



Title I Schoolwide Program Plan

μ This schoolwide plan template is to be used for both the initial plan and annual updates.

of the community.

μ Please use this plan in combination with the Schoolwide Program Plan Rubric.

**Comprehensive Needs Assessment
Mt. Pleasant Elementary**

Name of School: Mt. Pleasant Elementary

School Year: 2023-2024

Current Poverty Rate: 73.20%

Letter of Intent submitted on: NA

**Schoolwide Planning Team (members and their affiliation):
Jacqueline Okonak -Principal, Sarah Caouette -Assistant Principal,
Planning process began on: October 2023
Plan submitted on:**

Please check the appropriate option:

Initial Plan

Annual Update (Please leave the original Schoolwide Plan intact, and add your update in the section provided beneath each plan component.

1. Decision to become a schoolwide school:

(a) What was it that prompted your interest in becoming a schoolwide school?

Mt. Pleasant Elementary School has been a schoolwide Title school for more than twenty years.

(b) How will your schoolwide program be different from your targeted assistance program and improve the outcome for struggling learners? Provide a side-by-side description which identifies the intended changes, before and after, included in your school's reform plan. We need to understand what will be different and how Title I funds will add value to the existing school curriculum and instruction.

We will continue to use our Title I funds to provide supplemental supports for students. All students are screened multiple times per year to assess their progress towards grade level standards. In reading, all students are screened using mClass Dibels. This data is analyzed and students can be referred for additional intervention. Formal data analysis and intervention grouping team meetings are held three times a year. However, a student can be referred into or out of intervention at any time. The school data team examines school-wide data (including academics, attendance, and behavior) on a monthly basis and flags students who need additional support.

Intervention groups are run by several staff members. We have three special education case managers, three ELL teachers, and a reading specialist, all funded by the district. In addition, we have 3 intervention teachers (.8 FTE) funded by Title One. These teachers collaborate with classroom teachers to provide targeted small group instruction to students in grades K-3 on a daily basis. Group times will be 30 minutes each, as our building schedule will be under Department of Justice requirements. Wilson FUNdations and Heggerty are utilized for students struggling with phonetic concepts. We are currently researching programs for math intervention. These instructional programs will be purchased primarily using Title One funds. Collaboration between interventionists and classroom teachers is critical to determine students in need of intervention, the focus area of the intervention, and the plan for intervention.

Professional development and team collaboration times focus on delivering high quality programming for all students. Students receive daily instruction in the CCSS in language arts and math. Teachers have and will continue to receive support in implementing the Science of Reading. Supporting materials include the Foundations, Heggerty, and Geodes and intervention teachers collaborate with classroom teachers to provide targeted small group instruction for both academics and behavior to students in grades K-5 on a daily basis. Group times for Title I reading interventionists, ELL teachers, are 30 minutes. Heggerty and Wilson Foundations are two of the main interventions used for early literacy intervention. Online tools such as Zearn, and Lexia Core 5, are used to supplement math, reading, and writing instruction. These online instructional tools have been purchased using district and Title I funds. We use Choose Love system and structures to guide our behavior expectations. This includes the TRUST team, use of chill zones, zones of regulation, and frequent check-ins with students who are experiencing trauma.

Professional development and team collaboration times focus on delivering high quality programming for all students. Students receive daily instruction in the CCSS in language arts and math. Teachers have and will continue to receive support in implementing instructional practices/strategies that are fulamm(g)

Annual Update to this component:

(b) Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all families and members of the

Professional development and team collaboration times focus on delivering high quality programming for all students. Students receive daily instruction in the CCSS in language arts and math. Teachers have and will continue to receive support in implementing the Science of Reading. Supporting materials include CKLA, Geodes, Decodable readers, UFLI materials, Heggerty and Foundations. In math, teachers will be utilizing the Eureka Squared math program as a core resource to support their instruction of the standards as well as PD with Karolyn Wurster. Manipulatives, including Rekenreks and cluster cards, are utilized to differentiate and support the learning of all students. Professional development and support is provided on an on-going basis to support this

Á}œIX d Z œ• Z À v Pµ] }v Z}Á š}]P ‰œ]vš} šZ]œ À œ]}µ• r šdetermine student progress towards grade level standards. Based on this data, teachers provide additional targeted small group lessons utilizing reteaching lessons from the core programs as well as supplemental lessons to support struggling learners.

Annual Update to this component:

Use effective methods and instructional strategies that are based on scientifically based research that:

- i. Strengthens the academic program;

Professional development and team collaboration times focus on delivering high quality programming for all students. Students receive daily instruction in the CCSS in language arts and math. Teachers have and will continue to receive support in implementing a high quality, science-of-reading based instruction. In math, teachers will be utilizing the Eureka squared math program as a core resource to support their instruction of the standards.

Improve student learning outcomes across the curriculum by continuing to develop and implement the Choose Love program and through Zones of Regulation

Classroom teachers, UA's, Guidance and SW will teach classes, or support students in K-5 with Choose Love and the Zones of Regulation	Principal Assistant Principal Classroom teachers UA's Guidance Social Worker	August 2023 to June 2024	Student Participation Journals Classroom Observations Choose Love recognition board
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Choose Love systems and structures to guide our behavior expectations. Online tools such as Zearn and LexiCore 5 are used to supplement math, reading, and writing instruction. SAS end-of-year testing data is also used for reading and math.

Professional development and team collaboration times focus on delivering high quality programming for all students. Students receive daily instruction in the CCSS in language arts and math. Teachers will continue to receive support in Science of Reading. In math, teachers will be utilizing the Eureka math program as a core resource to support their instruction of the standards. Manipulatives, including Rekenreks and cluster cards, are utilized to differentiate and support the learning of all students. Professional development and support is provided on an on-going basis to support this work. Teachers have been guided

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Monthly newsletters, parent-teacher conferences, open house, school and district websites, assessment reports are mailed home, standards-based report cards with standards-based comments each trimester, district curriculum documents (online), Leadership committee (3x a year), Staff monthly meetings, weekly grade level collaborations, and professional development during early release and service days.

Annual Update to this component:

(d) What strategies will be implemented to increase family and community involvement in decision making opportunities about school programs and their child's education?

Our goal for the coming year is to begin a Coffee and Conversation monthly group to share ideas and discuss issues. Our PTO is strong and will continue to include all parents in our school community.

The family engagement coordinator works closely with parents to achieve the following:

A. Involve parents and family members in jointly developing the Nashua School District's

Title 1, Part A plan under section 1112, and the development of school support and improvement plans under section 1111(d).

B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all Title I schools within the Nashua School District in planning and implementing effective parent and family involvement activities. These activities must improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

C. Coordinate and integrate parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;

D. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying,

E. Use the findings of such evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the parent and family engagement policies described in this section; and

F. Involve parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the Nashua Title I Part A Schools

Annual Update to this component:

- (e) List specific training activities and decision making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement, the district parent/guardian involvement policy, the school - parent/guardian compact and school plan).

Parents are involved in two main ways. We have an active PTO. This group serves as a forum for sharing information and soliciting input on programs and initiatives. In addition, this group plans family nights in conjunction with school staff. Several of these evenings are academic in nature and focus on the needs of diverse, as well as provide more culturally relevant events for our families.

Describe the opportunities and expectations for teacher involvement in using academic assessment data to improve student academic achievement. Teachers formally benchmark students in reading three times a year (once a trimester) using formal tests, unit tests, unit notes, unit tests) regularly to improve academic achievement. Teachers formally benchmark students in reading three times a year (once a trimester). Teachers also use Eureka diagnostic data that is given three times a year to drive instruction. They also use mClass Dibles, SAS Data to inform their ELA and Math instruction.

Grade level and vertical PLC collaborations, grade level planning times, monthly early release days, f colls2706.1hf co E

(a) Schoolwide programs are expected to use the flexibility available to them to integrate services & programs with the aim of upgrading the entire educational program and helping students reach proficient & advanced levels of achievement.

Annual Update to this component:

(b) Consider consolidating, or "braiding", funds from Federal, State, and local sources, so a schoolwide program school can address its needs using all of the resources available to it. This gives a school additional flexibility in its use of available resources to meet the specifically identified needs of its students.

Annual Update to this component:

Date:

