

Houston

# NEW JERSEY DEPARTMENT OF EDUCATION

## OFFICE OF TITLE I



## 2015-2016 TITLE I SCHOOLWIDE PLAN\*

\*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

**SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114**

DISTRICT INFORMATION	SCHOOL INFORMATION
District: EAST ORANGE	School: <i>Houston</i>
Chief School Administrator: DR. GLORIA C. SCOTT	Address: <i>215 Dodd St.</i>
Chief School Administrator's E-mail: <i>g.scott@eastorange.k12.nj.us</i>	Grade Levels: <i>Pre K-8</i>
Title I Contact: Mr. James Leutz	Principal: <i>Henry Hamilton</i>
Title I Contact E-mail: <i>j.leutz@eastorange.k12.nj.us</i>	Principal's E-mail: <i>h.hamilton@eastorange.k12.nj.us</i>
Title I Contact Phone Number: 973-266-5781	Principal's Phone Number: <i>973-266-5880</i>

**Principal's Certification**

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

*Henry Hamilton*  
 \_\_\_\_\_  
 Principal's Name (Print)

*HH*  
 \_\_\_\_\_  
 Principal's Signature

*6/15/15*  
 \_\_\_\_\_  
 Date

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

### Critical Overview Elements

- The School held \_\_\_\_\_ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 4,633,236, which comprised 99% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 4,633,236, which will comprise 99% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cpst
Canvas Tote Bags Notebooks Pens Clipboards Chapter Books	1		200.600 (Materials) 1@ 150	150.00
Stipend for facilitator	1		100.103 2@ 33.00	66.00
Mini Backpacks Calculator Bingo Boards Chips Math Manipulative kits	2		200.600 (Materials) 1@150	150.00
Stipend for facilitator	2		100.103 2@33.00	66.00
Binders Filler Paper Dividers	1&2		200.600 (Materials) 1 @ 150	150

**SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114**

Markers				
Stipend for facilitator	1&2		100.103 2 @ 33.00	66.00
Language Arts strategies newsletters	1&2		200.600	100
Finger sandwiches Individual chips Water Juice Salads Assorted cookies	1&2		200.500 (Refreshments) 4 @ 125	500.00
Assorted Danish Assorted Muffins Coffee Tea Orange Juice	1&2		200.500 2 @ 55	110.00
Stipend for Facilitator (Accelerated Reader)	1		100.101 2 @ 33.00	66.00

**SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(ii)**

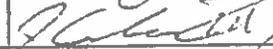
*ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

**Stakeholder/Schoolwide Committee**

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. Please Note: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

*\*Add lines as necessary.*

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Wendy Moses	Parents	No	Yes	Yes	
Heather Jones	School Administrator	Yes	Yes	Yes	
Kim Callender	Literacy Coach	Yes	Yes	Yes	
Kim Racine	Math Coach	Yes	Yes	Yes	
Dana Sprague	Literacy Coach	Yes	Yes	Yes	
Dina Schulman	Technology Coordinator	Yes	Yes	Yes	
Magdalie Saint-Preux	Student Service Staff	Yes	Yes	Yes	
Susan Rich	Elementary Teacher	Yes	Yes	Yes	
Sharon Johnson	Math Teacher	Yes	Yes	Yes	
Andria Bernard	School Nurse	Yes	Yes	Yes	
Joseph Coladarci	Phys.Ed Teacher	Yes	Yes	Yes	
Evan Wofsy	Math Teacher/Coach	Yes	Yes	Yes	

**SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(ii)**

**Stakeholder/Schoolwide Committee Meetings**

**Purpose:**

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
August, 2014	Principal's Office	Needs Assessment	X		X	
September, 2014	Principal's Office	Plan Development	X		X	
October, 2014	Principal's Office	Plan Development	X		X	
November, 2014	Principal's Office	Plan Development	X		X	
January, 2015	Principal's Office	Program Evaluation	X		X	
June 4, 2015	Principal's Office	Program Evaluation	X		X	
June 10, 2015	Principal's Office	Program Evaluation	X		X	

*\*Add rows as necessary.*

**SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(ii)**

**School's Mission**

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

**What is the school's mission statement?**

The Whitney E. Houston Academy of Creative and Performing Arts will be a thriving, arts-focused institution that provides expanded educational opportunities for its student body and the surrounding community. Staff, students and parents will be challenged to explore their full range of talents and to attain their highest performance levels.

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of 2014-2015 Schoolwide Program \*

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

#### 1. Did the school implement the program as planned?

The Leadership Team members met monthly to discuss aspects of the school-wide program. Each team member was responsible for presenting information on specific criteria and data. Literacy and math coaches collaborated to ensure that support programs were being implemented and the progress of these programs were being tracked. Literacy and math coaches also met with classroom teachers on a weekly basis to analyze data to drive Tier III intervention and RTI instruction within their lessons. Communication was consistent with all stakeholders to ensure our improvement plan included all staff who are needed to be successful in our goals. Essentially, implementation of our program was carried on as planned.

#### 2. What were the strengths of the implementation process?

Strengths included consistency with communication of program stakeholders. Professional Development was made available to all instructional staff in order to implement the teaching practices of the new Common Core State Standards. Teachers were provided with weekly professional development during teacher meetings. In-class support teachers worked collaboratively with the lead teacher to assist with implementing Common Core strategies in small group instruction. Technologies were infused in class instruction in the majority of classrooms. RTI programs ran as planned with little to no interruptions.

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### 3. What implementation challenges and barriers did the school encounter?

Similar to past years, student participation rates declined throughout extra instructional programs (after school, summer school).

Although initial participation was higher, the enrollment count began to decrease as the year progressed.

### 4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

Strengths during implementation of the program included:

- Increased access to technology (additional laptop carts were made available on each floor level of the school)
- Weekly professional development provided by instructional coaches to address Common Core State Standards, PARCC initiatives, instructional strategies, and RTI data analysis of online programs.
- Improvement of independent reading and book selection among children (due to the new initiative Accelerated Reader that was added to our school-wide reading program at the beginning of the year)
- Student classroom performance improved as a direct result of Elementary and Middle School Extra Basic program
- Increased collaboration during cluster (K-1, 2-3, 4-5) grade level meetings enhanced awareness of grade level expectations.

Weaknesses during implementation of the program included:

- Some behavioral problems persisted and interrupted instructional time
- Chronically absent students contributed to lack of consistency of student achievement outcomes

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

- Teacher illness caused one or more classes to have less consistency with instruction
  - There is need for more professional development that will enhance teacher knowledge of utilizing the additional aspects of SMART and Promethean boards.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

Dissemination of information with all stakeholders worked in our favor to successfully implement the program. Information was disseminated through the following methods: monthly PTO meetings, monthly parent workshops, parent newsletter/letters, the school website, daily bulletin, staff meetings, cluster meetings, etc.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

Staff perceptions were often implied and addressed during weekly staff meetings or on a smaller level during grade level/cluster meetings.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

As an ongoing practice, parents and community members were given frequent updates on the implementation of the plan with various communication tools. The communication methods/tools are as follows:

- Monthly PTO meetings
- Monthly parent workshops
- Parent newsletter
- School website

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

- Phone messenger system

Parents initially take part in the plan implementation by supporting the home-school compact (supports the home-school connection) that was provided during the first week of school.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

As an ongoing practice, programs were delivered in a variety of ways such as weekly group collaborative teacher meetings, professional development sessions during teacher meetings and staff meeting, and on-on-one coaching.

9. How did the school structure the interventions?

Again, as an ongoing practice, interventions were aligned with the new Common Core State Standards and our Tier III model teaching that provided intervention instruction for our at-risk students. Student enrollment of programs were determined through data analysis (continuously failing list, and at-risk/urgent intervention data. Recommendations were also followed by the Special Education, Child Study Team department, and the I&RS committee.

10. How frequently did students receive instructional interventions?

The Tier III model requires at-risk students or students in need of intervention to receive RTI daily throughout the work period of the instructional lesson. Soliday interventions are also provided three times a week. After school tutoring was held three times a week for 80 minutes between the months of November through April (Math and ELA only). Extra Basic was given 2-4 times per week for one period depending on the grade level and content.

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

11. What technologies did the school use to support the program?

SMART and Promethean boards were installed in almost every classroom. Teachers were asked to utilize these boards as a daily routine of their instructional time. These boards are to be used for interactive learning as opposed to being used for projection purposes. iPads were made available for classrooms through a sign out system. Four new laptop carts were assigned to our school and were mainly used for PARCC prep and testing purposes, however these laptops were also made available for classroom instruction as well. Our technology coordinator in collaboration with the classroom teachers identified multiple learning applications to coincide with instructional lessons.

12. Did the technology contribute to the success of the program and, if so, how?

Promethean and SMART boards were installed to enhance student engagement during instruction. Teachers were instructed to utilize them daily for interactive learning purposes as opposed to a projection mechanism. In the year prior, teachers were given in-house professional development on these boards. However, next year professional development will be needed broaden the staff's skills with further aspects that the interactive boards have to offer. iPads and were also provided to classrooms on a "sign-out" basis. Programs such as KidBiz3000, Waggle, Accelerated Reader, Think Central, and TeenBiz3000 were accessed through these devices for enrichment and intervention purposes.

**SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

*\*Provide a separate response for each question.*

**Evaluation of 2014-2015 Student Performance**

***State Assessments-Partially Proficient***

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	3	0	Extra Basic, Accelerated Reader, After School Tutoring, Soliday, Tier 3 Class Intervention, In Class Support, At Risk Counseling, Intervention & Referral Services, Summer School Program	Reduction in partial proficiency (at risk/intervention) students indicates program implementation met to state and district standard.
Grade 5	3	10	Extra Basic, Accelerated Reader, After School Tutoring, Soliday, Tier 3 Class Intervention, In Class Support, At Risk Counseling, Intervention & Referral Services, Summer School Program	Reduction in partial proficiency (at risk/intervention) students indicates program implementation met to state and district standard.
Grade 6	30	28	Extra Basic, Accelerated Reader, After School Tutoring, Soliday, Tier 3 Class Intervention, In Class Support, At Risk Counseling, Intervention & Referral Services, Summer School Program	Reduction in partial proficiency (at risk/intervention) students indicates program implementation met to state and district standard.
Grade 7	26	23	Extra Basic, Accelerated Reader, After School Tutoring, Soliday, Tier 3 Class Intervention, In Class Support, At Risk Counseling, Intervention & Referral Services, Summer School Program	Reduction in partial proficiency (at risk/intervention) students indicates program implementation met to state and district standard.
Grade 8	19	17	Extra Basic, Accelerated Reader, After School Tutoring, Soliday, Tier 3 Class Intervention, In	Reduction in partial proficiency (at risk/intervention) students indicates program implementation met to state

**SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

			Class Support, At Risk Counseling, Intervention & Referral Services, Summer School Program	and district standard.
Grade 11	N/A		N/A	
Grade 12	N/A		N/A	
<b>Mathematics</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Grade 4	4	1	Extra Basic, GO MATH Intervention Resources, After School Tutoring, Windsor Sunday, RTI, Star Enterprise Assessments, Summer School Program	Reduction in partial proficiency (at risk/intervention) students indicates program implementation met to state and district standard.
Grade 5	2	4	Extra Basic, GO MATH Intervention Resources, After School Tutoring, Windsor Sunday, RTI, Star Enterprise Assessments, Summer School Program	Reduction in partial proficiency (at risk/intervention) students indicates program implementation met to state and district standard.
Grade 6	14	16	Pearson Intervention Resources, Extra Basic, GO MATH Intervention Resources, After School Tutoring, Windsor Sunday, RTI, Star Enterprise Assessments, Summer School Program	Reduction in partial proficiency (at risk/intervention) students indicates program implementation met to state and district standard.
Grade 7	14	10	Pearson Intervention Resources, Extra Basic, GO MATH Intervention Resources, After School Tutoring, Windsor Sunday, RTI, Star Enterprise Assessments, Summer School Program	Reduction in partial proficiency (at risk/intervention) students indicates program implementation met to state and district standard.
Grade 8	20	9	Pearson Intervention Resources, Extra Basic, GO MATH Intervention Resources, After School Tutoring, Windsor Sunday, RTI, Star Enterprise Assessments, Summer School Program	Reduction in partial proficiency (at risk/intervention) students indicates program implementation met to state and district standard.
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

**Evaluation of 2014-2015 Student Performance**

**SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

***Non-Tested Grades – Alternative Assessments (Below Level)***

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	3	Tools of the Mind Program, Early Childhood Dept.	The identified students looped in our three-four year old program and have been identified as needed for academic, behavioral and/or education support services through the Department of Early Childhood Team.
Kindergarten	3	2	Journey's Toolkit, Grab N' Go Kit, Sunday, RTI via I&RS	Student mobility rate, remaining students provided I&RS and RTI
Grade 1	2	2	Journey's Toolkit, Grab N' Go Kit, Sunday, RTI via I&RS	Students received continued RTI via IR&S from previous school year
Grade 2	2	3	Journey's Toolkit, Grab N' Go Kit, Sunday, RTI via I&RS	Students receive in-class support via special education classifications and RTI via I&RS
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	3	2	Early Childhood Dept.	Students receive intervention based upon the Early Childhood Department
Kindergarten	2	3	GO MATH Intervention Resources, After School Tutoring, Windsor Sunday, RTI, Star Enterprise Assessments	Students receive RTI via I&RS, In-class support model
Grade 1	2	3	GO MATH Intervention Resources, Windsor Sunday, RTI, Star Enterprise Assessments	Students receive RTI via I&RS, In-class support model
Grade 2	3	4	GO MATH Intervention Resources, Windsor Sunday, RTI, Star Enterprise Assessments	Students receive RTI via I&RS, In-class support model
Grade 9	N/A	N/A	N/A	N/A

**SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

Grade 10	N/A	N/A	N/A	N/A
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**SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

**Evaluation of 2014-2015 Interventions and Strategies**

***Interventions to Increase Student Achievement*** – Implemented in 2014-2015

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities	Sonday, Tier 3 Small Group Instruction In Class Support At Risk Counseling I&RS Services KidBiz/TeenBiz3000	YES	Model Curriculum Benchmark Assessments STAR Reading Assessments	Pending PARCC Results
Math	Students with Disabilities	Small Group Instruction Peer Tutoring Use of Math Manipulatives Textbook Intervention materials	YES	Model Curriculum Benchmark Assessments STAR Math Assessments	Pending PARCC Results
ELA	Homeless	Sonday, Tier 3 Small Group Instruction In Class Support At Risk Counseling I&RS Services KidBiz/TeenBiz3000	YES	Model Curriculum Benchmark Assessments STAR Reading Assessments	Pending PARCC Results
Math	Homeless	Small Group Instruction Peer Tutoring Use of Math Manipulatives Textbook Intervention materials	YES	Model Curriculum Benchmark Assessments STAR Math Assessments	Pending PARCC Results

**SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Migrant	N/A Not enough students in this subgroup			
Math	Migrant	N/A Not enough students in this subgroup			
ELA	ELLs	N/A Not enough students in this subgroup			
Math	ELLs	N/A Not enough students in this subgroup			
ELA	Economically Disadvantaged	Sonday, Tier 3 Small Group Instruction In Class Support At Risk Counseling I&RS Services KidBiz/TeenBiz3000	YES	Model Curriculum Benchmark Assessments STAR Reading Assessments	Pending PARCC Results
Math	Economically Disadvantaged	Small Group Instruction Peer Tutoring Use of Math Manipulatives Textbook Intervention materials	YES	Model Curriculum Benchmark Assessments STAR Math Assessments	Pending PARCC Results

**SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

***Extended Day/Year Interventions*** – Implemented in 2014-2015 to Address Academic Deficiencies

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities	After School Tutoring, Summer School Program	YES	Pre and Post Test	Pending PARCC Results
Math	Students with Disabilities	After School Tutoring, Summer School Program	YES	Pre and Post Test	Pending PARCC Results
ELA	Homeless	Sonday, Tier 3 Small Group Instruction In Class Support At Risk Counseling I&RS Services KidBiz/TeenBiz3000	YES	Model Curriculum Benchmark Assessments STAR Reading Assessments	Pending PARCC Results
Math	Homeless	Small Group Instruction Peer Tutoring Use of Math Manipulatives Textbook Intervention materials	YES	Model Curriculum Benchmark Assessments STAR Math Assessments	Pending PARCC Results
ELA	Migrant	N/A Not enough students in this subgroup			
Math	Migrant	N/A			

**SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Not enough students in this subgroup			
ELA	ELLs	N/A Not enough students in this subgroup			
Math	ELLs	N/A Not enough students in this subgroup			
ELA	Economically Disadvantaged	After School Tutoring, Summer School Program	YES	Pre and Post Test	Pending PARCC Results
Math	Economically Disadvantaged	After School Tutoring, Summer School Program	YES	Pre and Post Test	Pending PARCC Results

**SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

**Evaluation of 2014-2015 Interventions and Strategies**

***Professional Development – Implemented in 2014-2015***

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities	-Common Core Close Reading Trainings -Accelerated Reader Trainings for Independent Reading -Vocabulary Development -Differentiated Instruction	YES	Workshop Surveys Benchmark Assessments STAR Reading Assessment Accelerated Reader Goal History Reports	Learned techniques are consistently implemented during instructional time Increase of Independent Reading level
Math	Students with Disabilities	GO Math Training Pearson Training	YES	Workshop Surveys Benchmark Assessments	Learned techniques are consistently implemented during instructional time
ELA	Homeless	-Common Core Close Reading Trainings -Accelerated Reader Trainings for Independent Reading -Vocabulary Development -Differentiated Instruction	YES	Workshop Surveys Benchmark Assessments STAR Reading Assessment Accelerated Reader Goal History Reports	Learned techniques are consistently implemented during instructional time Increase of Independent Reading level
Math	Homeless	GO Math Training Pearson Training	YES	Workshop Surveys Benchmark Assessments	Learned techniques are consistently implemented during instructional time
ELA	Migrant	N/A Not enough students in this subgroup			

**SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Migrant	N/A Not enough students in this subgroup			
ELA	ELLs	N/A Not enough students in this subgroup			
Math	ELLs	N/A Not enough students in this subgroup			
ELA	Economically Disadvantaged	-Common Core Close Reading Trainings -Accelerated Reader Trainings for Independent Reading -Vocabulary Development -Differentiated Instruction	YES	Workshop Surveys Benchmark Assessments STAR Reading Assessment Accelerated Reader Goal History Reports	Learned techniques are consistently implemented during instructional time Increase of Independent Reading level
Math	Economically Disadvantaged	GO Math Training Pearson Training	YES	Workshop Surveys Benchmark Assessments	Learned techniques are consistently implemented during instructional time

**Family and Community Engagement Implemented in 2014-2015**

**SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parent Development Workshops (Common Core and Reading) PARCC Initiatives	YES	Agenda Attendance Sheet	Parental Feedback
Math	Students with Disabilities	Parent Development Workshops (Common Core and Math) PARCC Initiatives	YES	Agenda Attendance Sheet	Parental Feedback
ELA	Homeless	Parent Development Workshops (Common Core and Reading) PARCC Initiatives	YES	Agenda Attendance Sheet	Parental Feedback
Math	Homeless	Parent Development Workshops (Common Core and Math) PARCC Initiatives	YES	Agenda Attendance Sheet	Parental Feedback
ELA	Migrant	N/A Not enough students in this subgroup			
Math	Migrant	N/A Not enough students in this subgroup			
ELA	ELLs	N/A Not enough students			

**SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		in this subgroup			
Math	ELLs	N/A Not enough students in this subgroup			
ELA	Economically Disadvantaged	Parent Development Workshops (Common Core and Reading) PARCC Initiatives	YES	Agenda Attendance Sheet	Parental Feedback
Math	Economically Disadvantaged	Parent Development Workshops (Common Core and Math) PARCC Initiatives	YES	Agenda Attendance Sheet	Parental Feedback

**SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

**Principal's Certification**

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Henry Hamilton  
Principal's Name (Print)

   
Principal's Signature

6/15/15  
Date

**SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)**

*ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "*

**2015-2016 Comprehensive Needs Assessment Process  
Data Collection and Analysis**

**Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016**

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NJASK, SONDAY, Embedded Assessments (Journeys Weekly Tests), District Assessments, Achieve 3000 Data, Model Curriculum Assessments, Star Enterprise Renaissance Reading Assessments	Differentiated instruction strategies in grade K-8 proved effective in Literacy; Students tested in grades 3-8 demonstrated deficiencies in reading specifically in the area of analyzing text and in expository writing on NJASK 2014, but demonstrated proficiency on district assessments. SONDAY identified students in need of phonics and phonemic awareness interventions in grades K-8.  Achieve 3000 technology curricula integration program generates performance reports for students grades 3-8 in various domain areas of reading comprehension. There was a school-wide growth of 51% in Lexile scores with the completion of 5,069 activities. NJASK student growth for LAL was 50.9%
Academic Achievement - Writing	Model Curriculum Assessments, Student Writing Samples, District Assessments, NJASK	Instructional strategies in writing in grades K-8 proved effective in Literacy. Students tested in grades 3-8 demonstrated deficiencies specifically in the area of analyzing text and in Expository writing on NJASK 2014, however demonstrated proficiency on district assessments. NJASK student growth for LAL was 50.9%
Academic Achievement - Mathematics	NJASK, Model Curriculum, Go Math Assessments, Star Enterprise Renaissance Math Assessment	Test prep strategies in grades K-S proved effective in Math. Seventy-five percent of each class must score 75% or higher on district assessments or the teacher must reteach/retest to ensure that students achieve the district's goal. AYP was achieved in mathematics in 2014. NJASK student growth for math was 50.7%

**SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)**

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Family and Community Engagement	Parental Involvement Committee Recommendations, Newsletters, Staff Recommendations from Parental Conferences, Attendance at Parent Specific Activities (PTO meetings, workshops, etc.)	The school leaders work with the PTO to design and implement various activities to increase academic achievement; (a) include parents on the School Leadership Council; (b) maintain monthly written communications with parents and families; and (c) maintain a school environment, which is welcoming to parents. This family and community engagement contributed to NJASK student growth for LAL of 50.9% and NJASK student growth for Math of 50.7%.
Professional Development	Tool 1.1- Assessment of Current State of Professional Development, Open Discussion (Vertically and Grade Level)	Job-embedded professional development integrated into weekly teacher meetings and faculty/staff meetings. Additionally, all classroom and content area teachers are provided weekly common planning time (horizontal and vertical inclusive of math and LAL coaches to provide collegial support.
Leadership	NJASK, SONDAY, Embedded Assessments (Journeys Weekly Tests), District Assessments, Achieve 3000 Data, Model Curriculum Assessments, Star Enterprise Renaissance Reading Assessments, Go Math Assessments, Star Enterprise Renaissance Math Assessment	Leadership ensures that staff is included in all aspects of the decision making process and analyzing data to ensure students' academic success. This contributed to NJASK student growth for LAL of 50.9% and NJASK student growth for Math of 50.7%.
School Climate and Culture	Feedback from School Leadership Council meetings, Staff Meetings, School Leadership Team Meetings, PTO, Student Council, Junior Honor Society, HIB reports, Surveys, Monthly IR&S reports	The school's focus on positive interactions, college and career readiness, as well as solving daily problems and establishing long-term goals has helped to establish a positive cohesive school environment. This school environment contributed to NJASK student growth for LAL of 50.9% and NJASK student growth for Math of 50.7%.
School-Based Youth Services	N/A	N/A
Students with Disabilities	Individual Education Plan, NJASK, SONDAY, Embedded Assessments (Journeys Weekly Tests), District	The same resources available to the regular education students are available to the students with disabilities. Assistive technology is also provided through the use of SMART Boards and Promethean Boards during direct

**SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)**

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Assessments, Achieve 3000 Data, Model Curriculum Assessments, Star Enterprise Renaissance Reading Assessments	instruction. The benchmark and theme tests allow the teachers to pinpoint areas of concern and focus on these areas during small group instruction. Results indicate that there is a steady increase in gains as students move from one grade to the next. Students with disabilities are academically serviced using an RTI model, where tiered for differentiated instruction. Child Student Team members are school-based and accessible to all parents, faculty/staff and students for a myriad of academic and socio-emotional needs. 30.8% of this population was proficient in NJASK LAL and 63.8% of this population was proficient in NJASK Math.
Homeless Students	NJASK, SONDAY, Embedded Assessments (Journeys Weekly Tests), District Assessments, Achieve 3000 Data, Model Curriculum Assessments, Star Enterprise Renaissance Reading Assessments, Go Math Assessments, Star Enterprise Renaissance Math Assessment. District Memorandums and guidance counselor logs.	Students identified as homeless or displaced receive counseling and other services from the guidance counselor. The parent/guardian receives district-approved outreach services provided by the Director of Educational Services' Office. Community outreach occurs through established relationships with the City of East Orange Department of Health and Human Services. Given the emotional and physical restraints homelessness can create for a student, there is great therapeutic care in the delivery of services to ensure the stability of the academic program. These services contributed to NJASK student growth for LAL of 50.9% and NJASK student growth for Math of 50.7%.
Migrant Students	N/A	N/A
English Language Learners	N/A	N/A
Economically Disadvantaged	NJASK, SONDAY, Embedded Assessments (Journeys Weekly Tests), District Assessments, Achieve 3000 Data, Model Curriculum Assessments, Star Enterprise Renaissance Reading Assessments, Go Math Assessments, Star Enterprise	At least 85% of students are considered economically disadvantaged. These students are provided free and reduced lunch. Title I Funded Interventionist Programs, guidance and social worker outreach services. These services contributed to NJASK student growth for LAL of 50.9% and NJASK student growth for Math of 50.7%.

**SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)**

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Renaissance Math Assessment	

**2015-2016 Comprehensive Needs Assessment Process\***  
*Narrative*

**1. What process did the school use to conduct its Comprehensive Needs Assessment?**

Houston Academy followed several steps in assessing needs in the building. Each week the School Leadership Team met to discuss various issues that needed to be addressed as it relates to five Design Tasks:

- a. Common Core Curriculum Standards and Assessments and Aligned Instructional Systems
- b. High Performance Leadership
- c. Management and Organization
- d. Professional Learning Communities
- e. Parent/Guardian and Community Involvement

The principal identified areas that needed to be strengthened to increase student achievement through classroom observations and analyzing test data. The academic coaches worked with classroom teachers to provide strategies that would assist in the process. The next step involved the entire faculty completing the Intensive Early Literacy Checklist. The principal led the faculty in a discussion of the checklist. The staff and School Leadership Team then reviewed the results in order to identify areas in need of improvement. Finally, grade level meetings were held to discuss how teachers and administration would address the concerns.

**2. What process did the school use to collect and compile data for student subgroups?**

Assessments are scored and a variety of reports on class and individual student progress are generated to disaggregate the data. The School Leadership Team and instructional staff analyze the data and create action plans for the student subgroups. Graphs and charts were created to graphically display the data.

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

Our staff is very capable of data analysis and using the data to drive instruction. Our database is provided by the State of New Jersey, Pearson, and Renaissance, which are research-based and aligned to the Common Core Standards.

4. What did the data analysis reveal regarding classroom instruction?

Classroom instruction improved due to analysis of assessment data and developing action plans to meet the needs of non-proficient students and setting instructional targets. An emphasis on differentiated instruction provided students with opportunities to focus on specific needs.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

The data revealed a greater need to address an analysis of reading and writing informational text. This focus was cross-curricular, implementing close reading strategies in all content areas. Houston staff will utilize staff meetings, grade level planning sessions, in-service days, peer to peer coaching and modeling to support the Common Core Standards within the instructional program by building a teacher knowledge base.

6. How does the school identify educationally at-risk students in a timely manner?

Educationally at-risk students are identified based on data gathered from the following sources:

- a) Winsor-SONDAY pre-assessment
- b) Renaissance (Fall Testing)
- c) Standardized Test Scores
- d) Classroom Assessments

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

- e) Teacher recommendations
- f) Model Curriculum Unit Assessments and Go Math Assessments

The data is analyzed by the coaches, teachers and the SLT to determine the type of assistance each student will need in order to master the Common Core Curriculum Standards.

### 7. How does the school provide effective interventions to educationally at-risk students?

The district maintains a targeted After School and Summer Program for all schools. Our Summer Safety Net program is for grades 1-7 offered 20 days during the summer from 8:30-12:30 p.m., Monday-Friday, with a focus on literacy and math. This program is inclusive for general and special education students. Additionally, the Winsor-SONDAY instruction is provided to all students in grades K through 8, thus providing the students with the intervention needed to help target reading challenges. In class, direct explicit targeted tiered instruction continues during the work period in literacy, mathematics, and science for students who fall below the expected targeted levels.

The math and literacy coaches work with teachers to model instruction and help ensure that teachers are effectively teaching to the standards using best practice instructional strategies. Coaches receive regular professional development to keep abreast of curriculum changes and to update content mastery, disaggregate data and turnkey information to all staff members. Thus, well-trained teachers who have developed a depth of knowledge in the core curriculum content will help to ensure that the disproportionate number of students not mastering the Common Core Curriculum Standards will decrease and eventually be eliminated.

We recognize that some of our students face social and academic concerns, which may negatively impact their performance in school. Therefore, the Intervention Referral Services Team meets weekly to address concerns that interfere with the students' academic achievement and social development. The team is comprised of the guidance counselor, school social worker, teacher, school nurse, child study team, social worker, literacy coach, math coach, and the assistant principal.

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)**

A high performance management system is in place and led by the principal and assistant principal. The focus is student achievement emphasizing data analysis, assessment and teacher evaluation. The school leadership team meets weekly to discuss curriculum implementation and student work. Administrators spend a minimum of 2 hours a day in the classroom observing instruction and student performance helping to ensure that students' academic needs were addressed.

8. How does the school address the needs of migrant students?

N/A.

9. How does the school address the needs of homeless students?

Homeless student(s) needs are addressed by the support services currently in place such as the Winsor-SONDAY intervention reading program, differentiated instruction based on assessment data, and the Safety Net Programs. Additionally the school employs both a full time guidance counselor and social worker that work collaboratively to address the social concerns of all students.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

At Houston Academy data drives instruction. Assessments and student work are analyzed and discussed with teachers using appropriate rubrics. A data bulletin board is kept current in the principal's office and outside the resource room where grade level meetings are held to ensure that student assessment data is ever present and discussed. Teachers actively participate in vertical articulation meetings so that they are aware of various grade level expectations in their content areas. Action plans are developed for the class and small groups. These plans are monitored by administration. The District Department of Curriculum and Instruction has been proactive to the training of coaches and teachers in the implementation of the Common Core Standards.

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

**11.** How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

Each school in the district hosts a transition day for teachers and parents to exchange information. Teachers meet in lieu of staff meetings to discuss individual students and exchange portfolios.

**12.** How did the school select the priority problems and root causes for the 2015-2016 school-wide plan?

The selection of priority problems is embedded in the aforementioned process used to complete the needs assessment and a review of students. Houston Academy developed priorities in the building based on several different steps. The first step involved the School Leadership Team. Each week the School Leadership Team met to discuss various issues that need to be addressed as it related to the 6 Design Tasks:

- a. Common Core Standards and Assessments
- b. Aligned Instructional Systems
- c. High Performance Leadership
- d. Management and Organization
- e. Professional Learning Communities
- f. Parent/Guardian and Community Involvement

Through classroom observations and analyzing test data, the Leadership Team identified areas that need to be strengthened in order to increase student achievement. Staff then reviewed the data so that all stakeholders were invested in the data analysis and identifying areas in need of improvement. The academic coaches worked with classroom teachers to provide strategies that assisted in this process.

**SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)**

*\*Provide a separate response for each question.*

**SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)**

**2015-2016 Comprehensive Needs Assessment Process**  
***Description of Priority Problems and Interventions to Address Them***

Based upon the school’s needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Closing the Achievement Gap – LAL Achievement	Closing the Achievement Gap - Mathematics
Describe the priority problem using at least two data sources	LAL – Benchmark on NJASK	Middle School Math Benchmark on NJASK
Describe the root causes of the problem	<ol style="list-style-type: none"> <li>1. Students with weak academic skills are usually unfocused and disruptive in the classroom.</li> <li>2. Limited reading comprehension and vocabulary.</li> <li>3. Lower scoring students tend to answer in yes/no manner.</li> </ol>	<ol style="list-style-type: none"> <li>1. Limited reading comprehension and content vocabulary</li> <li>2. Students have difficulty seeing the relationship between addition, subtraction, multiplication, and division and using these processes to solve word problems</li> <li>3. Limited knowledge of basic facts</li> </ol>
Subgroups or populations addressed	Students – male and female who perform poorly on state and district assessments	Students- male and female who perform poorly on state and district assessments
Related content area missed (i.e., ELA, Mathematics)	Analyzing Text and Expository Writing	Extended Constructed Response Problems, Measurement and Geometry
Name of scientifically research based intervention to address priority problems	Houghton Mifflin Intervention Resources, Journeys Grab and Go 3-Tier Reading Program, SONDAY, Learning Centers, Guided Reading, Data-Driven Instruction, KidBiz3000, Targeted skills instruction (Extra Basic), data analyzed and intervention groups are identified and provided with remediation and retested.	Houghton Mifflin Intervention Resources, Go Math! Integrate more hands-on activities and utilize technology to communicate mathematical solutions. Targeted skills instruction, data analyzed and intervention groups are identified and provided with remediation and retested.
How does the intervention align with the Common Core State Standards?	All of our programs align with the Common Core State Standards and support the East Orange Public School District’s Curriculum.	All of our programs align with the Common Core State Standards and support the East Orange Public School District’s Curriculum.

**SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)**

**2015-2016 Comprehensive Needs Assessment Process**  
***Description of Priority Problems and Interventions to Address Them (continued)***

	#3	#4
Name of priority problem	Serious and persistent discipline problems	
Describe the priority problem using at least two data sources	A significant number of students across the district behave in ways, which sometimes impede instruction	
Describe the root causes of the problem	In some cases, the importance of education is not adequately emphasized at home. Students may also have learning disabilities that may not have been identified.	
Subgroups or populations addressed	1-3, 6-7	
Related content area missed (i.e., ELA, Mathematics)	N/A	
Name of scientifically research based intervention to address priority problems	<a href="http://www.makeyesterday.com/PDF/overviewofresearchcheryl.pdf">http://www.makeyesterday.com/PDF/overviewofresearchcheryl.pdf</a> . To incorporate the Parent/Teacher/Student Compact and post universal rules within the building. <a href="http://www.interventioncentral.org">http://www.interventioncentral.org</a> ; <a href="http://www.centeroninstruction.org">http://www.centeroninstruction.org</a>	
How does the intervention align with the Common Core State Standards?	The interventions support overall student learning and career and college readiness.	

**SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

*ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "*

**2015-2016 Interventions to Address Student Achievement**

***ESEA §1114(b)(1)(B) strengthen the core academic program in the school;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Winsor-SONDAY Reading Intervention Program, Small Group Instruction, Skills Intervention (Extra Basic Small Group Instructional Groups), Increased instruction in non-fiction reading and writing, Differentiated Instruction, Journeys Grab & Go, Think Central Resources	Teacher Tutors/ Teacher Assistants, Administrators, Teachers, ELA Coaches, Administrators, Teachers,	Minimum of 80% on District Benchmark Assessments and Model Curriculum Unit Assessments/ Renaissance At/Above Status	Winsor-SONDAY Reading Intervention, <a href="http://www.nationalreadingpanel.org">www.nationalreadingpanel.org</a> 2001 <a href="http://www.nctm.org">www.nctm.org</a> <a href="http://www.worksamplingonline.com">www.worksamplingonline.com</a> <a href="http://www.interventioncentral.org">http://www.interventioncentral.org</a> <a href="http://www.centeroninstruction.org">http://www.centeroninstruction.org</a> National Center on Education and the Economy Publications Classroom Walk Through Peer Coaching
Math	Students with Disabilities	Go Math, Renaissance Small Group Instruction, Skills Intervention (Extra Basic Small Group Instructional Groups), Increased	Teacher Tutors/ Teacher Assistants, Administrators, Teachers, Administrators, Teachers,	Minimum of 80% on District Benchmark Assessments and Model Curriculum Unit Assessments/	<a href="http://www.nationalmathpanel.org">www.nationalmathpanel.org</a> 2001 <a href="http://www.nctm.org">www.nctm.org</a> <a href="http://www.worksamplingonline.com">www.worksamplingonline.com</a> National Center on Education and the Economy Publications Classroom Walk Through Peer Coaching

**SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

*ESEA §1114(b)(1)(B) strengthen the core academic program in the school;*

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (I.e., IES Practice Guide or What Works Clearinghouse)
		Differentiated Instruction	Math Coach	Renaissance At/Above Status	
ELA	Homeless	Winsor-SONDAY Reading Intervention Program, Small Group Instruction, Skills Intervention (Extra Basic Small Group Instructional Groups, Increased instruction in non-fiction reading writing, Differentiated Instruction, Journeys Grab & Go, and Renaissance Resources	Teacher Tutors/ Teacher Assistants, Administrators, Teachers, ELA Coaches, Administrators, Teachers, Math Coach	Minimum of 80% on District Benchmark Assessments and Model Curriculum Unit Assessments/ Renaissance At/Above Status	Winsor SONDAY Reading Intervention <a href="http://www.nationalreadingpanel.org">www.nationalreadingpanel.org</a> 2001 <a href="http://www.nctm.org">www.nctm.org</a> <a href="http://www.worksamplingonline.com">www.worksamplingonline.com</a> <a href="http://www.interventioncentral.org">www.interventioncentral.org</a> <a href="http://www.centeroninstruction.org">http://www.centeroninstruction.org</a> National Center on Education and the Economy Publications Classroom Walk Through Peer Coaching
Math	Homeless	Renaissance Resources, Small Group Instruction, Skills Intervention (Extra Basic Small	Teacher Tutors/ Teacher Assistants, Administrators,	Minimum of 80% on District Benchmark Assessments and Model	<a href="http://www.nationalmathpanel.org">www.nationalmathpanel.org</a> 2001 <a href="http://www.nctm.org">www.nctm.org</a> <a href="http://www.worksamplingonline.com">www.worksamplingonline.com</a> National Center on Education and the Economy Publications Classroom Walk Through

**SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

*ESEA §1114(b)(1)(B) strengthen the core academic program in the school;*

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Group Instructional Groups), Differentiated Instruction, Go Math	Teachers, Administrators, Teachers, Math Coach	Curriculum Unit Assessments/ Renaissance At/Above Status	Peer Coaching
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	NA			
Math	ELLs	NA			
ELA	Economically Disadvantaged	Winsor-SONDAY Reading Intervention Program, Small Group Instruction, Skills Intervention, Increased instruction in non-fiction reading and writing, Differentiated Instruction, Journeys Grab& Go Resources, Renaissance	Teacher Tutors/ Teacher Assistants, Administrators, Teachers, ELA Coaches, Administrators, Teachers	Minimum of 80% on District Benchmark Assessments and Model Curriculum Unit Assessments/ Renaissance At/Above Status	Winsor SONDAY Reading Intervention <a href="http://www.nationalreadingpanel.org">www.nationalreadingpanel.org</a> <a href="http://www.worksamplingonline.com">www.worksamplingonline.com</a> <a href="http://www.interventioncentral.org">www.interventioncentral.org</a> <a href="http://www.centeroninstruction.org">http://www.centeroninstruction.org</a> National Center on Education and the Economy Publications Classroom Walk Through Peer Coaching

**SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

*ESEA §1114(b)(1)(B) strengthen the core academic program in the school;*

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (I.e., IES Practice Guide or What Works Clearinghouse)
Math	Economically Disadvantaged	Resources Small Group Instruction, Skills Intervention, Differentiated Instruction, Go Math	Teacher Tutors/ Teacher Assistants, Administrators, Teachers, Administrators, Teachers, Math Coach	District Benchmark Scores Reports NJASK scores and Benchmark Assessments NJASK improvement indicators Teacher assessment and progress reports	<a href="http://www.nationalmathpanel.org">www.nationalmathpanel.org</a> <a href="http://www.nctm.org">www.nctm.org</a> <a href="http://www.worksamplingonline.com">www.worksamplingonline.com</a> National Center on Education and the Economy Publications Classroom Walk Through Peer Coaching
ELA	Grades K-8	Winsor-SONDAY Reading Intervention Program, Small Group Instruction, Skills Intervention, Increased instruction in non-fiction reading and writing, Differentiated Instruction, Journeys Grab&	Teacher Tutors/ Teacher Assistants, Administrators, Teachers, ELA Coaches, Administrators, Teachers	Minimum of 80% on District Benchmark Assessments and Model Curriculum Unit Assessments/ Renaissance At/Above Status	Winsor SONDAY Reading Intervention <a href="http://www.nationalreadingpanel.org">www.nationalreadingpanel.org</a> <a href="http://www.worksamplingonline.com">www.worksamplingonline.com</a> <a href="http://www.interventioncentral.org">http://www.interventioncentral.org</a> <a href="http://www.centeroninstruction.org">www.centeroninstruction.org</a> National Center on Education and the Economy Publications Classroom Walk Through Peer Coaching

**SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

*ESEA §1114(b)(1)(B) strengthen the core academic program in the school;*

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Go Resources, Renaissance Resources			
Math	Grades K-8	Small Group Instruction, Skills Intervention, Increased instruction in non-fiction writing, Differentiated Instruction, Foresman/Addison Wesley and District Math NJASK Packets	Teacher Tutors/ Teacher Assistants, Administrators, Teachers, ELA Coaches, Administrators, Teachers, Math Coach	Minimum of 80% on District Benchmark Assessments and Model Curriculum Unit Assessments/ Renaissance At/Above Status	<a href="http://www.nationalmathpanel.org">www.nationalmathpanel.org</a> <a href="http://www.nctm.org">www.nctm.org</a> <a href="http://www.worksamplingonline.com">www.worksamplingonline.com</a> National Center on Education and the Economy Publications Classroom Walk Through Peer Coaching

*\*Use an asterisk to denote new programs.*

**2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement**

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with	Safety Net Summer School	Safety net staff	Minimum of 80% on District Benchmark Assessments and	National Center on Education and the Economy

**SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
	Disabilities			Model Curriculum Unit Assessments/ Renaissance At/Above Status	www.interventioncentral.org www.centeroninstruction.org
Math	Students with Disabilities	Safety Net Summer School	Safety net staff	Minimum of 80% on District Benchmark Assessments and Model Curriculum Unit Assessments/ Renaissance At/Above Status	National Center on Education and the Economy
ELA	Homeless	Safety Net Summer School	Safety net staff	Minimum of 80% on District Benchmark Assessments and Model Curriculum Unit Assessments/ Renaissance At/Above Status	National Center on Education and the Economy
Math	Homeless	Safety Net Summer School	Safety net staff	Minimum of 80% on District Benchmark Assessments and Model Curriculum Unit Assessments/ Renaissance At/Above Status	National Center on Education and the Economy
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			

**SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Economically Disadvantaged	Safety Net Summer School	Safety net staff	Minimum of 80% on District Benchmark Assessments and Model Curriculum Unit Assessments/ Renaissance At/Above Status	National Center on Education and the Economy
Math	Economically Disadvantaged	Safety Net Summer School	Safety net staff	Minimum of 80% on District Benchmark Assessments and Model Curriculum Unit Assessments/ Renaissance At/Above Status	National Center on Education and the Economy
ELA	Grades K-8	Safety Net Summer School	Safety net staff	Minimum of 80% on District Benchmark Assessments and Model Curriculum Unit Assessments/ Renaissance At/Above Status	National Center on Education and the Economy
Math	Grades K-8	Safety Net Summer School	Safety net staff	Minimum of 80% on District Benchmark Assessments and Model Curriculum Unit Assessments/ Renaissance At/Above Status	National Center on Education and the Economy

***\*Use an asterisk to denote new programs.***

**SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

2015-2016 Professional Development to Address Student Achievement and Priority Problems

*ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities	Professional Development for Reader's and Writer's Workshop (Weekly/Monthly)	Literacy Coaches	Minimum of 80% on District Benchmark Assessments and Model Curriculum Unit Assessments/ Renaissance At/Above Status	Immersing Teachers in Practice Peer Coaching Standards in Practice Mentoring Data Analysis Training the Trainer School Coaching
Math	Students with Disabilities	Professional Development for Math Workshop (Weekly/Monthly)	Math Coach	Minimum of 80% on District Benchmark Assessments and Model Curriculum Unit Assessments/ Renaissance At/Above Status	Immersing Teachers in Practice Peer Coaching Standards in Practice Mentoring Data Analysis Training the Trainer School Coaching
ELA	Homeless	Professional Development for Reader's and Writer's Workshop (Weekly/Monthly)	Literacy Coaches	Minimum of 80% on District Benchmark Assessments and Model Curriculum Unit Assessments/ Renaissance At/Above Status	Immersing Teachers in Practice Peer Coaching Standards in Practice Mentoring Data Analysis Training the Trainer School Coaching
Math	Homeless	Professional	Math	Minimum of 80% on District	Immersing Teachers in Practice

**SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

*ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		Development for Math Workshop (Weekly/Monthly)	Coach	Benchmark Assessments and Model Curriculum Unit Assessments/ Renaissance At/Above Status	Peer Coaching Standards in Practice Mentoring Data Analysis Training the Trainer School Coaching
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	Professional Development for Reader's and Writer's Workshop (Weekly/Monthly)	Literacy Coaches	Minimum of 80% on District Benchmark Assessments and Model Curriculum Unit Assessments/ Renaissance At/Above Status	Immersing Teachers in Practice Peer Coaching Standards in Practice Mentoring Data Analysis Training the Trainer School Coaching
Math	Economically Disadvantaged	Professional Development for Math Workshop (Weekly/Monthly)	Math Coach	Minimum of 80% on District Benchmark Assessments and Model Curriculum Unit Assessments/ Renaissance At/Above Status	Immersing Teachers in Practice Peer Coaching Standards in Practice Mentoring

**SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

*ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					Data Analysis Training the Trainer School Coaching
ELA	Grades K-8	Professional Development for Reader's and Writer's Workshop (Weekly/Monthly)	Literacy Coaches	Minimum of 80% on District Benchmark Assessments and Model Curriculum Unit Assessments/ Renaissance At/Above Status	Immersing Teachers in Practice Peer Coaching Standards in Practice Mentoring Data Analysis Training the Trainer School Coaching
Math	Grades K-8	Professional Development for Math Workshop (Weekly/Monthly)	Math Coach	Minimum of 80% on District Benchmark Assessments and Model Curriculum Unit Assessments/ Renaissance At/Above Status	Immersing Teachers in Practice Peer Coaching Standards in Practice Mentoring Data Analysis Training the Trainer School Coaching

*\*Use an asterisk to denote new programs.*

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of Schoolwide Program\*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

Evaluation of the schoolwide program will be monitored internally and discussed among the School Improvement Panel (ScIP).

Our bi-weekly meetings will directly focus on successful implementation of addressing our priority problems stated in this plan.

The team consists of the school administrators, the school nurse, instructional coaches, one elementary teacher, and one middle school teacher.

2. What barriers or challenges does the school anticipate during the implementation process?  
Students with behavioral challenges cause instructional time to be interrupted. Minimum support for the home-school connection also serves as a challenge to bring at-risk students to benchmark level. Some teachers are in need of more technology professional development to better utilize classroom SMART and Promethean boards for instructional use.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

## **SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

The SciP will communicate the plan to the entire staff during staff meetings. Parents and community members will be kept abreast of our plan implementation during our monthly parent meetings, PTO meetings, and our school website.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

Administration will utilize district and state rubrics during walk-throughs. Surveys will be given to staff to gauge their understanding of the plan to determine if the strategies in the school-wide plan are achieving the planned outcomes and contributing to student achievement.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

Parent participation during our monthly parent professional development meetings, attendance during Open House, parent-teacher conferences, consistent signatures in the homework planner and parent surveys to determine if the strategies in the school-wide plan are achieving the planned outcomes and contributing to student achievement.

6. How will the school structure interventions?

Interventions are developed after reviewing data from classroom, district and state assessments. The interventions are dynamic in their structure due to the shifts in data caused by student progress or academic decay. Student placement in an intervention will be based on their scores and status.

7. How frequently will students receive instructional interventions?

Students receive small group instruction and one-on-one instructional interventions daily. These interventions are built into our Literacy and Math work periods. Additional interventions, such as SONDAY and Extra Basic Skill classes are provided to students daily, and are utilized as a pullout model.

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

8. What resources/technologies will the school use to support the school-wide program?

The implementation of the plan will be made accessible to parents throughout the school year on the EOBOE/Houston Academy website, parent newsletter, staff daily bulletin, staff meetings, parent letters, school messenger system, and other means of communication.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

Benchmark assessment results, Model Curriculum Assessment results, STAR Reading/Math Assessment results, informal running records, and teacher-made assessments will be utilized and analyzed to measure the effectiveness of interventions used.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

The school will disseminate results through various communication methods:

- School Website
- Weekly staff meetings
- Monthly parent workshops
- Monthly PTO meetings
- Daily staff bulletin
- Parent newsletter
- Data Bulletin Board
- School Messenger System

*\*Provide a separate response for each question.*

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

### ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

#### 2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Bridging the Gap Pt 1 In Language Arts	Administrators PTO President, Guidance Counselor, Social Worker, Leadership Team, ScIP Committee  Workshop Facilitator  Child Study Team Member  Special Education Staff	Parent Participation Rates	Parental Involvement in Children's Education: Why Does it Make a Difference by Kathleen V. Hoover-Dempsey & Howard M. Sander 1995  Parent Involvement and student achievement: A Meta-Analysis by Williams J. Jeynes. Harvard Research Project 2005
Math	Students with Disabilities	Bridging the Gap Pt 2 In Mathematics	Administrators PTO President, Guidance Counselor, Social Worker, Leadership Team, ScIP Committee  Workshop	Parent Participation Rates	Parental Involvement in Children's Education: Why Does it Make a Difference by Kathleen V. Hoover-Dempsey & Howard M. Sander 1995

**SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)**

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
			Facilitator Child Study Team Member Special Education Staff		
ELA	Homeless	Danish with Dads Muffins with Moms	Administrators PTO President, Guidance Counselor, Social Worker, Leadership Team, SCIP Committee	Parent Participation Rates	Parental Involvement in Children's Education: Why Does it Make a Difference by Kathleen V. Hoover-Dempsey & Howard M. Sander 1995
Math	Homeless	Danish with Dads Muffins with Moms	Administrators PTO President, Guidance Counselor, Social Worker, Leadership Team, SCIP Committee	Parent Participation Rates	Parental Involvement in Children's Education: Why Does it Make a Difference by Kathleen V. Hoover-Dempsey & Howard M. Sander 1995
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A

**SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)**

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Danish with Dads Muffins with Moms	Administrators PTO President, Guidance Counselor, Social Worker, Leadership Team, SCIP Committee Workshop Facilitator	Parent Participation Rates	Parental Involvement in Children's Education: Why Does it Make a Difference by Kathleen V. Hoover-Dempsey & Howard M. Sander 1995
Math	Economically Disadvantaged	Danish with Dads Muffins with Moms	Committee Workshop Facilitator Child Study Team Member Special Education Staff Workshop Facilitator	Parent Participation Rates	Parental Involvement in Children's Education: Why Does it Make a Difference by Kathleen V. Hoover-Dempsey & Howard M. Sander 1995
ELA		Danish with Dads Muffins with Moms	PTO President, Guidance Counselor, Social Worker, Leadership Team, SCIP Committee Workshop Facilitator	Parent Participation Rates	Parental Involvement in Children's Education: Why Does it Make a Difference by Kathleen V. Hoover-Dempsey & Howard M. Sander 1995

**SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)**

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
Math		Family Math Night "Make & Take"	PTO President, Guidance Counselor, Social Worker, Leadership Team, ScIP Committee Workshop Facilitator	Parent Participation Rates	Parental Involvement in Children's Education: Why Does it Make a Difference by Kathleen V. Hoover-Dempsey & Howard M. Sander 1995

*\*Use an asterisk to denote new programs.*

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

### 2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

*Implementation of the family engagement programs will be designed to educate the family and community members on the current trends in education and student achievement. Parent/Community members will receive information that shows that parent involvement is directly connected to student achievement.*

2. How will the school engage parents in the development of the written parent involvement policy?

*The parent involvement policy will be developed during PTO organized meetings, workshops and events. The use of email and the school messenger system will provide parents an opportunity to submit recommendations and concerns regarding the parent involvement policy.*

3. How will the school distribute its written parent involvement policy?

*The policy will be distributed to the parent via various administrative communications (i.e. letters, memos, monthly newsletters). Distribution will also take place at PTO and SciP meetings in order to inform parents of the school's improvement status. Copies are made available at the parent display board in the front entrance of the building. This is also a central office function.*

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

4. How will the school engage parents in the development of the school-parent compact?

*Parents will be encouraged to provide input on ways to implement and continuously improve the school-parent compact. The school-parent compact will be distributed to all parents and guardians. Administrative communications ( letters, memos, monthly newsletter) will present an avenue for continual dialogue with the parents.*

5. How will the school ensure that parents receive and review the school-parent compact?

*The School-Parent compact is distributed to all parents and guardians, stressing the importance of signing and returning the parent section of the compact. School-Compacts are stored and kept on file in the Main Office. A copy of this compact can also be viewed in the districts Parent-Teacher Handbook.*

6. How will the school report its student achievement data to families and the community?

*Individual student achievement data will be reported to families and the community through administrative communications (letters, anecdotal notes, standardized test scores), and parent-teacher conferences. Administrators will report percentage of overall achievement on various data boards displayed throughout the building.*

**SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)**

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

*Administrative communications (letters, memos, monthly newsletters) are distributed to parents at PTO and ScIP meetings in order to inform parents of the school's improvement status. This is also a Central Office function.*

8. How will the school inform families and the community of the school's disaggregated assessment results?

*Administrative communications (letters, memos, monthly newsletters) are distributed to parents at PTO and ScIP meetings in order to inform parents of the school's improvement status. This is also a Central Office function.*

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

*Parents and Community were informed of Title I Schoolwide Plan through PTO organized meetings and events, email, formal letters, and SLC Committee meetings.*

10. How will the school inform families about the academic achievement of their child/children?

*Administration communicates student achievement to parents through administrative communications (letters, student planners, anecdotal notes, standardized test scores, quarterly progress reports), and parent-teacher conferences.*

**SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)**

**11. On what specific strategies will the school use its 2015-2016 parent involvement funds?**

**Parent involvement funds will be utilized to facilitate workshops, to pay workshop consultant fees, to subsidize resource materials for “make-and-take language arts and math workshops and provide light refreshments for participants.**

*\*Provide a separate response for each question.*

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

*ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.*

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

### Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A		
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)		
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

\* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible