

Mount Pleasant Elementary School
2020/2021 Title I Needs Assessment

Needs Assessment Committee Members

<i>Name</i>	<i>Title</i>	<i>Affiliation/Stakeholder Group</i>
Richard Boardman	Principal	MTPE Administration
Amanda Cirrone	Assistant Principal/Instructional Leader	MTPE Administration
Adriana Amador Serrano	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	1 st Grade Teacher	MTPE
Molly Liakos	2 nd Grade Teacher	MTPE
Danielle Marotte	3 rd Grade Teacher	MTPE
Tim Caster	4 th Grade Teacher	MTPE
Donna Collins	5 th Grade Teacher	MTPE
Susanna Gagnon	Special Educator	MTPE
Lisa Blanchette	Art Teacher	MTPE
Emily Sand	PTO President	MTPE, Parent, PTO

School Background

Mount Pleasant Elementary has been a schoolwide Title I school for multiple years, with a simple goal, to meet the needs of all of our students. Our school is considered a Historical Building and is protected by the Historical Society. The surrounding community is a mixture of housing and industry. We are located at the top of Main Street, which is home to many local restaurants and small locally owned businesses. We are a neighborhood school that does not offer bussing to our students because all students live within the walking one mile radius. Many of our students live in low-income housing, usually covered by Section 8 federal guidelines, although our school is home to students who come from a wide range of socioeconomic backgrounds.

Mount Pleasant Elementary is a diverse elementary school serving a Pre-K-5 population. Our enrollment is typically around 300-350 students. Typically over 3/4 of our students benefit from Free and/or Reduced Lunch. Our school also provides quality education to students living in transitional housing like Nashua Children's Home and The Front Door Agency.

We host many parent involvement activities to relay this information to families. We have Open House, Conference Nights, Curriculum Nights, Celebrations of Learning, Summer Literacy, etc. Each of these events sets a different focus on the wonderful things that our school is doing and creates a home school connection that is imperative for student achievement. We send home a monthly newsletter to parents communicating important information. We've conducted parent input surveys and held parent meetings to gain input on what parents would like to see at Mount Pleasant. Our goal is to communicate essential information in an inviting way that encourages parents to take an active role in their child's education. Our goal is to allow all stakeholders to have an active voice in school improvement through the use of surveys and opportunities for feedback.

We are continuously assessing our needs as a school with a focus on social/emotional learning, math, reading, and writing achievement. Representatives on our Building Based Instructional Leadership Teams (Curriculum, SEL, Operations) discuss classroom data along with results of standardized testing (SAS, BAS, writing on-demands etc.) to analyze the effectiveness of strategies and interventions in our school.

Overall, our data analysis shows that students require additional support in basic literacy (phonics and phonemic awareness) as well as numeracy skills, specifically numbers and operations at all grade levels and in all subgroups. Learning gaps continue to be seen across grade levels in mastering higher level thinking skills, increased vocabulary, and the ability to integrate information from

multiple sources. Many of our students require support with basic needs such as school supplies as well as social-emotional supports.

Data Sources

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

1) Performance Data – June 2021 (3rd Trimester)

3rd Trimester BAS Data

Grade Level	% Below Expected Level	% At or Above Expected Level
K	92%	8%
1	94%	6%
2	91%	9%
3	92%	8%
4	86%	14%
5	82%	18%

NHSAS Fall 2020

Level	Above			Proficient			Approaching			Below		
Grade	3	4	5	3	4	5	3	4	5	3	4	5
ELA		12%	5%		12%	10%		23%	20%		53%	65%
Math		4%	2%		19%	10%		22%	26%		55%	62%

NHSAS Spring 2021

Level	Above			Proficient			Approaching			Below		
Grade	3	4	5	3	4	5	3	4	5	3	4	5
ELA	4%	8%	5%	0%	0%	13%	21%	21%	29%	75%	71%	53%
Math	4%	4%	0%	0%	4%	5%	22%	33%	13%	74%	59%	82%

NHSAS 5th Grade Science 2021

Level	Above	Proficient	Approaching	Below
Percentage	0%	5%	17%	78%

Kindergarten Early Literacy Skills Spring 2021

Skill	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Letter Recognition	32%	7%	48%	13%
Naming Sounds	59%	1%	20%	20%
Initial Sounds	10%	65%	1%	24%
Blending	0%	30%	4%	66%

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. While our Kindergarten students made progress this year, we are ending the year still seeing a high percentage of K students not meeting expectations in all areas of Early Literacy. Further, the need for tier 2 and tier 3 interventions in the older grades is evident based on the dramatically low number of students in grades 3-5 that are meeting proficiency or above in both ELA and Math. While much can be said about the learning loss through the course of the past year due to the pandemic, our students have shown in their assessment scores that they are not at or above grade level in their skills pertaining to ELA, Math, and Science.

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. While we need to build comprehension strategies across the grade levels in both literary and informational text, given where students are right now based on the 2021 data, we need to focus on the foundations of reading, writing, and math.

- 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.
- 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 (FUNdations) 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.
- Continue to build and utilize on-line learning and on-line resources for students and families.

2) Non-Performance Data – Spring 2021

Note: the data in this area has been significantly impacted by the pandemic and Covid protocols. We did not have all students in school until April 19, 2021. Because of this we saw a significant decrease in the number of discipline referrals and the number of families who were willing to provide the documentation for free/reduced lunch.

Students with more than 5 absences 2020/2021	202
Students with more than 5 tardies 2020/2021	12
Number of discipline referrals 2020/2021	1-in school suspension 3-out of school suspensions
Free/Reduced Lunch Rate	63%

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 support for families to assist them in 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 Building Based Instructional Leadership Team - SEL (including the social worker and home school coordinator) to implement the Choose Love program.
- Continue to utilize consultation and resources from Playworks to implement our Jr. Coaches 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 are increasingly looking for support and guidance with community-based services. 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 in particular with the changes of teaching in the 2020/2021 school year.

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.
- Move our Building Based Instructional Leadership team meetings (Curriculum, SEL, Operations) to after school to allow for more uninterrupted meeting time, and less time for teachers out of their classrooms.

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:

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. The process data here is from 2019, however, based on our performance data from the 2020/2021 school year, we can anticipate that the process data would be lower than what we saw in 2019. We need to continue to build student capacity to transfer knowledge from one setting to the next. The discrepancy in performance and process data suggests that students have difficulty transferring their knowledge/skills from a classroom setting/assessment to a standardized measure.

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 student capacity to retain and apply information across multiple settings.

- 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.
- 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 (FUNdations) 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 Early Literacy 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.
- 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:

This year we struggled to find success and growth in academic areas according to standardized assessments. In returning to the school building however, we most certainly saw student successes and improvements in all areas of learning. We also used the pandemic time as an opportunity to continue to build and strengthen our school climate and culture.

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.

2021/2022 Title I Proposed Activities

- Social Worker
- Interventionists – (min of 3 Title 1 Teachers with a max of 6)
 - ELA, ELL, Math, SEL
- Para's – (min of 3 Title 1 Paras with max of 6)
- Curriculum, SEL, Operations Leadership Stipends
 - Instructional Leadership SEL – 10 staff x 10 meetings x 1 hour x \$25/hr
 - Instructional Leadership Curriculum – 10 staff x 10 meetings x 1 hour x \$25/hr
 - Instructional Leadership Operations - 10 staff x 10 meetings x 1 hour x \$25/hr
- Professional Development
 - Playworks - \$5000
 - After the initial training and implementation of Playworks in 2020/2021, these funds will be used to continue consultation with Playworks for both our staff and Jr. Coaches (students). It will also cover the cost of the on-line resources for teachers and families.
 - UDL - \$5000
 - As we are currently participating in the NH UDL CAST Network, this professional development funding will allow opportunities for all staff to engage in the implementation of the UDL pillars. Our focus will be in ELA as we work to break down barriers for learning.
 - This funding would also be used to support a Leadership stipend for an implementation team. 7 staff members x 25/hr x 2 hrs x 10 months
- Blast Off To Kindergarten
- Family Engagement
- Equipment
 - Chromebook Carts