

# Title I Schoolwide Plan Highgate Elementary School, MVSD

## Instructions & Plan Purpose

*Please delete this portion above the horizontal line prior to final draft, all highlighted and bracketed sections should be filled in, brackets and highlight formatting should be removed in your final Plan. Please also delete the template contact in the footer of the first page as the school should identify their own SWP Contact.*

The Title I Schoolwide Plan Template is designed to support schools in the development of Schoolwide Plans that meet all requirements under Section 1114 of the Elementary and Secondary Education Act. Each school that operates a Title I Schoolwide Program must develop and maintain a compliant Schoolwide Program Plan. A school is not required to use this template for their SWP plan as long as their document meets all ESEA requirements. See the [Title I Schoolwide Plan Requirements document](#) for further descriptions of the required criteria.

**NOTE:** Please keep in mind this is a school-level requirement which means this document should include and address data, needs, feedback and processes that are specific to the individual Schoolwide Program School. If you want to pull information from other sources such as the [Data Inventory](#) or Continuous Improvement Plan, please cut and paste the relevant information into this document. This will ensure that once the plan is available to parents, community and the public, it can be reviewed and understood as one comprehensive Plan of the Schoolwide Program.

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**School:** Highgate Elementary School

**LEA:** MVSD

**Date created/Date last revised:** 9/26/2023

**School SWP Contact:** Yeshua Pastina, Principal

### 1. Parent and Stakeholder Involvement

**ESEA Requirement:** The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school (ESEA § 1114(b)(2)).

### Contact Information:

If you have questions about the SWP template please contact: Jessie Murray, State Title I Director, [Jessie.Murray@vermont.gov](mailto:Jessie.Murray@vermont.gov)

**Instructions:** Please describe the process used for involving parents and all required members of the school community noted above, in the development of this Schoolwide Program Plan. Include details such as when and what kind of stakeholder involvement did or will take place, who was or will be involved and how the involvement has or will occur.

Optional Stakeholder Involvement Chart:

Stakeholder Name	Stakeholder Role/Title	Type of involvement
Yeshua Pastina	Principal	Creator
Eric Becker	SEL Coordinator	Creator
Edna Iannaco	Literacy Coach	Creator
Kristen Hughes	Math Coach	Creator
Kosha Patel	Director of Curriculum	Creator
Joan Lumbra	Data Specialist	Creator

If you would like to be added to this school's SWP Planning Committee, please contact Yeshua Pastina.

## 2. Comprehensive Needs Assessment

**ESEA Requirement:** An eligible school operating a Schoolwide Program shall develop a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency (ESEA § 1114(b)(6)).

**Instructions:** Summarize the results of the school's comprehensive needs assessment, including a description of the data sources used. Please describe specific assessment measures/data results that have been or will be used to identify the school specific needs. Include information regarding the academic achievement of students who are failing or most at risk of failing to meet challenging State academic standards and potential causes. Consider including the summarized analysis of all subgroups defined in ESEA Section 1111(c)(2) (students who are economically-disadvantaged, students from major racial and ethnic groups, children with disabilities, and English learners).

- Based on **Star 360 reading data**, 50.5% of 1-6 students were at or above proficiency in the Fall 2023.
- Based on **Star 360 math data**, 59% of 1-6 students were at or above proficiency in the Fall 2023.
  
- Based on **VTCAP reading data**, 51% of 3-6 students were proficient in the Spring of 2023.
- Based on **VTCAP math data**, 40% of 3-6 students were proficient in the Spring of 2023.
  
- Highgate Fall school climate data showed that [add data] sense of safety and belonging as measured by SELweb.
  - Students in Grades K-3 had the following responses to Sense of Safety questions .
- 84% answered a little or alot to **the question I feel safe**, 75% answered a little or alot to **the question Rules are Fair**
  - In Grades 4-6 the following were the response to Sense of belonging
- 79% answered a little or alot to **the question I feel safe**, 62% answer a little or alot to the question **Rules are Fair**
  
- Student in Grades K-3 had the following response to Sense of Belonging
  - 81% answered a little or a lot to **the question Teacher Care about Me**, 74% answered a little or a lot to **the question Kids Care about Me**.
- Student In Grade 4-6 had the following response to Sense of Belonging
  - 71% answered a little or a lot to **the question Teacher Care about Me**, 62% answered a little or a lot to **the question Kids Care about Me**.
- Fall 2023 **behavior data** indicated that 44% of the incidents were minor disruptions/Defiance 58% of the referrals were located in the classroom. The time of day most referrals occurred was 12 pm. Tuesdays and Wednesdays seemed to have higher frequencies for referrals. 25% of the referrals were in Grade 5 and Grade 6.

- Fall 2023 attendance data indicates 6 of 229 students are already severely chronically absent missing 7 or more days since the start of school, 21 students are chronically absent (missing 3-6 days) and 78 students are at risk for truancy missing 1- 2 days.

### 3. Schoolwide Plan Strategies

**ESEA Requirement:** The Schoolwide Plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in ESEA § 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards (ESEA § 1114(b)(7)(A)(iii)).

**Instructions:** Describe the comprehensive strategies that the school will use to upgrade the entire educational program to improve achievement of all students, particularly students most at risk of not meeting challenging State academic standards. Proposed strategies should address all three requirement areas noted above. Please include a specific description of each strategy, the need being addressed and the intended objective. Please note that each strategy should clearly be supported by a data driven need included in the comprehensive needs assessment section 2.

#### ACADEMIC ACHIEVEMENT

**GOAL:** By spring 2024, we will increase reading proficiency at Highgate from 50.5% to 55% and math proficiency from 59% to 65% on Star 360.

#### STRATEGIES:

We will do this by:

- Providing high quality, inclusive and equitable first instruction for PK-12 students

- Focus on best practice in first instruction in math class for grades 4-6
  - Problem Based, Spiral Review, Intentional Feedback (which ties to growth)
- Focus on best practice in first instruction in reading and writing in K-6
- Incorporate a writing conventions component into school wide expectation of using a Literacy Menu
- Teachers will use interactive and shared writing strategies to model appropriate use of conventions
- Share writing curriculum with full staff (include model pieces?)
- Implementing a new math program at all grade levels
  - Respond to student evidence at weekly PLC (literacy and math)
  - Track data frequently noting trends
- Improving the current MTSS practices based on previous recommendations
  - Sarah Ward will support Level 2 and 3 instruction by providing strategies for students to work independently and persevere
  - Heidi Mosher will support classroom teachers with strategies for students with EST plans with classroom interventions
  - Joelle van Lent consultation
  - Literacy PLCs will focus on planning and strategies to use during Success Time
  - Clarifying and implementing “student service coordinator” role and responsibilities

## **SAFE AND HEALTHY SCHOOLS**

**SEL GOAL:** *Highgate will improve their sense of safety and belonging as measured by the School Climate Survey.*

### **STRATEGIES:**

We will do this by:

- Survey stakeholders regarding needs
- Develop a plan to support all students universally with SEL instruction
- Provide PD regarding SEL practices
- Based on behavior data, Highgate will continue working with restorative practices, furthering knowledge of community building and strengthening relationships.
- Continue strengthening staff understanding and implementation of universal PBIS practices.
- Bi Weekly Grade level meetings to review and respond to data around academic, behavior and environment considerations
- Creating a multi-tiered system of support to respond to students’ SEL/behavior/mental health needs.
- Screen students on SEL competencies using SEL web assessment to determine areas for instructional support.

## **ENGAGEMENT**

**GOAL:** In 2023- 2024, we will increase attendance of students who have been identified as being at low, moderate, or high risk for becoming

chronically truant.

**STRATEGIES:**

We will do this by:

Closely monitoring days students are missing school each week

- Provide a list of students who were moderate to a high risk for the previous school year for teachers to help track students who could become chronically truant again (pulled from PowerSchool)
- Communicate absences with classroom teachers alongside statistics for multiple absences early
- Reviewing data one time a month as a committee and create action steps to support students with high absences - during this discussion consider both unexcused and excused absences
- Send out the importance of attending school handouts for August PT Conferences/Beginning of School. Send out monthly communication throughout the year around the importance of attendance.
- Creating a multi-tiered system of support to remove barriers preventing students from attending school.
- Establishing a strong Tier I set of engagement strategies to begin rolling out at the beginning of the year.
- Create monthly social media content to roll out to families regarding importance of attendance
- Create student centered attendance incentives and celebrations as well as track daily attendance to see if on days that attendance celebrations occur, does the percentage of students present increase?

#### 4. Evaluation and Revision

**ESEA/CFR Requirement:** A school operating a Schoolwide Program must-

- determine whether the Schoolwide Program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards; and
- describe how the Schoolwide Plan will be revised annually, as necessary, based on regular monitoring to ensure continuous improvement of students in the Schoolwide Program (34 CFR § 200.26(c), ESEA § 1114(b)(3)).

**Instructions:** Describe how the school evaluates the implementation of, and results achieved by, the Schoolwide Program strategies using data from the State’s annual assessments and other indicators of academic achievement. Include details about how this information is used to revise the Schoolwide Plan annually to ensure program improvement.

**ACADEMIC ACHIEVEMENT GOAL**

**MEASURED BY:**

- Students will be progress-monitored throughout the school year using Star 360 and other diagnostic tools identified in our Local Assessment Plan.
- PK will use TS Gold to monitor student progress.

**SAFE AND HEALTHY SCHOOLS GOAL**

**MEASURED BY:**

- Reflective discussions during staff meetings
- Walkthrough/survey data to gather data on implementation practices.

**ENGAGEMENT GOAL**

**MEASURED BY:**

- Student attendance data and its impact on academic achievement will be gathered and analyzed using EduClimber and PowerSchool.

This Schoolwide Program Plan has been regularly monitored using the above described measures to ensure continuous improvement of students. Using the results of these evaluation processes, the Schoolwide Program Plan was most recently revised on 11/18/2023.

## 5. Other Requirements

The school and LEA are responsible for ensuring that all additional requirements under ESEA are met:

- The plan shall be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (ESEA § 1114(b)(4)).
- If appropriate and applicable, the plan shall be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under the Every Student Succeeds Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) (ESEA § 1114(b)(5)).
- The plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards (ESEA § 1114(b)(3)).

**Instructions:** Fill in the appropriate information in the prompts below. If additional information is needed to provide clarity, add any other relevant details regarding the above requirements.

This plan will be made available to the school community via the school website and in print form. If a language translation or other accommodation needs to be made, please contact Yeshua Pastina.

This plan is developed in coordination with other Federal, State and local services, resources and programs such as 21C after-school/summer program, ECHO Center PD and field trips, PTKO, Title IVA funded resources (Sarah Ward and Kurt Valenta).

This plan is in effect for the **2023-2024** School Year. This plan will be monitored **biannually** and revised **annually** to ensure that the plan is based on student needs and is providing opportunities for all students to meet the challenging State academic standards.