



## Title I Schoolwide Program Plan

- This schoolwide plan template is to be used for both the initial plan and annual updates. Please provide a brief summary for each component. If you have additional documentation, please be sure to identify the section as described below in the appendices.
- This document is intended to be posted publicly on school websites and readily available to families and members of the community.
- 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 fully aligned with how the brain learns. These strategies are based on the most recent brain research in education. We are working with Alison Roy to develop better behavior management for our students.

In math, teachers will be utilizing the Eureka Squared 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 on how to dig deeper into their various data sets for math and reading through PLC's in order to determine students not making adequate 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.

- We will continue to utilize grade level PLC meetings to allow grade level teams to work together, look at the data, and make informed instructional decisions
- We will use the data collected to group students according to their literacy needs. All students will be assigned a tier group and all service providers will be assigned a group at each grade level. Instruction will be focused on the literacy needs of each group.
- Heggerty, Foundations will continue to be used as early literacy intervention programs.
- Provide additional culturally responsive and culturally representative books for students who struggle with the English language to add to the book room and/or classroom guided reading libraries.
- We will continue to keep our Tier I instruction aligned with how the brain learns.
- Carefully design new learning commons throughout the library space, with multi-use furniture, modifiable learning spaces and mobile computing. Confining shelving to the perimeter of the commons allows for central areas to be filled with adaptable furniture, easily configurable to meet a wide range of student/instructional needs. Create a large group area where there is flexible lounge seating to encourage creativity and critical thinking skills. To help students stay engaged and be productive, all of the furniture is ergonomically designed to support active learning.

**(c) What are your goals in becoming a schoolwide school? What will the impact of this transition look like for your students.**

Mt. Pleasant Elementary School is already a schoolwide school.

**2. A comprehensive needs assessment of the whole school:**

**Annual Update to this component:**

**(a) Provide a brief description of the school, attendance area, and surrounding community.**

School Narrative –

Mount Pleasant Elementary is a school-wide Title I neighborhood school with an enrollment of about 261 students. Our current poverty level is 73.2%. Our attendance rate is 79%.

**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 community (including regular education, special education, talented and gifted, migrant, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children and historically underserved populations.**

Our Curriculum Instruction and Assessment team (CIA) analyzed summaries of the data listed in this document. The Comprehensive Needs Assessment was then created in light of the needs identified through those data sources. The CIA Team is inclusive of teachers, administration, and parents.

**Annual Update to this component:**

**(c) Summarize strengths and needs of the school's current educational program. Provide historical evidence of results related to activity outcomes.**

Our school's current educational program has many strengths. Our students, on average, consistently make more than a year's growth in reading and math, as measured by the assessments listed above. In terms of our school environment, we have a shared leadership structure with all staff involved in committees working in conjunction with school administration, to ensure the highest rigor in academics and behavior. Our staff also has a strong collaborative culture. Teachers meet to collaborate on issues concerning curriculum, instruction and assessments on a regular basis. This includes meeting formally through grade level PLC's and informally during planning periods.

While we have many strengths, there are also opportunities for growth. While some of our students demonstrate academic growth each year, we still have many students that are not reaching grade level standards, as measured by mClass Dibels, SAS assessment, and Eureka end-of-module assessment.

**Annual Update to this component:**

**(d) As a result of this current comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed this year in the schoolwide plan.**

Gaps continue to be seen across grade levels in mastering higher level skills such as explaining answers and integrating information from multiple sources. Beyond and about the text comprehension in both Literary and Informational texts and Tier 2 vocabulary was a need for all subgroups. Students in transition continue to need support with basic needs such as school supplies, and frequently require social-emotional support. Also, we need support for Tier 2 and 3 behaviors, which has prompted us to work with Alison Roy.

**Annual Update to this component:**

### **3. Implementation of schoolwide reform strategies that:**

**Provide opportunities for all children to meet proficient and advanced levels of student academic achievement.**

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 work. Teachers have been guided on how to dig deeper into their various data sets for math and reading through PLC's in order to determine students not making adequate 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. 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 on how to dig deeper into their various data sets for math and reading through PLC's in order to determine students not making adequate 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:**

**ii. Increases the amount of learning time during the school day as well as outside programming;**

Mt. Pleasant Elementary follows the DOJ scheduling recommendations for more consistent instructional blocks in the master schedule for ELA, Math, Writing, and Content areas. We have cut down on daily interruptions and have protected blocks of time. Each grade level has a daily intervention/enrichment block.

**Annual Update to this component:**

**iii. Includes strategies for serving historically underserved populations, including but not limited to: New Americans, EL students, homeless and migrant students;**

We will continue to use our Title I funds to provide supplemental support for students. All students are screened using the mClass Dibels at the beginning of the school year. In addition, students are assessed using various teacher-generated assessments. These are created within grade level PLC's and shared with support/intervention staff. This data is used to flag students for intervention, as well as to determine groupings and instructional levels in reading. In

math, all students take the Eureka Squared end-of-modular assessments. This data is analyzed and students can be referred for additional intervention. Formal data analysis and intervention grouping team meetings are held at least once a month in grade level PLCs. However, a student can be referred into or out of intervention at any time. The school PLC teams examine grade level data (including academics, attendance, and behavior) on a quarterly basis and flag students who need additional support. Behavior data is viewed through the X2 Aspen data collection tool.

Intervention groups are run by several staff members. We have 3 special education case managers, 3 ELL teachers, and a reading specialist, all funded by the district. In addition, we have 3 reading teachers (.8 FTE) funded by Title One, and a Social Worker. All of these support/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 and ELL teachers are 30 minutes each. Wilson FUNdations is utilized for students struggling with phonetic concepts. We use Choose Love and structures to guide our behavior expectations. Online tools such as Zearn and LexiCore 5 are also used to supplement math, reading, and writing instruction.

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 the SoR and several grade levels are piloting CKLA. In math, teachers will be utilizing the Eureka Squared 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 on how to dig deeper into their various data sets for math and reading through PLC's in order to determine students not making adequate 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:**

**iv. Includes strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards;**

All students are screened multiple times per year to assess their progress towards grade level standards. This data is analyzed and students can be referred for additional intervention. In addition, students are assessed using Dibels each trimester to determine progress in phonemic awareness and reading. This data is used to flag students for intervention, as well as to determine groupings. All new students are given the Dibels within two weeks of enrolling in school. In math, all students use Zearn. This data is analyzed and students can be referred for additional intervention. Formal data analysis and intervention grouping team meetings are held three times per year. However, a student can be referred into or out of intervention at any time. The school CHAT team examines school-wide data (including academics, attendance, and behavior) on a monthly basis and flags students who need additional support. The TRUST team meets weekly to address students who have experienced trauma.

Intervention groups are run by several staff members. We have 3 special education case managers, 3 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-5 on a daily basis. Group times are typically 30 minutes each. These instructional programs have

been 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.

**Annual Update to this component:**

**v. Addresses how the school will determine if those needs of the children have been met: the impact of the program on the students;**

Students are assessed using various teacher-generated assessments. These are created within grade level PLC's and shared with support/intervention staff. This data is used to flag students for intervention, as well as to determine groupings and instructional levels in reading. All new students are given the Dibels assessment within two weeks of enrolling in school. In math, all students take the Eureka end-of-modular assessments. This data is analyzed and students can be referred for additional intervention. Formal data analysis and intervention grouping team meetings are held at least once a month in grade level PLCs. However, a student can be referred into or out of intervention at any time. The school PLC teams examine grade level data (including academics, attendance, and behavior) on a quarterly basis and flag students who need additional support. Behavior data is viewed through the X2 Aspen data collection tool.

**Annual Update to this component:**

**vi. Are consistent with and are designed to implement state/ local improvement plans.**

Mt. Pleasant Elementary's Title I plan is based on our School Improvement Plan goals/action steps, as well as the Nashua School District's goals/action steps.

**vii. Action Plan and Timeline**

viii. Provide an Action Plan and Timeline for implementation.

**Mount Pleasant Building Goal #1 2023-2024:** Facilitate the implementation of new research-based instructional practices relative to the ELA curriculum so that students will demonstrate improved achievement toward reading and writing proficiency. Focus on Tier 1 instruction toward the five components of reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary)

Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Provide students with high-quality core instruction in combination with explicit literacy interventions based on individual student needs.	Classroom Teachers Reading Specialist SPED Teachers ELL Teachers Title I Teachers Administration	Ongoing 2023-2024 School Year	<ul style="list-style-type: none"> <li>• Growth monitored using Heggerty</li> <li>• Growth monitored using Lexia</li> <li>• Dibels data</li> <li>• Formative Assessments</li> </ul>
Increase student achievement across all grade levels in the areas of phonemic awareness, phonics and reading comprehension.	Classroom Teachers Reading Specialist SPED Teachers ELL Teachers Title I Teachers Administration	Ongoing 2023-2024 School Year	<ul style="list-style-type: none"> <li>• Collecting data using Dibels, Heggerty</li> <li>• Growth monitored using Lexia/Boost</li> <li>• Dibels data</li> <li>• Formative Assessments</li> <li>• CKLA data from piloting teachers</li> </ul>

Implement grade-level professional learning communities.	Classroom Teachers Reading Specialist SPED Teachers ELL Teachers Title I Teachers Administration	Ongoing 2023-2024 School Year	<ul style="list-style-type: none"> <li>Grade levels meet every other week and 4 Faculty meetings a year</li> <li>Develop Grade Level Goals</li> <li>Using 4 Key Questions in our work <ol style="list-style-type: none"> <li>1.What should students be able to know and do</li> <li>2.How will we know if they have learned it</li> <li>3.What do we do if they haven't learned it</li> <li>4.What do we do if they have learned it</li> </ol> </li> </ul>
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**Mount Pleasant Building Goal #2 – 2023-2024:**

- Increase student achievement in mathematics fostering collaboration and consistency across all grade levels .

<b>Strategies and Action Steps</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Provide students with high-quality core instruction in combination with explicit math interventions based on individual student needs.	Administration Classroom Teachers Special Educators District Math peer coaches	Ongoing 2023-2024 School Year	<ul style="list-style-type: none"> <li>All grade level teachers and administrators will continue the development and implementation of strategies for Tier 1 and Tier 2 students in grades K-5.</li> </ul>
Students experience research driven best intervention practices as needed. All teachers including regular educators, and Special Educators use researched intervention practices and tools including concrete manipulatives (Rekenrek, cubes/longs, Cluster Cards) and pictorial representations (number bond, tape diagram, area model and number line) along with Eureka resources.	Administration Classroom Teachers Special Educators District Math peer coaches	Ongoing 2023-2024 School Year	<ul style="list-style-type: none"> <li>WIN time groups with help of all staff (UA teachers, SW, Guidance counselor, etc.)</li> <li>Exit Tickets</li> </ul>
Implement grade-level professional learning communities.	Classroom Teachers SPED Teachers ELL Teachers Title I Teachers Administration	Ongoing 2023-2024 School Year	<ul style="list-style-type: none"> <li>Grade levels meet every 3 weeks and 4 Faculty meetings a year</li> <li>Develop Grade Level Goals</li> <li>Using 4 Key Questions in our work <ol style="list-style-type: none"> <li>1. What should students be able to know and do</li> <li>2. How will we know if they have learned it</li> <li>3. What do we do if they haven't learned it</li> <li>4. What do we do if they have learned it</li> </ol> </li> </ul>

**Mount Pleasant Admin Personal Goal 2023-2024:**



- 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	<ul style="list-style-type: none"> <li>• Student Participation</li> <li>• Journals</li> <li>• Classroom Observations</li> <li>• Choose Love recognition board</li> </ul>
TRUST Team	Principal Assistant Principal District Behaviorist Guidance Social Worker	Weekly 2023-2024 school year	<ul style="list-style-type: none"> <li>• Weekly check-in about students needing support</li> <li>• Attendance check-in/SRO Officer notified if necessary</li> <li>• Action plan with classroom teachers regarding behaviors</li> <li>• Parent phone calls if necessary</li> </ul>
Attendance Team	Principals Social Worker Counselor School Secretary	Monthly	<ul style="list-style-type: none"> <li>• Monthly review of attendance</li> <li>• Send home letters/Form to teachers</li> <li>• Notify TJ</li> <li>• Notify DCYF</li> </ul>

We will continue to use our Title I funds to provide supplemental support for students. This data is analyzed, and students can be referred for additional intervention. In addition, students are assessed using various teacher-generated assessments. These are created within grade level PLC's and shared with support/intervention staff. This data is used to flag students for intervention, as well as to determine groupings and instructional levels in reading. All new students are given the benchmark assessment within two weeks of enrolling in school. In math, all students take the Eureka end-of-modular assessments. This data is analyzed, and students can be referred for additional intervention. Formal data analysis and intervention grouping team meetings are held at least once a month in grade level PLCs. However, a student can be referred into or out of intervention at any time. The school PLC teams examine grade level data (including academics, attendance, and behavior) on a quarterly basis and flag students who need additional support. Behavior data is viewed through the X2 Aspen data collection tool.

Intervention groups are run by several staff members. We have 3 special education case managers, 3 ELL teachers, and a reading specialist, all funded by the district. In addition, we have 3 reading teachers (.8 FTE) funded by Title One. All of these support/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, and ELL teachers are 30 minutes each. Wilson FUNdations is utilized for students struggling with phonetic concepts. We use

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 on how to dig deeper into their various data sets for math and reading through PLC's in order to determine students not making adequate 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.

#### **4. Highly qualified teachers in all core content area classes:**

**(a) Describe how the school will ensure that qualified professional staff is employed at the school and how the staff will be employed in a manner that best enhances this schoolwide plan.**

All Staff meet the highly qualified requirements.

**Annual Update to this components:**

**(b) Ensure that all paraprofessionals (regardless of funding source) employed at this school meet all qualification requirements. Documentation must be kept on file at the school...**

All paraprofessionals meet the highly qualified requirements.

**Annual Update to this component:**

#### **5. High quality and ongoing professional development for teachers, principals, and paraprofessionals:**

**(a) Describe the process of determining the professional development needs of all principals, teachers, paraprofessionals, and others as appropriate in this Title I schoolwide program.**

Professional development is based on staffing needs and the School Improvement Plan. This is in addition to observation data, testing data, building and district initiative and school and district goals. We provide professional development based on research best practices in the areas of Tier I instruction, PLC facilitation, Choose Love/SEL strategies. This professional development is followed up by grade-level and vertical PLC collaborations, individual coaching and administration observations.

**Annual Update to this component:**

**(b) Describe how the school will implement high quality and ongoing professional development that meets the school's identified needs relative to the schoolwide program.**

Our professional development activities for the coming year will have three main foci:

1. Tier I Instruction: Continued work with Science of Reading
2. PLC Facilitation: Continued work implementing with fidelity the DuFour model of PLC's in all grade levels and areas
3. Choose Love/SEL: Continued work with the

**Annual Update to this component:**

### **6. Strategies to attract high-quality, highly qualified teachers to the school:**

**Describe the strategies that are used to attract and keep highly qualified staff.**

We have a job fair in the Spring that attracts many highly qualified staff to our school. We provide a new teacher mentor program that lasts two years which includes a cohort for professional development, individual coaching and collaboration meetings. Administration provides frequent feedback through formal and informal observations providing supports when needed. Mt. Pleasant provides frequent team collaboration, planning and professional development. Our school has committees that promote shared leadership and give staff a voice in the decision-making process.

**Annual Update to this component:**

### **7. Strategies to increase family and stakeholder involvement:**

**(a) Describe the process for involving stakeholders (school, family and community) in the design, implementation, and evaluation of the schoolwide plan.**

Our School Improvement Plan Team analyzed summaries of the data listed previously in this document. The Comprehensive Needs Assessment was then created in light of the needs identified through those data sources. The CIA Committee will review this plan and formulate a time to review with parents for input.

**Annual Update to this component:**

**(b) Describe and document how stakeholder input was used to develop the schoolwide plan.**

We took input from all stakeholders that are represented on the CIA Team to design the plan. The plan was designed from the input from all PLC's. Our SPED department's input was that our tier three students are struggling with phonemic awareness and decoding and encoding in their small groups. They need PD in Science of Reading and also need additional kits to use as a literacy intervention. Classroom teachers have expressed that some students are not motivated to learn and our struggling with basic needs. Our 21<sup>st</sup> Century coordinator and The Boys & Girls Club expressed that some students that come to their programs afterschool are struggling with behavior (respect, responsibility, and safety) resulting in major write-ups. Some parents have expressed that their children are struggling to do their homework.

**Annual Update to this component:**

**(c) Describe how stakeholders will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet.**

- 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 our school's programs and initiatives. In addition, this group plans family nights in conjunction with school staff. Several of these evenings are academic in nature including Open House and various academic nights. Our school's goal for the coming year is to continue to expand our parent group to be larger and more diverse, as well as provide more culturally relevant events for our families.

The other way parents give input is through parent teacher conferences. Parent communication is reciprocal and is a critical component of a student's programming. Classroom and Interventionist teachers communicate with parents regularly regarding students' progress and any areas of concern. Having parents read with children nightly is also a critical part of the school program.

**Annual Update to this component: Communication will stay the same at this point.**

**(f) Describe the yearly parental and staff evaluation of the schoolwide program and how this information is used to improve the plan.**

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 7(f) in appendix.

This plan will be evaluated three times (December, March, June) a year by the CIA Team. We will analyze the data, action steps, and narratives to ensure they are up-to-date and represent the needs of our entire school community.

**Annual Update to this component: This plan will stay the same this year.**

**8. Where appropriate, plans for assisting children in the transition process:**

**Describe the preschool, K to 1<sup>st</sup> grade, elementary to middle school, and middle to high school transition processes in place.**

An orientation is offered in June for all incoming preschoolers. Students are screened and information is provided to parents. Students are introduced to teachers, administrators, and counselors and provided with a tour of the school. Private tours are offered for any student or parent needing additional information or exposure to the school environment. A blast-off to kindergarten program is offered for four weeks over the summer for students who lack pre-requisite early learning or social skills. An open house for kindergarten students and their parents is offered on the first day of school.

**Annual Update to this component:**

**9. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement:**

**Describe the opportunities and expectations for teacher involvement in using academic assessment data to improve student academic achievement.**

Teachers use academic assessment data within their grade level PLC's (exit slips, notebook entries, pre/post assessments, performance tasks, conference 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, formal PLC meetings once a month, faculty meetings and before and after school committees are the venues in which teachers collect, compile, analyze and use the data to inform instruction.

**Annual Update to this component:**

**10. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance:**

**Describe the effective, timely, additional activities and programs provided to students who are having difficulty in meeting academic expectations.**

Research-Proven Instructional Strategies

Intervention groups are run by several staff members. We have 3 special education case managers, 3 ELL teachers, and a reading specialist, all funded by the district. In addition, we have 3 reading interventionist teachers (.8 FTE) funded by Title One, as well as 1 Social Worker funded through Title 1. All of these support/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/math interventionists, ELL teachers, and SEL teachers are 30 minutes each. Wilson FUNdations and Heggerty are utilized for students struggling with phonetic concepts. We use the Choose Love structures to guide our behavior expectations. Online tools such as Zearn, LexiCore 5, are also used to supplement math, reading, and writing instruction. These online instructional tools have been purchased using district and Title I funds.

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 the 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 on how to dig deeper into their various data sets for math and reading through PLC's in order to determine students not making adequate 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:**

**11. Coordination and integration of federal, state and local services and programs (could include programs under this Act, nutrition programs, housing programs, Head Start, adult education, vocational and technical training programs):**

(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:

(c) A list of programs that will be consolidated under the schoolwide plan (if applicable).

NA

Annual Update to this component:

## 12. Program Evaluation:

a. Steps included to continually monitor implementation for problems, feedback, and adjustments.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document.

Monitoring of plan by CIA Team 3 times per year.

Annual Update to this component:

b. Annual Program Evaluation Policy, involving school staff, families and community members, using performance, non-performance, process, and perception data.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document.

Program evaluation will be monitored by the CIA Team through the lens of the data sources listed above. We will also monitor implementation through the parent and student surveys facilitated through our work with culturally responsive teaching and learning.

**Annual Update to this component:**

**13. Letter of Intent:**

Letter of intent is attached to the Title IA Grant

Date:

**Appendices**