Needs Assessment and Plan for Title IA Targeted Assistance
Sunset Heights Elementary School
2019-2020

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 2018-2019 school year there were over 40.6% 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. When looking at the social/emotional needs of the students, the school has seen a significant growth in the number of office referrals, and suspensions as well as students speaking about harming themselves.

There has been an increased need from families that have been effected by many factors including the opioid crisis. Including 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: 2019-2020

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
Danielle Toupin	Parent	Sunset Heights Elementary School	Assist with plan
Cynthia Proulx	Title 1 Director	Sunset Heights Elementary School	Support
MaryBeth Thompson	Guidance Counselor	Sunset Heights Elementary School	Gathers Guidance Data
	Reading Specialist	Sunset Heights Elementary School	Gathers ELA Data
	SPED Team	Sunset Heights Elementary School	Gathers Interventions Data
	IN Team	Sunset Heights Elementary School	Gathers IN Perspective
	2nd Grade Team	Sunset Heights Elementary School	Gathers Grade Level ELA and Math Data
	1st Grade Team	Sunset Heights Elementary School	Gathers Grade Level ELA and Math Data
	K Team	Sunset Heights Elementary School	Gathers Grade Level ELA and Math Data
	3rd Grade Team	Sunset Heights Elementary School	Gathers Grade Level ELA and Math Data
	4th Grade Team	Sunset Heights Elementary School	Gathers Grade Level ELA and Math Data
	5th Grade Team	Sunset Heights Elementary School	Gathers Grade Level ELA and Math Data
	Para Educator	Sunset Heights Elementary School	Gathers Behavior Data
Garth McKinney	Assistant Superintendent	Nashua School District	Gather Performance Data compared to the District

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

a) **Performance Data**	b) **Non-Performance Data**	c) **Perception Data**	d) **Process Data**	e) **Other**
1. Iready 1st-5th ELA and Math 2. BAS (Benchmark Assessment System)-ELA K-5th 3. SAS Data	Attendance, Retention, Special Education, ELL, Demographic, Census	1. School Surveys/Feedback 2. Collaboration within and across grade levels during ER.	1. **Mid-year check in with teachers** 2. **Schoolwide Schedule and support**	Number of students with Social Emotional needs DCYF reports, Suicidal Ideation reports. Restraint/seclusion/suspensions

3. Data Collection: Focus Areas Examples (Data should be valid and reliable)

a) Performance Data- iReady

Fall 2018 Proficiency

Subject	On/Above Level	Level Below	2 or More Levels Below
Math	22%	39%	21%
ELA	30%	48%	23%

Fall 2018 Growth

Winter 2019 Proficiency

Subject	On/Above Level	Level Below	2 or More Levels Below
Math	53%	39%	9%
ELA	54%	34%	12%

Winter 2019 Growth

Spring 2019 (3nd Trimester)-

Subject	On/Above Level	Level Below	2 or More Levels Below
Math	73%	21%	6%
ELA	67%	23%	10%

Fall 2018 Proficiency Chart Reading
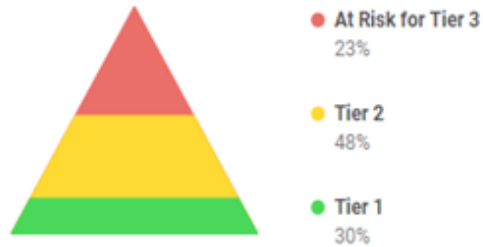
Overall Placement

- **At Risk for Tier 3**
  23%
- **Tier 2**
  48%
- **Tier 1**
  30%

Spring 2019 Proficiency Chart Reading

Overall Placement

- **At Risk for Tier 3**
  10%
- **Tier 2**
  23%
- **Tier 1**
  67%

Fall 2018 Proficiency Chart Math

Overall Placement

- **At Risk for Tier 3**
  21%
- **Tier 2**
  57%
- **Tier 1**
  22%

Spring 2019 Proficiency Chart   Math

Overall Placement

- **At Risk for Tier 3**
  6%
- **Tier 2**
  21%
- **Tier 1**
  73%
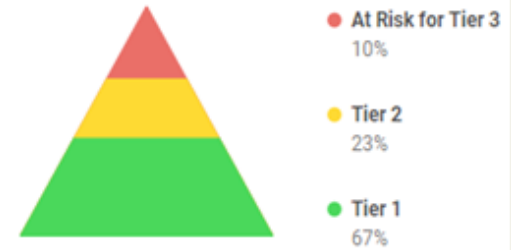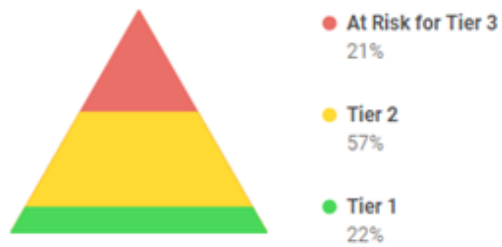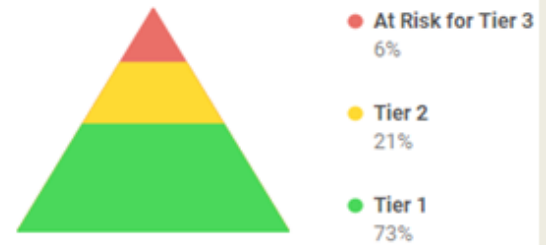
Analysis: The majority of our students make a year or more of growth each school year with receiving strong tier 1 instruction as well as research based interventions. There are also more students on grade level by the end of the school year because of strong tier 1 instruction and effective use of intervention.

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 continue to implement the Lucy Calkins units of study in reading through a readers workshop model.

- Teachers, K-5, will continue to use word study/phonics systems(F&P and Word Journeys) and best practices based on the CCSS, Continuum and the NSD Foundational Skills progressions.

- All student will receive a Benchmark in the first trimester, below level students in the second trimester and all students in the third trimester. Analyze these benchmarks to drive literacy instruction.

- Teachers will complete all modules of Eureka Math with fidelity. They will receive PD on differentiation for Tier 2 and Tier 3.

- Administer the additional BAS (letter naming, letter sounds, & phonological awareness) assessments to incoming kindergarten and current first grade students.

- Utilize Reading Workshop or Daily Five 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.

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

Student Demographics over the last five years

	2014	2015	2016	2017	2018
Students Enrolled	415	377	384	391	399
Kindergarten	47	39	35	59	61
1st Grade	70	62	71	57	66
2nd Grade	72	58	63	75	60
3rd Grade	84	66	52	72	73
4th Grade	80	80	84	60	70
5th Grade	62	72	89	68	69
Gender: Male/Female	217/198	202/175	178/206	217/174	167/232

ELL students	31	38	60	71	78	
Homeless/Transitional	6	5	9	3	6	
Free Lunch Reduced Lunch	41.6%	39.6%	38.8%	37.3%	40.6%	

Analysis: Based on the last five years of data, our students coming from low socio-economic households has remained steady at about 40%. Information provided from the American Physiological 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.
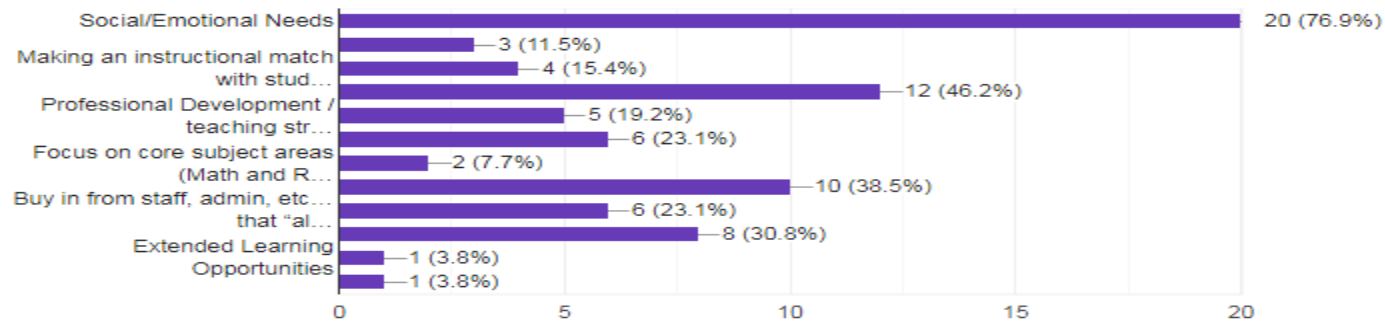
c)   **Perception Data (Insert Data Tables or Description here)**

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.

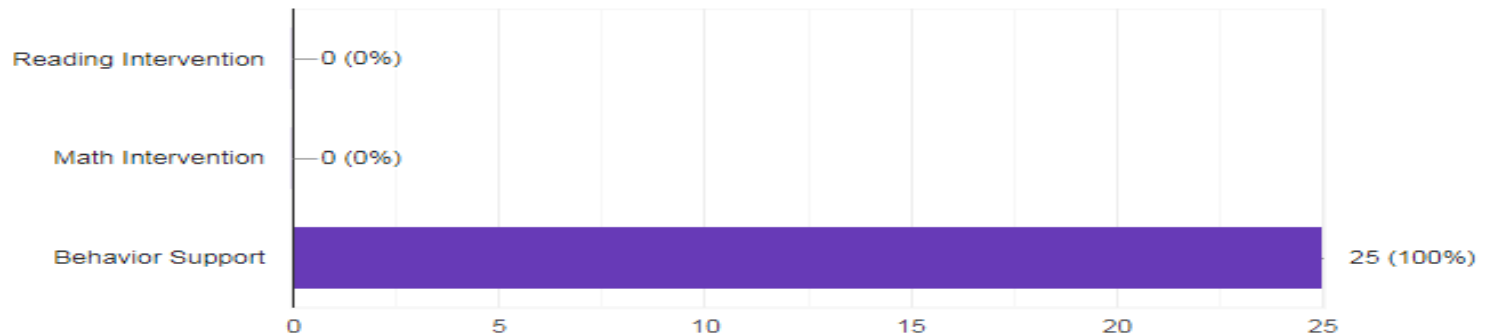## Put a check mark next to ONLY your top THREE of the following...

26 responses

- Social/Emotional Needs — 20 (76.9%)
- Making an instructional match with stud... — 3 (11.5%)
- — 4 (15.4%)
- Professional Development / teaching str... — 12 (46.2%)
- — 5 (19.2%)
- Focus on core subject areas (Math and R... — 6 (23.1%)
- — 2 (7.7%)
- Buy in from staff, admin, etc... that "al... — 10 (38.5%)
- — 6 (23.1%)
- Extended Learning Opportunities — 8 (30.8%)
- — 1 (3.8%)
- — 1 (3.8%)

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

NHDOE 9/2017

First Priority

25 responses

Category	Value
Reading Intervention	0 (0%)
Math Intervention	0 (0%)
Behavior Support	25 (100%)

Analysis: Based on the 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.

Conclusion: Students are in need of support in the area of social emotional and behavior support. Class room 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**

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 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. 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, K-5, will continue to implement the Lucy Calkins units of study in reading through a readers 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 student will receive a Benchmark in the first trimester, below level students in the second trimester and all students in the third trimester. 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. They will receive PD on differentiation for Tier 2 and Tier 3.

- Administer the additional BAS (letter naming, letter sounds, & phonological awareness) assessments to incoming kindergarten and current first grade students.

- Utilize Reading Workshop or Daily Five 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

- Continue using a science notebook with students, support with collaboration. Provide examples of different types of notebooks for teacher review, as well as district expectations when available. Begin to use a rubric to for students to use for revising and scoring.

- 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

- Teachers will embed social studies grade level content into their writing units of study

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

Students with Social-Emotional Goals on IEP	
Kinder	1
1st	7
2nd	1
3rd	2
4th	10
5th	4

Students with 504 plans	
Kinder	1
1st	3
2nd	4
3rd	6
4th	1
5th	7

*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, 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 need to intervene with social emotional needs of our students to increase academic achievement.
- We need to provide more support to students who are struggling with their self-regulation and social skills to improve their performance in academic areas.
- We need clear schoolwide expectations
- We need 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 iReady, BAS, Classroom performance, behavioral data, and social emotional needs. The criteria was 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.