Mount Pleasant Elementary School
2019/2020 Title I Needs Assessment

Needs Assessment Committee Members

Name	Title	Affiliation/Stakeholder Group
Richard Boardman	Principal	MTPE Administration
Amanda Cirrone	Assistant Principal/Instructional Leader	MTPE Administration
Open	Title I Home/School Coordinator	MTPE, Title I
Paula Daneau	Guidance Counselor	MTPE
Amanda DeSousa	Social Worker	MTPE
Deborah Britenriker	Reading Specialist	MTPE, Title I
Kristin Mullen	Title I Teacher	MTPE, Title I
Kim Girourard	Kindergarten Teacher	MTPE
Diane Merchant	1st Grade Teacher	MTPE
Molly Liakos	2nd Grade Teacher	MTPE
Danielle Marotte	3rd Grade Teacher	MTPE
Tim Caster	4th Grade Teacher	MTPE
Donna Collins	5th Grade Teacher	MTPE
Susanna Gagnon	Special Educator	MTPE
Lisa Blanchette	Art Teacher	MTPE
Danielle St. Hillaire	PTO President	MTPE, Parent, PTO

Data Sources

1) *Performance Data:*	2) *Non-Performance Data:*	3) *Perception Data:*	4) *Process Data:*
- iReady 1st-5th ELA and Math - BAS (Benchmark Assessment System) – ELA K-5th - Early Literacy Skills Assessment – K & 1st - NHSAS – ELA & Math	- Absence and tardy data - Discipline referrals - Poverty rate - Intervention protocols	- Culture/climate survey - Title I parent survey - PTO feedback	- Lucy Calkins Writing Units of Study Writing Assessments (N, I, O) K-5th - Eureka Unit Assessments – K-5th - Science/Social Studies Performance Tasks

Data Collection

1) **Performance Data – June 2019 (3rd Trimester)**

iReady Data

Subject	On/Above Grade Level	Level Below	2 or More Grade Levels Below
Math	46%	40%	14%
ELA	46%	34%	20%

2018/2019
3rd Trimester BAS Data

Grade Level	% Below Expected Level	% At or Above Expected Level
K	22%	78%
1	33%	67%
2	36%	64%
3	29%	71%
4	36%	64%
5	28%	72%

NHSAS 2019

Level	Above			Proficient			Approaching			Below		
Grade	3	4	5	3	4	5	3	4	5	3	4	5
ELA	11.3%	22.6%	10.6%	16.1%	22.6%	25.6%	21.0%	18.9%	51.6%	51.6%	35.8%	37.9%
Math	13.5%	15.1%	3%	21.2%	7.5%	12.1%	28.8%	32.1%	22.3%	36.4%	45.3%	57.1%

NHSAS 5th Grade Science 2019

Level	Above	Proficient	Approaching	Below
Percentage	2%	14%	22%	63%

Kindergarten Early Literacy Skills Fall 2018

55% of students did not meet expectations for letter identification, letter sounds, initial sounds, blending, segmenting, and rhyming.

Kindergarten Early Literacy Skills Spring 2019

16% of students did not meet expectations for letter identification, letter sounds, initial sounds, blending, segmenting, and rhyming.

Performance Data 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. More than 55% of our kindergarten students came into kindergarten not meeting beginning of kindergarten expectations in early literacy skills. We are seeing success with early intervention. The gaps in ELA and Math are widening as students move through the grade levels.

Performance Data 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 1 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.

- Professional development 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. Interventionist teachers need professional development in properly utilizing the Wilson FUNdations program that we have. This program better addresses phonics deficits that many of our students face.
- Teachers in grades 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 in grades K-5, will continue to use word study/phonics systems (F&P and Word Journeys) and best practices based on the CCSS, and the Nashua School District 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. Teachers will analyze these benchmarks to drive literacy instruction, develop guided reading, book clubs, independent reading levels, and intervention groups.
- Teachers in grades K-5, will complete all modules of Eureka Math with fidelity. They will receive professional development on differentiation for tier 2 and tier 3.
- Administer the additional BAS (letter naming, letter sounds, and phonological awareness) assessments to incoming kindergarten students and current first grade students.

- Utilize Fountas and Pinnell Reading Mini Lessons, Lucy Calkins Reading Mini Lessons, and a balanced literacy approach to structure literacy time so students develop lifelong habits of reading, writing, and working independently.
- Utilize a ½ time Instructional Coach to collaborate and oversee the implementation of these initiatives as well as to help facilitate grade level PLC's and collaboration time.

2) Non-Performance Data – Spring 2019

Students with more than 5 absences 2018/2019	197
Students with more than 5 tardies 2018/2019	112
Number of discipline referrals 2018/2019	207
Free/Reduced Lunch Rate	82%

Non-Performance Data Analysis:
This data points to the need for continued support for students and families in non-academic areas. Students and families need support in engaging in the educational process including arriving to school on time and attending student/family events at school. Students need support in the areas of social, emotional, and behavioral health. The poverty level amongst families is continuing to grow as well, indicating more needs for families in the areas of clothing, food, and meeting basic needs.

Non-Performance Data Conclusion:
- Refine our attendance team to include templates for recognizing good attendance and responding effectively to poor attendance.
- Provide parent education through the home school coordinator and social worker on the importance of school attendance and full family engagement in the educational process.
- Through the home school coordinator and the social worker, provide supports for families to assist them is accessing basic needs.
- Continue to implement our school food pantry and clothing closet for students and families in need.
- Utilize the social worker position to provide research-based tier two social/emotional instruction to students in need.
- Utilize a tier three data team to provide comprehensive wrap-around services for students and families with needs in multiple areas.
- Utilize the Behavior/Climate committee (including the social worker and home school coordinator) to implement the Choose Love program.

3) Perception Data

Staff overwhelmingly indicate that they enjoy working at the school, feel safe, and that there is a positive, respectful environment for students. Staff indicate that parents are welcome and that student morale is high. Staff indicate feeling overwhelmed in meeting all the needs of their students both academically and social/emotionally and that this impacts their morale at times.

In parent surveys, both via paper, as well as through PTO forums, parents indicate overall satisfaction with the school experience for their children. They are happy with programs that are offered, love the teachers, and appreciate all the resources, interventions, and supports that are available. Parents appreciate regular staff communication. Parents did indicate that they would like more information and "training" in topics such as: understanding how to monitor their child's educational progress (report cards and progress reports), assisting their child with homework, and how to build literacy skills at home.

Perception Data Analysis:

Overall, there is a lot to celebrate. Parents feel supported, but often feel they need more information in order to effectively support their children. Teachers feel happy and supported, but are often overwhelmed by all the demands of the job.

Perception Data Conclusion:

- Hold additional information and support nights for parents. Some of these will be coffee and conversation style in a small group setting, while others will be larger scale events for all families, as in literacy and math nights. School administration will work with the home school coordinator, social worker, and the PTO in order to plan for these events.
- Teachers need more time to meet and collaborate as a team, analyze data, and review curriculum. School administration will make arrangements to offer more team and cross-team planning time within staff meetings and PLC time in order to support teachers in having these collegial learning experiences.

4) Process Data – June 2019

Writing Units of Study K-5
Narrative, Information, Opinion – On Demand

Component	% on Grade Level
Lead	75%
Transitions	60%
Ending	73%
Organization	62%
Elaboration	55%
Craft	53%
Spelling	65%
Punctuation	70%

Eureka Unit Mid-Year Unit Assessment

Grade Level	% Meet Standard
Kindergarten	80%
First Grade	75%
Second Grade	73%
Third Grade	77%
Fourth Grade	64%
Fifth Grade	53%

Process Data Analysis:
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Process Data 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.

- Professional development will include a focus on balanced literacy – reading mini lessons, guided reading, effective mini lessons, high leverage independent activities, effective vocabulary instruction, and analyzing F&P benchmarks to set instructional targets and goals.
- Professional development for both classroom teachers and interventionist will consist of utilizing the Wilson FUNdations program.
- All staff will receive professional development regarding the Choose Love program and how to implement it within their classrooms.
- Teachers in grades 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.
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- Administer the additional BAS (letter naming, letter sounds, and phonological awareness) assessments to incoming kindergarten students and current first grade students.
- Utilize Fountas and Pinnell Reading Mini Lessons, Lucy Calkins Reading Mini Lessons, and a balanced literacy approach to structure literacy time so students develop lifelong habits of reading, writing, and working independently.
- Utilize a ½ time Instructional Coach to collaborate and oversee the implementation of these initiatives as well as to help facilitate grade level PLC's and collaboration time.
- Have vertical discussion to ensure common language and expectations in inquiry responses.
- Collaborate with UNH STEMbassadors to run multiple STEM programs for our students both during the school day as well as 1-2 weekend dates.
- Teachers will embed social studies grade level content into their writing units of study.

Strengths of the Educational Program as Determined by the Data Collection and Analysis:
We are making much growth in Reading, Math, Science, and Social Studies. We will continue to increase proficiency rates in all areas. Our tier 2 and tier 3 social/emotional learning group interventions are decreasing office referrals and helping students be successful in the classroom.

Areas Needing to be Strengthened as Determined by the Data Collections and Analysis:
- We need to continue to build beyond and about the text comprehension in both reading and responding.
- We need to improve writing in the areas of organization, elaboration, and craft.
- We need to build fact fluency.
- We need to add rigor to our science units.
- We need to add social studies content to our writing units of study.
- We need to continue and improve our social/emotional supports for students.
- We need to strengthen our parent outreach efforts to support families in working with their children in academics, attendance, and behavioral areas.