities, effective vocabulary instruction, and analyzing Fountas and Pinnell Benchmarks to set instructional targets and goals. This is in line with district initiatives.

- Teachers, K-5, will continue to implement Lucy Calkins units of study in writing through a Writers Workshop model with support and team collaboration to produce Narrative, Informative/Explanatory and Opinion pieces. Students will use student checklists for revising and teachers will use rubrics to score the pieces.
- Teachers, K-5, will implement Fountas and Pinnell Mini Lessons and interactive read alouds through a reader's workshop model.
- Teachers, K-5, will continue to use word study/phonics systems (Foundations) and best practices based on the CCSS, Continuum and the NSD Foundational Skills progressions.
- All students will receive a Benchmark in the first trimester, below level students in the second trimester and all students in the third trimester. We will analyze these benchmarks to drive literacy instruction.
- Teachers will complete all modules of Eureka Math with fidelity and complete end of module assessments. They will receive PD on differentiation for Tier 2 and Tier 3.
- We will administer the additional BAS (letter naming, letter sounds, & phonological awareness) assessments to incoming kindergarten and current first grade students.
- Reading Workshop or Daily Five will be used to structure literacy time so students develop lifelong habits of reading, writing, and working independently.
- Teachers will continue to receive Cuisenaire rod training as it is offered and utilize strategies as necessary.
- 21st Century staff has expressed interest in collaborating with school staff to connect learning opportunities for students who attend 21st

Century to school, both academically and in SEL.

b) Non-Performance Data (Insert Data Tables or Description here)

Student Demographics over the last seven years

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students Enrolled	415	377	384	391	399	393	349
Kindergarten	47	39	35	59	61	47	48
1 st Grade	70	62	71	57	66	65	59
2 nd Grade	72	58	63	75	60	54	52
3 rd Grade	84	66	52	72	73	67	48
4 th Grade	80	80	84	60	70	65	48
5 th Grade	62	72	89	68	69	63	63
Intensive Needs						32	31
Gender: Male/Female	217/198	202/175	178/206	217/174	167/232	229/164	192/157
ELL students	31	38	60	71	78	94	93
Homeless/Transitional	6	5	9	3	6	6	5
Free Lunch Reduced Lunch	41.6%	39.6%	38.8%	37.3%	40.6%	35.49	29.39

Analysis: Based on the last seven years of data, our students coming from low socio-economic households has remained steady at about with the exception of 2020-2021 due to families filling out paperwork due to pandemic. F/R Lunch numbers were down across the state. We have seen an increase in absenteeism over the last school year. Information provided from the American Psychological Association supports the idea that students from low socio-economic households often require more support academically and emotionally at school.

<https://www.apa.org/pi/ses/resources/publications/education>

Conclusion: In order to increase academic achievement, we must focus on early intervention and meeting the social emotional needs of our students. We will do this by offering small group support in social emotional skills as well as having a refocus room for students in need to utilize with the support of a familiar adult.

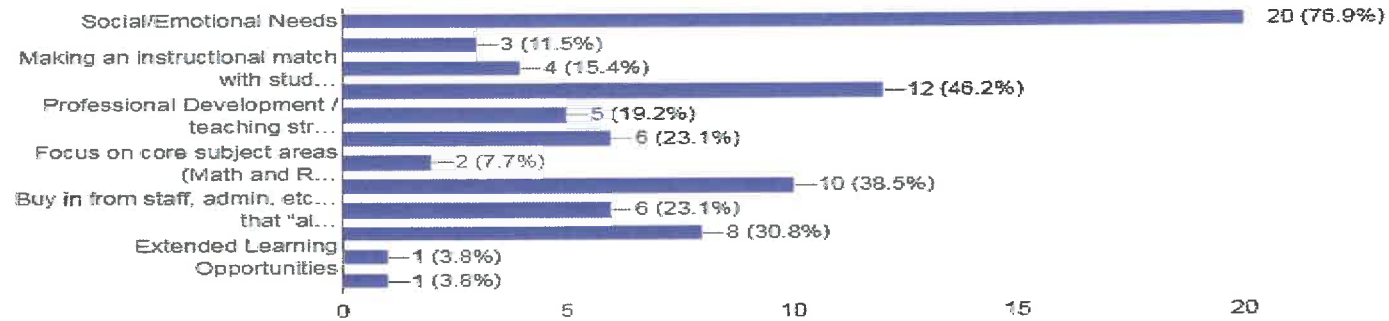
c) Perception Data (Insert Data Tables or Description here)

School Survey to identify areas of need:

76.9% of staff stated Social/Emotional Needs were a top priority and an area of focus for students at our school.

Put a check mark next to ONLY your top THREE of the following...

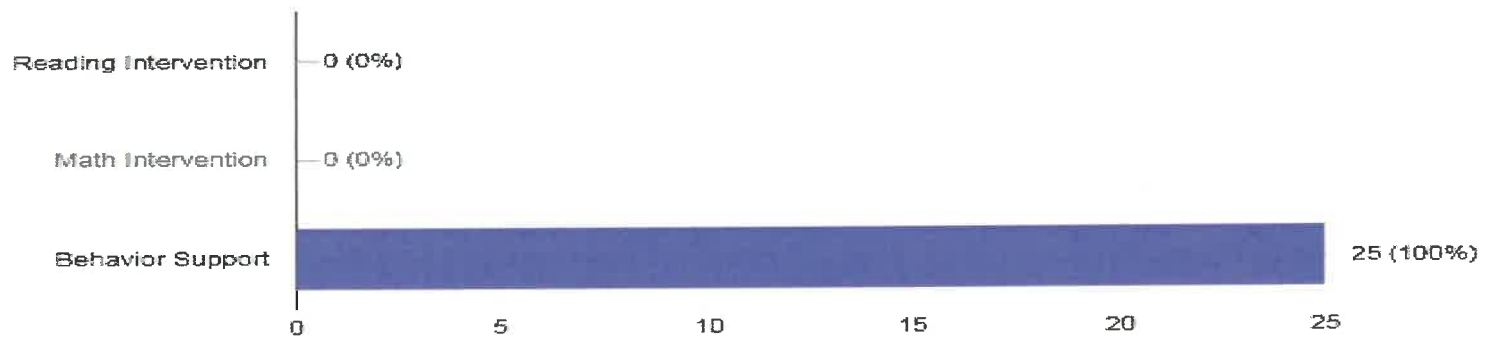
26 responses



The top 3 were then ranked in order of priority. 100% of staff stated that Behavior Support was their first priority.

First Priority

25 responses



Analysis: Based on the initial survey result, staff at Sunset Heights feel that social emotional needs of student are a top priority when looking into next school year. Staff feel that behavior support is the top priority. This school year we built on the feedback from staff and focused on

specifically what students were utilizing the refocus room for.

Conclusion: Students need support in the area of social emotional and behavior support. Classroom teachers feel that this is a top priority and will support the academic achievement of students.

d) Process Data (Insert Data Tables or Description here)

- **Schedule**
- **Support designated for academic time. All classrooms have support during Reading and Math**
- **Reading Specialist supports K-3 for early intervention**
- **Mid-year check in for teachers: Teachers reflect upon progress toward end of year learning targets**

Analysis: The majority of our students make a year or more of growth each school year with receiving strong tier 1 instruction as well as research-based interventions. We are seeing success with early intervention. The gaps in ELA and Math are widening as students move through the grade levels.

Conclusion: Our students need interventions and supports in ELA, Math, and social-emotional learning. We will continue to identify students' instructional levels (zone of proximal development) and use strong tier one instructional practices and resources as well as tier 2 and tier 3 researched based interventions done by professionally developed educators. We need to build comprehension strategies across the grade levels in both literary and informational text. One component is improving students' vocabulary, which in turn will improve beyond and about the text comprehension.

- PD will include guided reading focusing on strategic actions beyond and about the text, effective mini-lessons, high leverage independent activities, effective vocabulary instruction, and analyzing Fountas and Pinnell Benchmarks to set instructional targets and goals.
- Teachers, K-5, will implement Lucy Calkins units of study in writing through a Writers Workshop model with support and team collaboration to produce Narrative, Informative/Explanatory and Opinion pieces. Students will use student checklists for revising and teachers will use rubrics to score the pieces.
- Teachers will utilize Fountas and Pinnell Guided Reading materials to meet the individual needs of students and increase reading proficiency.
- Teachers, K-5, will to implement Fountas and Pinnell Mini Lessons and interactive read aloud through a reader's workshop model.
- Teachers, K-5, will continue to use word study/phonics systems and best practices based on the CCSS, Continuum and the NSD

Foundational Skills progressions.

- All students will receive a Benchmark in the first trimester, below level students in the second trimester and all students in the third trimester. We will analyze these benchmarks to drive literacy instruction, develop guided reading, book clubs, independent reading levels, and intervention groups
- Teachers will complete all modules of Eureka Math with fidelity and complete end of module assessments. They will receive PD on differentiation for Tier 2 and Tier 3.
- We will administer the additional BAS (letter naming, letter sounds, & phonological awareness) assessments to incoming kindergarten and current first grade students.
- Reading Workshop or Daily Five will be utilized to structure literacy time so students develop lifelong habits of reading, writing, and working independently.
- Teachers will continue to receive Cuisenaire rod training and coaching throughout the year
- 21st Century will run after school supporting students with academic and social emotional needs
- Continue to embed content vocabulary in intervention groups using vocabulary best practices
- Increase the strategies and vocabulary around social emotional learning through the use of Choose Love.
- Teachers will embed social studies grade level content into their writing units of study
- Teachers will utilized Amplify for grades 4 and 5 and Mystery Science in grades K-3 to meet the Next Generation Science Standards.
- 21st Century staff has expressed interest in collaborating with school staff to connect learning opportunities for students who attend 21st Century to school, both academically and in SEL.

e) Other Data (Insert Data Tables or Description here)

Students with Social-Emotional Goals on IEP	
Kinder	1
1st	3
2nd	1

3rd	3
4th	5
5 th	8

Students with 504 plans	
Kinder	1
1st	2
2nd	1
3rd	1
4th	5
5 th	5

***A significant number of DCYF reports have been made during the school year as well as more Suicidal Ideation reports than ever before. The specific number of these is not included for reasons of confidentiality.**

Analysis: Many of our students are struggling with social emotional needs due to difficult home lives, trauma, medical diagnosis, low socio-economic status or other factors.

Conclusion: We have a large number of students who are identified as needing additional support in the area of social emotional. There is a direct correlation between these factors listed above and student achievement. If we do not meet the social emotional needs of our students we cannot expect them to perform to the best of their ability academically.

4. Strengths of the educational program as determined by the data collection and analysis:

- As indicated by the data above, students are showing growth in Reading, Math.
- We will continue to increase proficiency rates in all areas.
- We have clear expectations for curriculum and teachers are keeping up with pacing expectations.
- Teachers have a good grasp on academics, but needs support with behavior and social-emotional needs.

5. Areas needing to be strengthened as determined by the data collection and analysis:

- We will continue to intervene with social emotional needs of our students to increase academic achievement.
- We will continue to provide support to students who are struggling with their self-regulation and social skills to improve their performance in academic areas.
- Clear schoolwide and classroom expectations were created with input from staff. Expectations are clearly defined

and posted in all setting around the school.

- We will continue to support students with social-emotional needs, who are not yet identified in a tier 2 small group. A rank order of students needing extra support was created based on BAS, Common Assessments, Classroom performance, behavioral data, and social emotional needs. The criteria are set on a scale of 1-3. A rank of 1 was given to students with the most needs in each area and a 3 to student showing minimal need in each area.

1=High need

2=Moderate need

3=Low/Minimal need

6. Use this needs assessment to inform your School Plan.