Gibson

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: Althea Gibson Academy
Chief School Administrator: DR. GLORIA C. SCOTT	Address: 490 William Street
Chief School Administrator's E-mail: g.scott@eastorange.k12.nj.us	Grade Levels: Pre-K -K
Title I Contact: Mr. James Leutz	Principal: Crystal Davis
Title I Contact E-mail: j.leutz@eastorange.k12.nj.us	Principal's E-mail: crystal.davis@eastorange.k12.nj.us
Title I Contact Phone Number: 973-266-5781	Principal's Phone Number: (973) 266-7017

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.

Crystal Davis
Principal's Name (Print)

Crystal Davis
Principal's Signature

6/11/15
Date

SCHOOLWIDE SUMMARY INFORMATION - *ESEA§1114*

Critical Overview Elements

- The School held 3 of stakeholder engagement meetings.
- State/local funds to support the school were $ 1,456,031, which comprised 99% of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 1,456,031 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 Cost
Refreshments for Science Night	Priority Problem #2	Increased Parent Involvement in Order to Increase Student Achievement	$100	$100
Refreshments for Family Connections Day	Priority Problem #2	Increased Parent Involvement in Order to Increase Student Achievement	$100	$100
Speakers for Teacher's Professional Development	Priority Problem #3	Increased Awareness of Assertive Discipline, Sensory Processing Disorder and Autism Awareness management techniques in order to improve student achievement by meeting the needs of these students.	$200	$200

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
Crystal Davis	Principal	Y	Y	Y	Crystal Davis
Ilyse Gorbunoff	Literacy/Data Coach	Y	Y	Y	Ilyse Gorbunoff
Joi Paisley	Tech Lead Teacher	Y	Y	Y	Joi Paisley
Erika Cooke	Kindergarten Teacher	Y	Y	Y	Erika Cooke
Lyndsey Wood	Pre-K Teacher's Asst.	Y	Y	Y	[illegible]
Rebecca Linn	School Psychologist	Y	Y	Y	Rebecca Linn
Jennifer Eversley	Parent	Y	Y	Y	J. Eversley

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
March 26, 2015	Althea Gibson Conference Room	Comprehensive Needs Assessment	X			X
May 28, 2015	Althea Gibson Conference Room	Schoolwide Plan Development	X			X
June 8, 2015	Althea Gibson Conference Room	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 mission of Althea Gibson Early Childhood Academy is to recognize the potential in every student and to nurture this potential so that they can achieve academic and personal growth. Through developmentally appropriate practices, our students will learn to believe in themselves, recognize their own successes, set goals and strive to fulfill them. By empowering students, faculty, parents and the community to strive for excellence, we will create a positive learning environment for our young students. We believe that all children have the potential for becoming Responsible, Outstanding, Creative, and Knowledgeable Students. "Gibson ROCKS"!

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 school implemented the Perfect Attendance Incentive Program as planned.

2. What were the strengths of the implementation process?

   The strength of the implementation process was that students and staff were excited about the program and motivated to participate.

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

   There were two challenges that we faced. During the very harsh winter, our attendance waivered due to snowy and icy conditions that prevented some students from coming to school. In addition, there are some parents that do not understand that Pre-K and Kindergarten are essential and that regular attendance is necessary for student achievement. It seems that because our students are so young, parents choose not to brave the elements to get their children to school. Even after many interventions, they still believe that regular attendance is not important in Pre-K and Kindergarten. In addition, some students placed in our school live across town in areas where bussing is not provided by the district. These students often have irregular attendance, which affects their academic performance.

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

   The greatest strength is that the program was well organized and the staff was prepared for its implementation. Parents were informed through multiple modalities and the students were motivated to participate. In addition, we have reached out to the district attendance officer who has begun to work with us to improve attendance by contacting parents and in some cases taking legal action. However, the weakness lies with the fact is that there are some families that refuse to

respond to our interventions. Sometimes this is due to cultural differences or even custodial struggles between parents. In some cases, parents suffer from conditions, which make them unable to comprehend the importance of regular attendance, and our efforts go unnoticed. The transient nature of our community also frustrates us and impedes our success. We are hopeful that with the support of the Attendance Officer, stationed in our school weekly, we will be able to do more to educate parents about the importance of regular attendance.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

   The buy-in for students came from the Pep-Rally which motivated them to win monthly prizes for Perfect Attendance, as well as having their names posted on our Wall of Fame, in our newsletter and on the school website. Our goal was to educate parents to the fact that student attendance equals improved student achievement. Our hope was that the buy-in for them was the knowledge that as we embarked on a more challenging common core curriculum, having their children present to learn would lead to academic success.

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

   The staff believed that the Perfect Attendance program would be successful in increasing attendance and therefore lead to improved student achievement. A needs assessment survey was used to obtain this information.

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

   We believe the community (parents) were supportive of the program and hopeful that it would lead to improved student achievement because prior to the PEP Rally, we sent home information about the program and requested that all students wear their school spirit t-shirts that day as a demonstration that everyone was on board. We took pictures of the children in their shirts as a measurement of parent participation and support of the program.

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

   The program began with a group session for teachers and staff on the first day of school. Then, a group session was held to inform parents about the program at Back To School Night. They were informed and invited to the student Pep Rally. They were also informed about the monthly incentive program. Students were informed of he program during the PEP rally in a group session. Then a letter was sent home to remind all stakeholders of the program and it's details. This information also

appeared in the monthly newsletter and shared on our website. Each month classroom teacher's reminded students in small groups about the incentive program. Also students were reminded and encouraged to participate on monthly prize day when incentives were awarded for perfect attendance. Individual letters and one-on-one conversations were used to deliver the message to the parents of students whose attendance was unsatisfactory in order to reinforce the importance of regular attendance.

9. How did the school structure the interventions?

Our school secretary using FOCUS monitored the attendance data. The system generated letters for students with excessive absences. The parents of these students were notified by letter and met with the principal and in some cases the attendance officer. In the spring, the district provide a weekly attendance officer to be based in the building, the goal of this placement was to have face to face contact with the parents of students with poor attendance. The goal of which was to increase attendance form 90% to 92%.

Academically, The Star Early Literacy Test was administered three times during the school year. The data from the initial testing was our baseline data. After the second administration of the test, we identified students who performed below the base line. Many of these students were the same students whose attendance was irregular. Parents were notified of the effect of irregular attendance on their child's academic progress, and students were offered an afterschool-tutoring program. Parents were required to sign a contract that required consistent attendance in this program. During tutoring sessions, students worked in small groups with a Para professional on skills identified from test data. In addition, these students received in class intervention through individual and small group instruction. After the final administration of the test, 99% of students in the tutoring program were at or above the baseline.

10. How frequently did students receive instructional interventions?

The students received in class intervention through individual and small group instruction on a daily basis.
The after school-tutoring program took place three times a week for 40 minutes a day from January through April.

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

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

The school incorporated the use of laptops, smart board and I-pads in order to improve student achievement and support the tutoring program. In addition, we use online tools such as Think Central and Renaissance Learning in order to use data driven instruction to enhance student achievement. Another digital too was the FOCUS Attendance System used to monitor student attendance through out the year.

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

Technology did contribute to the success of the program in that the students identified in FOCUS with poor attendance were the students that we identified as in need of support and intervention. The data we received from the STAR Renaissance reports were the basis of the selection process for participation in the after-school tutoring program. This data determined the after-school tutoring curriculum and identified the Common Core standards that needed to be addressed in order for these students to improve and be "At Or Above The Benchmark" on the final administration of the Star Early Literacy Test.

Provide a separate response for each question.

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

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 *did* or *did not* result in proficiency (Be specific for each Intervention).
Grade 4	N/A	N/A	N/A	N/A
Grade S	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	N/A	N/A	N/A	N/A
Grade S	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
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

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 *did or did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	13	15	Small Group Instruction ELL Accommodations Inclusion Accommodations In class Interventions Technology Intervention based on individual needs	The interventions were successful because all students increased one indicator level on the Work Sampling developmental checklist. One student still identified as Not Yet has an extremely poor attendance records and is an ELL student. The other student is identified as a student with a disability.
Kindergarten	24	28	After-School Tutoring Differentiated Instruction Small Group Intervention In class Interventions ELL Accommodations Inclusion Accommodations Technology Intervention based on individual needs	The interventions were successful because of the 27 students identified as at risk on the Pre-Test, 26 students performed at or above the benchmarks after the interventions were put in place. The 1 student identified as still below the benchmark was evaluated and identified for Special Education Services and received an IEP. This student also has extremely poor attendance.
Grade 1	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

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

Mathematics	2013 -2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	13	15	Small Group Instruction ELL Accommodations Inclusion Accommodations In class Interventions Technology Intervention based on individual needs	The interventions were successful because all students increased one indicator level on the Work Sampling developmental checklist. One student still identified as Not Yet has an extremely poor attendance records and is an ELL student. The other student is identified as a student with a disability.
Kindergarten	24	28	After-School Tutoring Differentiated Instruction Small Group Intervention In class Interventions ELL Accommodations Inclusion Accommodations Technology Intervention based on individual needs	The interventions were successful because of the 27 students identified as at risk on the Pre-Test, 26 students performed at or above the benchmarks after the interventions were put in place. The 1 student identified as still below the benchmark was evaluated and identified for Special Education Services and received an IEP. This student also has extremely poor attendance.
Grade 1	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

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

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	After-School Tutoring Differentiated Instruction Small Group Intervention In class Interventions Accommodations for IEPs Technology Intervention based on individual needs. Use of varied digital media to enhance instruction. Perfect Attendance Incentive Program	Yes	Increased Student Achievement on: Star Early Literacy Test Work Sampling Indictors Improved Student Attendance as demonstrated on FOCUS Attendance Reports	• 99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April. • 98% of Pre-K students moved up at least one indicator level and there are only 2 student identified as Not Yet in Language Arts after the final Collection Period. • Focus attendance reports track school-wide attendance at 90.53% at the end of May
Math	Students with Disabilities	After-School Tutoring Differentiated Instruction Small Group Intervention In class Interventions Accommodations for IEPs Technology Intervention based on individual needs. Use of varied digital media to enhance instruction. Perfect Attendance Incentive Program	Yes	Increased Student Achievement on: Star Early Literacy Test Work Sampling Indictor Reports FOCUS Attendance Reports	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test Given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 student identified as Not Yet in Math after the final Collection Period. Focus attendance reports track school-wide attendance at 90.53% at the end of May
ELA	Homeless	After-School Tutoring	Yes	Increased Student	99% of Kindergarten Students Scored at or

		Differentiated Instruction Small Group Intervention Technology Intervention based on individual needs. Use of varied digital media to enhance instruction. Perfect Attendance Incentive Program		Achievement on: Star Early Literacy Test Work Sampling Indictor Reports FOCUS Attendance Reports	Above the Benchmark on Star Early Literacy test Given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 student identified as Not Yet in Math after the final Collection Period. Focus attendance reports track school-wide attendance at 90.53% at the end of May
Math	Homeless	After-School Tutoring Differentiated Instruction Small Group Intervention In class Interventions Technology Intervention based on individual needs. Use of varied digital media to enhance instruction. Perfect Attendance Incentive Program	Yes	Increased Student Achievement on: Star Early Literacy Test Work Sampling Indictors Improved Student Attendance as demonstrated on FOCUS Attendance Reports	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test Given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 student identified as Not Yet in Math after the final Collection Period. Focus attendance reports track school-wide attendance at 90.53% at the end of May
ELA	Migrant	After-School Tutoring Differentiated Instruction Small Group Intervention In class Interventions Technology Intervention based on individual needs. Use of varied digital media to enhance instruction. Perfect Attendance Incentive Program	Yes	Increased Student Achievement on: Star Early Literacy Test Work Sampling Indictors Improved Student Attendance as demonstrated on FOCUS Attendance Reports	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test Given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 student identified as Not Yet in Math after the final Collection Period. Focus attendance reports track school-wide attendance at 90.53% at the end of May
Math	Migrant	After-School Tutoring	Yes	Increased Student	

		Differentiated Instruction Small Group Intervention In class Interventions Perfect Attendance Incentive Program		Achievement on: Star Early Literacy Test Work Sampling Indictors improved Student Attendance as demonstrated on FOCUS Attendance Reports	
ELA	ELLs	After-School Tutoring Differentiated Instruction Small Group Intervention In class Interventions Accommodations for ELL Needs Technology Intervention based on individual needs. Use of varied digital media to enhance instruction. Perfect Attendance Incentive Program	Yes	Increased Student Achievement on: Star Early Literacy Test Work Sampling Indictors Improved Student Attendance as demonstrated on FOCUS Attendance Reports	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test Given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 student identified as Not Yet in Math after the final Collection Period. Focus attendance reports track school-wide attendance at 90.53% at the end of May
Math	ELLs	After-School Tutoring Differentiated Instruction Small Group Intervention In class Interventions Accommodations for ELL Needs Technology Intervention based on individual needs. Use of varied digital media to enhance instruction. Perfect Attendance	Yes	Increased Student Achievement on: Star Early Literacy Test Work Sampling Indictors Improved Student Attendance as demonstrated on FOCUS Attendance Reports	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test Given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 student identified as Not Yet in Math after the final Collection Period. Focus attendance reports track school-wide attendance at 90.53% at the end of May

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

		Incentive Program			
ELA	Economically Disadvantaged	After-School Tutoring Differentiated Instruction Small Group Intervention Technology Intervention based on individual needs. Use of varied digital media to enhance instruction. Perfect Attendance Incentive Program	Yes	Increased Student Achievement on: Star Early Literacy Test Work Sampling Indictors Improved Student Attendance as demonstrated on FOCUS Attendance Reports	
Math	Economically Disadvantaged	After-School Tutoring Differentiated Instruction Small Group Intervention Technology Intervention based on individual needs. Use of varied digital media to enhance instruction. Perfect Attendance Incentive Program		Increased Student Achievement on: Star Early Literacy Test Work Sampling Indictors Improved Student Attendance as demonstrated on FOCUS Attendance Reports	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test Given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 student identified as Not Yet in Math after the final Collection Period. Focus attendance reports track school-wide attendance at 90.53% at the end of May

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

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

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	Kindergarten After School Tutoring Program	Yes	Data from Star Early Literacy Assessment demonstrates improved student achievement.	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April.
Math	Students with Disabilities	Kindergarten After School Tutoring Program	Yes	Data from Star Early Literacy Assessment demonstrates improved student achievement.	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April.
ELA	Homeless	Kindergarten After School Tutoring Program	Yes	Data from Star Early Literacy Assessment demonstrates improved student achievement.	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April.
Math	Homeless	Kindergarten After School Tutoring Program	Yes	Data from Star Early Literacy Assessment demonstrates improved student achievement.	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April.
ELA	Migrant	Kindergarten After School Tutoring Program	Yes	Data from Star Early Literacy Assessment demonstrates improved student achievement.	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April.
Math	Migrant	Kindergarten After School Tutoring Program	Yes	Data from Star Early Literacy Assessment demonstrates improved student achievement.	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April.
ELA	ELLs	Kindergarten After	Yes	Data from Star Early Literacy	99% of Kindergarten Students Scored at or

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)
		School Tutoring Program		Assessment demonstrates improved student achievement.	Above the Benchmark on Star Early Literacy test given in April.
Math	ELLs	Kindergarten After School Tutoring Program	Yes	Data from Star Early Literacy Assessment demonstrates improved student achievement.	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April.
ELA	Economically Disadvantaged	Kindergarten After School Tutoring Program	Yes	Data from Star Early Literacy Assessment demonstrates improved student achievement.	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April.
Math	Economically Disadvantaged	Kindergarten After School Tutoring Program	Yes	Data from Star Early Literacy Assessment demonstrates improved student achievement.	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April.

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

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

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	Danielson Framework Common Core Training In-Service Days Turn Key Training Grade-Level Meetings Small Learning Communities Book Studies: Vocabulary Instruction Guided Reading Teachscape Data	Yes	Data from Star Early Literacy Assessment and Work Sampling demonstrates improved student achievement. Sign-In Sheets, Agendas, PD Hours, Certificates, and Workshop Evaluations demonstrated focus on PD to improve student performance	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 students identified as Not Yet in Language Arts/Math after the final Collection Period.
Math	Students with Disabilities	Danielson Framework Common Core Training In-Service Days Turn Key Training Grade-Level Meetings Small Learning Communities Book Studies: Vocabulary Instruction Guided Reading Teachscape Data	Yes	Data from Star Early Literacy Assessment and Work Sampling demonstrates improved student achievement. Sign-In Sheets, Agendas, PD Hours, Certificates, and Workshop Evaluations demonstrated focus on PD to improve student performance	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 students identified as Not Yet in Language Arts/Math after the final Collection Period.

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	Homeless	Danielson Framework Common Core Training In-Service Days Turn Key Training Grade-Level Meetings Small Learning Communities Book Studies: Vocabulary Instruction Guided Reading Teachscape Data	Yes	Data from Star Early Literacy Assessment and Work Sampling demonstrates improved student achievement. Sign-In Sheets, Agendas, PD Hours, Certificates, and Workshop Evaluations demonstrated focus on PD to improve student performance	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 students identified as Not Yet in Language Arts/Math after the final Collection Period.
Math	Homeless	Danielson Framework Common Core Training In-Service Days Turn Key Training Grade-Level Meetings Small Learning Communities Book Studies: Vocabulary Instruction Guided Reading Teachscape Data	Yes	Data from Star Early Literacy Assessment and Work Sampling demonstrates improved student achievement. Sign-In Sheets, Agendas, PD Hours, Certificates, and Workshop Evaluations demonstrated focus on PD to improve student performance	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 students identified as Not Yet in Language Arts/Math after the final Collection Period.
ELA	Migrant	Danielson Framework Common Core Training In-Service Days	Yes	Data from Star Early Literacy Assessment and Work Sampling demonstrates	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April.

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)
		Turn Key Training Grade-Level Meetings Small Learning Communities Book Studies: Vocabulary Instruction Guided Reading Teachscape Data		improved student achievement. Sign-In Sheets, Agendas, PD Hours, Certificates, and Workshop Evaluations demonstrated focus on PD to improve student performance	98% of Pre-K students moved up at least one indicator level and there are only 2 students identified as Not Yet in Language Arts/Math after the final Collection Period.
Math	Migrant	Danielson Framework Common Core Training In-Service Days Turn Key Training Grade-Level Meetings Small Learning Communities Book Studies: Vocabulary Instruction Guided Reading Teachscape Data	Yes	Data from Star Early Literacy Assessment and Work Sampling demonstrates improved student achievement. Sign-In Sheets, Agendas, PD Hours, Certificates, and Workshop Evaluations demonstrated focus on PD to improve student performance	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 students identified as Not Yet in Language Arts/Math after the final Collection Period.
ELA	ELLs	Danielson Framework Common Core Training In-Service Days Turn Key Training Grade-Level Meetings Small Learning Communities	Yes	Data from Star Early Literacy Assessment and Work Sampling demonstrates improved student achievement. Sign-In Sheets, Agendas, PD	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 students identified as Not Yet in

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)
		Book Studies: Vocabulary Instruction Guided Reading Teachscape Data		Hours, Certificates, and Workshop Evaluations demonstrated focus on PD to improve student performance	Language Arts/Math after the final Collection Period.
Math	ELLs	Danielson Framework Common Core Training In-Service Days Turn Key Training Grade-Level Meetings Small Learning Communities Book Studies: Vocabulary Instruction Guided Reading Teachscape Data	Yes	Data from Star Early Literacy Assessment and Work Sampling demonstrates improved student achievement. Sign-In Sheets, Agendas, PD Hours, Certificates, and Workshop Evaluations demonstrated focus on PD to improve student performance	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 students identified as Not Yet in Language Arts/Math after the final Collection Period.
ELA	Economically Disadvantaged	Danielson Framework Common Core Training In-Service Days Turn Key Training Grade-Level Meetings Small Learning Communities Book Studies: Vocabulary Instruction Guided Reading	Yes	Data from Star Early Literacy Assessment and Work Sampling demonstrates improved student achievement. Sign-In Sheets, Agendas, PD Hours, Certificates, and Workshop Evaluations demonstrated focus on PD	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 students identified as Not Yet in Language Arts/Math after the final Collection Period.

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)
		Teachscape Data		to improve student performance	
Math	Economically Disadvantaged	Danielson Framework Common Core Training In-Service Days Turn Key Training Grade-Level Meetings Small Learning Communities Book Studies: Vocabulary Instruction Guided Reading Teachscape Data	Yes	Data from Star Early Literacy Assessment and Work Sampling demonstrates improved student achievement. Sign-In Sheets, Agendas, PD Hours, Certificates, and Workshop Evaluations demonstrated focus on PD to improve student performance	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 students identified as Not Yet in Language Arts/Math after the final Collection Period.

Family and Community Engagement Implemented in 2014-2015

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	Back-to-School Night, Family Connection Day, Parent Workshops, Science and Technology Night, and	Yes	Student Renaissance Scores, Work Sampling Online Data, Sign-In Sheets and Participant Evaluation Forms from Parent Involvement	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2

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)
		Transition Day		Activities.	students identified as Not Yet in Language Arts/Math after the final Collection Period. Over 70% of families participated in Back To School Night, Science Night and Family Connection Day.
Math	Students with Disabilities	Back-to-School Night, Family Connection Day, Parent Workshops, Science and Technology Night, and Transition Day	Yes	Student Renaissance Scores, Work Sampling Online Data, Sign-In Sheets and Participant Evaluation Forms from Parent Involvement Activities.	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 students identified as Not Yet in Language Arts/Math after the final Collection Period. Over 70% of families participated in Back To School Night, Science Night and Family Connection Day.
ELA	Homeless	Back-to-School Night, Family Connection Day, Parent Workshops, Science and Technology Night, and Transition Day	Yes	Student Renaissance Scores, Work Sampling Online Data, Sign-In Sheets and Participant Evaluation Forms from Parent Involvement Activities.	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 students identified as Not Yet in Language Arts/Math after the final Collection Period. Over 70% of families participated in Back To School Night, Science Night and Family

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)
					Connection Day.
Math	Homeless	Back-to-School Night, Family Connection Day, Parent Workshops, Science and Technology Night, and Transition Day	Yes	Student Renaissance Scores, Work Sampling Online Data, Sign-In Sheets and Participant Evaluation Forms from Parent Involvement Activities.	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 students identified as Not Yet in Language Arts/Math after the final Collection Period. Over 70% of families participated in Back To School Night, Science Night and Family Connection Day.
ELA	Migrant	Back-to-School Night, Family Connection Day, Parent Workshops, Science and Technology Night, and Transition Day	Yes	Student Renaissance Scores, Work Sampling Online Data, Sign-In Sheets and Participant Evaluation Forms from Parent Involvement Activities.	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 students identified as Not Yet in Language Arts/Math after the final Collection Period. Over 70% of families participated in Back To School Night, Science Night and Family Connection Day.
Math	Migrant	Back-to-School Night, Family Connection Day, Parent Workshops,	Yes	Student Renaissance Scores, Work Sampling Online Data, Sign-In Sheets and	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early

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)
		Science and Technology Night, and Transition Day		Participant Evaluation Forms from Parent Involvement Activities.	Literacy test given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 students identified as Not Yet in Language Arts/Math after the final Collection Period. Over 70% of families participated in Back To School Night, Science Night and Family Connection Day.
ELA	ELLs	Back-to-School Night, Family Connection Day, Parent Workshops, Science and Technology Night, and Transition Day	Yes	Student Renaissance Scores, Work Sampling Online Data, Sign-In Sheets and Participant Evaluation Forms from Parent Involvement Activities.	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 students identified as Not Yet in Language Arts/Math after the final Collection Period. Over 70% of families participated in Back To School Night, Science Night and Family Connection Day.
Math	ELLs	Back-to-School Night, Family Connection Day, Parent Workshops, Science and Technology Night, and Transition Day	Yes	Student Renaissance Scores, Work Sampling Online Data, Sign-In Sheets and Participant Evaluation Forms from Parent Involvement Activities.	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 students identified as Not Yet in Language Arts/Math after the final

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)
					Collection Period. Over 70% of families participated in Back To School Night, Science Night and Family Connection Day.
ELA	Economically Disadvantaged	Back-to-School Night, Family Connection Day, Parent Workshops, Science and Technology Night, and Transition Day	Yes	Student Renaissance Scores, Work Sampling Online Data, Sign-In Sheets and Participant Evaluation Forms from Parent Involvement Activities.	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 students identified as Not Yet in Language Arts/Math after the final Collection Period. Over 70% of families participated in Back To School Night, Science Night and Family Connection Day.
Math	Economically Disadvantaged	Back-to-School Night, Family Connection Day, Parent Workshops, Science and Technology Night, and Transition Day	Yes	Student Renaissance Scores, Work Sampling Online Data, Sign-In Sheets and Participant Evaluation Forms from Parent Involvement Activities.	99% of Kindergarten Students Scored at or Above the Benchmark on Star Early Literacy test given in April. 98% of Pre-K students moved up at least one indicator level and there are only 2 students identified as Not Yet in Language Arts/Math after the final Collection Period. Over 70% of families participated in Back To School Night, Science Night and Family Connection Day.

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.

Crystal Davis	Crystal Davis	6/11/15
Principal's Name (Print)	Principal's Signature	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	STAR Early Literacy, Think Central, SGO's, Work Sampling Indicators	Improved Student Achievement- 99% of our students tested on or above the benchmark on the Star Early Literacy Assessment at the end of the school year. This is an overall 46% increased since the initial administration at the beginning of the school year.
Academic Achievement - Writing	STAR Early Literacy, Think Central, SGO's, Work Sampling Indicators	Improved Student Achievement- 99% of our students tested on or above the benchmark on the Star Early Literacy Assessment at the end of the school year. This is an overall 46% increased since the initial administration at the beginning of the school year.
Academic Achievement - Mathematics	STAR Early Literacy, Think Central, SGO's, Work Sampling Indicators	Improved Student Achievement- 99% of our students tested on or above the benchmark on the Star Early Literacy Assessment at the end of the school year. This is an overall 46% increased since the initial administration at the beginning of the school year.
Family and Community Engagement	Sign-In Sheets, Programs, and Photos	According to sign-in sheets, over 80 families participated in our Back To School Night, Science and Technology Night and Family Connection's Day.
Professional Development	Sign-In Sheets, Agendas, and P.D. Certificates	As demonstrated with P.D. certificates, 100% of certificated staff achieved at least 20 hours of professional development.
Leadership	MPPR and Principal's Goal	Administration was successful in meeting all goals.
School Climate and Culture	Needs Assessment	Needs Assessment data demonstrates that school culture and climate demonstrates is a positive environment that promotes student achievement.

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)
School-Based Youth Services	N/A	N/A
Students with Disabilities	STAR Early Literacy, Think Central, SGO's, Work Sampling Indicators	Improved Student Achievement- 99% of our students tested on or above the benchmark on the Star Early Literacy Assessment at the end of the school year. This is an overall 46% increased since the initial administration at the beginning of the school year.
Homeless Students	STAR Early Literacy, Think Central, SGO's, Work Sampling Indicators	Improved Student Achievement- 99% of our students tested on or above the benchmark on the Star Early Literacy Assessment at the end of the school year. This is an overall 46% increased since the initial administration at the beginning of the school year.
Migrant Students	STAR Early Literacy, Think Central, SGO's, Work Sampling Indicators	Improved Student Achievement- 99% of our students tested on or above the benchmark on the Star Early Literacy Assessment at the end of the school year. This is an overall 46% increased since the initial administration at the beginning of the school year.
English Language Learners	STAR Early Literacy, Think Central, SGO's, Work Sampling Indicators	Improved Student Achievement- 99% of our students tested on or above the benchmark on the Star Early Literacy Assessment at the end of the school year. This is an overall 46% increased since the initial administration at the beginning of the school year.
Economically Disadvantaged	STAR Early Literacy, Think Central, SGO's, Work Sampling Indicators	Improved Student Achievement- 99% of our students tested on or above the benchmark on the Star Early Literacy Assessment at the end of the school year. This is an overall 46% increased since the initial administration at the beginning of the school year.

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

2015-2016 Comprehensive Needs Assessment Process*

Narrative

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

   Google Forms was used electronically to collected and compile data.

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

   Kindergarten students were assessed with the Star Early Literacy Assessment three times during the school year. This data was used to create subgroups for intervention and to assess student achievement. In addition the data collected through the WorkSampling system assessed the academic growth of both Pre-K and Kindergarten students. This assessment was carried out through three collection periods that spanned the school year. The FOCUS on-line attendance system generated attendance data, which was also used to identify students whose attendance impacted their ability to achieve academic success. It was also used to put interventions in place to improve student achievement and attendance.

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)?

   The survey covered a broad spectrum of stakeholders therefore not limited to the view of one subgroup of stakeholders.

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

   The data revealed that poor attendance has a direct impact on student achievement.

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

   In the past, the district determined and provided most of the school's professional development. This was very limiting in that the needs of each school are different. However, going forward Professional Development needs for each school will be based on the Schools PD Plan. Certificated staff identified areas of need for their individual and school wide Professional Development. Althea

Givson Academy is an early childhood school and therefore the staff requires PD suited to this age group and development level. The administrator will provide PD to address the needs of the faculty as identified in the school PD Plan for 2015-2016. Therefore, PD will have a direct impact on student achievement.

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

   Pre-K students are evaluated three times a year using the Work Sampling indicators and kindergarten students are evaluated three times a year using Work Sampling and Star Early Literacy Assessment.

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

   The school provides multiple interventions such as individual and small group differentiated instruction, after-school tutoring, and individualize accommodations to support student learning.

8. How does the school address the needs of migrant students? *N/A*

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

   The School Social Worker addresses the needs of homeless students by providing support through counseling, providing resources, and interacting and supporting the needs of the parent.

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?

    Through grade-level meetings and small learning communities, the Literacy Coach and Tech Lead Teacher provide information to teachers in order to better understand and utilize assessment data to provide interventions in order to inform instruction and to increase student achievement.

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?

The district wide Transition Day each spring provides the opportunity for students to visit the grade that they will be entering in the following year. Families learn about the curriculum and expectations as well as have the opportunity to meet staff members and view classrooms. In addition, Althea Gibson Academy holds an open house for incoming Pre-K students so that they can have the same opportunity.

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

Needs assessments, student assessment data, and our FOCUS Attendance data.

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	Improved Student Attendance	Increased Awareness of Assertive Discipline, Sensory Processing Disorder and Autism Awareness management techniques in order to improve student achievement by meeting the needs of students with these challenging behaviors.
Describe the priority problem using at least two data sources	Based upon FOCUS attendance records for individual students who fail to meet academic benchmarks, there is need to improve student attendance in order to increase to student achievement. According to the National Center for Education Statistics "A missed school day is a lost opportunity for students to learn. In this era of increased accountability for states, districts, and schools, the connection between student attendance and learning is being studied more than ever before. As a result, education agencies are asked with increasing frequency to report attendance data in a standard manner to allow comparisons across organizations and jurisdictions."	In an article by Lee and Marlene Canter, society demands appropriate behavior if one is to be accepted and successful. Therefore, no one benefits when a student is allowed to misbehave. Teachers show their concern for today's youth when they demand and promote appropriate classroom behavior. SPD.org states that 1 in every 6 children experiences sensory symptoms that may be significant enough to affect aspects of everyday life functions. Symptoms of Sensory Processing Disorder, like those of most disorders, occur within a broad spectrum of severity. While most of us have occasional difficulties processing sensory information, for some children these difficulties are chronic, and they disrupt everyday life. According to The US Department of Health and Human Services, Autism Spectrum Disorder (ASD) affects about 1 in 68 children in the U.S., with more children being identified than ever before. The early childhood community has a unique opportunity to touch the lives of these children and their families in ways that can make a real difference. With awareness, acceptance, and the appropriate supports, children with ASD can reach their incredible potential.

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

Describe the root causes of the problem	Some parents believe that Pre-K and Kindergarten are not important and do not realize the negative impact that poor attendance has on student performance.	As more and more children are included in the general education classroom, educators need techniques to deal with their special needs. In addition as an early childhood center, we are often the child's first experience with formal education. Due to this fact, learning challenges may not become evident until the child enters school.
Subgroups or populations addressed	Pre-K and Kindergarten students	Pre-K and Kindergarten students
Related content area missed (i.e., ELA, Mathematics)	All content areas	All content areas
Name of scientifically research based intervention to address priority problems	Chang, Hedy, Romero, Mariajose, Present, Engaged & Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades, National Center for Children in Poverty: NY: NY, September 2008.	http://www.behavioradvisor.com/AssertiveDiscipline.html http://www.hhs.gov/programs/topic-sites/autism/index.html http://www.spdfoundation.net/about-sensory-processing-disorder/
How does the intervention align with the Common Core State Standards?	The program is aligned with all National Common Core Standards	The program is aligned with all National Common Core Standards

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	Increased Parent Involvement in Order to Increase Student Achievement	
Describe the priority problem using at least two data sources	Over the past few years, we have noted a decline in parent involvement. The turn out for academically based activities is often underwhelming. Many parents do not seem to understand the important part they play in their child's education. Sign in sheets from parent workshops and parent information sessions pale by comparison to those of performances and social events. It is our goal to try and increase this involvement in order to improve student performance. "**A New Wave of Evidence,** a report from Southwest Educational Development Laboratory (2002) states that when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." The report, a synthesis of research on parent involvement, also found that, regardless of family income or background, students with involved parents are more likely to earn higher grades, be promoted, have better social skills, adapt better to school and graduate.	
Describe the root causes of the problem	The importance of early childhood education is often misunderstood and deemed unimportant. People believe that Pre-k and Kindergarten are just for play. They remember their own experience and do not understand how times have changed. In addition, many parents work and are overwhelmed by their responsibilities and do not see this grade level as a	

	priority.	
Subgroups or populations addressed	Pre-K and Kindergarten students	
Related content area missed (i.e., ELA, Mathematics)	All content areas	
Name of scientifically research based intervention to address priority problems	http://www.nea.org/tools/17360.htm http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html	
How does the intervention align with the Common Core State Standards?	The program is aligned with all National Common Core Standards	

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)(I)(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	-Grade-Level Meetings and P.D. -Perfect Attendance Incentive Program -Tutoring-Small Group Differentiation. -Technology Intervention based on individual needs. Use of varied digital media to enhance instruction.	Literacy Coach Tech Lead Teacher Principal Classroom Teachers	Increased student achievement Improved student attendance	STAR Early Literacy Assessment Screening Reports Think Central testing data Work Sampling indicators and checklists FOCUS attendance data
Math	Students with Disabilities	-Grade-Level Meetings and P.D. -Perfect Attendance Incentive Program -Tutoring-Small Group Differentiation. -Technology Intervention based on individual needs. Use of varied digital media to enhance instruction.	Literacy Coach Tech Lead Teacher Principal Classroom Teachers	Increased student achievement Improved student attendance	STAR Early Literacy Assessment Screening Reports Think Central testing data Work Sampling indicators and checklists FOCUS attendance data

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

ESEA §1114(b)(I)(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	Homeless	-Grade-Level Meetings and P.D. -Perfect Attendance Incentive Program -Tutoring-Small Group Differentiation. -Technology Intervention based on individual needs. Use of varied digital media to enhance instruction.	Literacy Coach Tech Lead Teacher Principal Classroom Teachers	Increased student achievement Improved student attendance	STAR Early Literacy Assessment Screening Reports Think Central testing data Work Sampling indicators and checklists FOCUS attendance data
Math	Homeless	-Grade-Level Meetings and P.D. -Perfect Attendance Incentive Program -Tutoring-Small Group Differentiation. -Technology Intervention based on individual needs. Use of varied digital media to enhance instruction.	Literacy Coach Tech Lead Teacher Principal Classroom Teachers	Increased student achievement Improved student attendance	STAR Early Literacy Assessment Screening Reports Think Central testing data Work Sampling indicators and checklists FOCUS attendance data
ELA	Migrant	-Grade-Level Meetings and P.D. -Perfect Attendance Incentive Program	Literacy Coach Tech Lead Teacher	Increased student achievement Improved student attendance	STAR Early Literacy Assessment Screening Reports Think Central testing data Work Sampling indicators and

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

ESEA §1114(b)(I)(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)
		-Tutoring-Small Group Differentiation. -Technology Intervention based on individual needs. Use of varied digital media to enhance instruction.	Principal Classroom Teachers		checklists FOCUS attendance data
Math	Migrant	-Grade-Level Meetings and P.D. -Perfect Attendance Incentive Program -Tutoring-Small Group Differentiation. -Technology Intervention based on individual needs. Use of varied digital media to enhance instruction.	Literacy Coach Tech Lead Teacher Principal Classroom Teachers	Increased student achievement Improved student attendance	STAR Early Literacy Assessment Screening Reports Think Central testing data Work Sampling indicators and checklists FOCUS attendance data
ELA	ELLs	-Grade-Level Meetings and P.D. -Perfect Attendance Incentive Program -Tutoring-Small Group Differentiation. -Technology	Literacy Coach Tech Lead Teacher Principal Classroom Teachers	Increased student achievement Improved student attendance	STAR Early Literacy Assessment Screening Reports Think Central testing data Work Sampling indicators and checklists FOCUS attendance data

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

ESEA §1114(b)(I)(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)
		Intervention based on individual needs. Use of varied digital media to enhance instruction.			
Math	ELLs	-Grade-Level Meetings and P.D. -Perfect Attendance Incentive Program -Tutoring-Small Group Differentiation. -Technology Intervention based on individual needs. Use of varied digital media to enhance instruction.	Literacy Coach Tech Lead Teacher Principal Classroom Teachers	Increased student achievement Improved student attendance	STAR Early Literacy Assessment Screening Reports Think Central testing data Work Sampling indicators and checklists FOCUS attendance data
ELA	Economically Disadvantaged	-Grade-Level Meetings and P.D. -Perfect Attendance Incentive Program -Tutoring-Small Group Differentiation. -Technology Intervention based on individual needs. Use of varied digital media to enhance	Literacy Coach Tech Lead Teacher Principal Classroom Teachers	Increased student achievement Improved student attendance	STAR Early Literacy Assessment Screening Reports Think Central testing data Work Sampling indicators and checklists FOCUS attendance data

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

ESEA §1114(b)(I)(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)
		instruction.			
Math	Economically Disadvantaged	-Grade-Level Meetings and P.D. -Perfect Attendance Incentive Program -Tutoring-Small Group Differentiation. -Technology Intervention based on individual needs. Use of varied digital media to enhance instruction.	Literacy Coach Tech Lead Teacher Principal Classroom Teachers	Increased student achievement Improved student attendance	STAR Early Literacy Assessment Screening Reports Think Central testing data Work Sampling indicators and checklists FOCUS attendance data

**Use an asterisk to denote new programs.*

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

ESEA §1114(b)(I)(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 Disabilities	N/A	N/A	N/A	N/A
Math	Students with Disabilities	N/A	N/A	N/A	N/A

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

ESEA §1114(b)(I)(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	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
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
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A

**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.

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	-Grade-Level Meetings and P.D. -Perfect Attendance Incentive Program -Tutoring-Small Group Differentiation. -Technology Intervention based on individual needs. Use of varied digital media to enhance instruction.	Literacy Coach Tech Lead Teacher Principal Classroom Teachers	Increased student achievement Improved student attendance	STAR Early Literacy Assessment Screening Reports Think Central testing data Work Sampling indicators and checklists FOCUS attendance data
Math	Students with Disabilities	-Grade-Level Meetings and P.D. -Perfect Attendance Incentive Program -Tutoring-Small Group Differentiation. -Technology Intervention based on individual needs. Use of varied digital media to enhance instruction.	Literacy Coach Tech Lead Teacher Principal Classroom Teachers	Increased student achievement Improved student attendance	STAR Early Literacy Assessment Screening Reports Think Central testing data Work Sampling indicators and checklists FOCUS attendance data

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)
ELA	Homeless	-Grade-Level Meetings and P.D. -Perfect Attendance Incentive Program -Tutoring-Small Group Differentiation. -Technology Intervention based on individual needs. Use of varied digital media to enhance instruction.	Literacy Coach Tech Lead Teacher Principal Classroom Teachers	Increased student achievement Improved student attendance	STAR Early Literacy Assessment Screening Reports Think Central testing data Work Sampling indicators and checklists FOCUS attendance data
Math	Homeless	-Grade-Level Meetings and P.D. -Perfect Attendance Incentive Program -Tutoring-Small Group Differentiation. -Technology Intervention based on individual needs. Use of varied digital media to enhance instruction.	Literacy Coach Tech Lead Teacher Principal Classroom Teachers	Increased student achievement Improved student attendance	STAR Early Literacy Assessment Screening Reports Think Central testing data Work Sampling indicators and checklists FOCUS attendance data
ELA	Migrant				

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)
Math	Migrant	-Grade-Level Meetings and P.D. -Perfect Attendance Incentive Program -Tutoring-Small Group Differentiation. -Technology Intervention based on individual needs. Use of varied digital media to enhance instruction.	Literacy Coach Tech Lead Teacher Principal Classroom Teachers	Increased student achievement Improved student attendance	STAR Early Literacy Assessment Screening Reports Think Central testing data Work Sampling indicators and checklists FOCUS attendance data
ELA	ELLs	-Grade-Level Meetings and P.D. -Perfect Attendance Incentive Program -Tutoring-Small Group Differentiation. -Technology Intervention based on individual needs. Use of varied digital media to enhance instruction.	Literacy Coach Tech Lead Teacher Principal Classroom Teachers	Increased student achievement Improved student attendance	STAR Early Literacy Assessment Screening Reports Think Central testing data Work Sampling indicators and checklists FOCUS attendance data
Math	ELLs	-Grade-Level Meetings and P.D.	Literacy Coach	Increased student achievement Improved student attendance	STAR Early Literacy Assessment Screening Reports

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)
		-Perfect Attendance Incentive Program -Tutoring-Small Group Differentiation. -Technology Intervention based on individual needs. Use of varied digital media to enhance instruction.	Tech Lead Teacher Principal Classroom Teachers		Think Central testing data Work Sampling indicators and checklists FOCUS attendance data
ELA	Economically Disadvantaged	-Grade-Level Meetings and P.D. -Perfect Attendance Incentive Program -Tutoring-Small Group Differentiation. -Technology Intervention based on individual needs. Use of varied digital media to enhance instruction.	Literacy Coach Tech Lead Teacher Principal Classroom Teachers	Increased student achievement Improved student attendance	STAR Early Literacy Assessment Screening Reports Think Central testing data Work Sampling indicators and checklists FOCUS attendance data
Math	Economically Disadvantaged	-Grade-Level Meetings and P.D. -Perfect Attendance Incentive Program	Literacy Coach Tech Lead Teacher	Increased student achievement Improved student attendance	STAR Early Literacy Assessment Screening Reports Think Central testing data Work Sampling indicators and

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)
		-Tutoring-Small Group Differentiation. -Technology Intervention based on individual needs. Use of varied digital media to enhance instruction.	Principal Classroom Teachers		checklists FOCUS attendance data

Use an asterisk to denote new programs.

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?

   The school wide program will be evaluated internally by the School Administrative Team along with the Title I committee.

2. What barriers or challenges does the school anticipate during the implementation process?

The school's greatest challenge is to educate parents and the community about the importance of preschool and kindergarten and the crucial part they play in a academic development.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

A Pep Rally will be held in the beginning of the school year to motivate students, parents, and staff members to support and participate in the school's Perfect Attendance Incentive Program. In addition, incentives will be use to motivate stakeholders to support the program.

An Increased Awareness of Assertive Discipline, Sensory Processing Disorder and Autism Awareness management techniques will be addressed through teacher turn-key trainings, book studies and presentations by experts. This inclusive hands-on style of Professional Development will help teachers to buy into the techniques they explore.

To encourage parents to play an more active role in their child's education and to help them buy into the idea that their involvement has a direct impact on their child's academic success, we want to demonstrate the complexity of our curriculum. To this end we will create a video of a typical day at Gibson Academy. Parents will see a demonstration of each component of the Pre-K and Kindergarten programs. In addition they can see a glimpse into our comprehensive Physical Education and Educational Technology programs. These videos will be shared at Back to School Night, an initial PTO meeting, Transition Day, and on our school website.

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

A Google Forms Needs assessment was used to electronically collect and compile data reflecting the perceptions of the staff.

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

The school will use FOCUS attendance data, sign in sheets and evaluation forms from community and parent events to ascertain the perceptions of the community.

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

6. How will the school structure interventions?

The school will provide multiple interventions including: After-School Tutoring, Differentiated Instruction, Small Group Intervention, In class Interventions, ELL Accommodations, Inclusion Accommodations, Technology Intervention based on individual needs to support student learning.

7. How frequently will students receive instructional interventions?

   After-School Tutoring will occur three times a week from January through April for 45 minutes per session. All other interventions will occur on a daily basis in the classroom.

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

   Star Early Literacy Data and the Renaissance Place Platform will be used to provide testing data and to attain recommendations for Common Core Standards based Interventions, to create Instructional Groups and to identify Intervention groups. It will also be used to monitor individual student progress for all Kindergarten students, as well as to identify students who will participate in he After School Tutoring program. Work Sampling Indicators and the On-Line System will be used to monitor student progress for Pre-K and Kindergarten students. It will also be used to generate Summary Reports to keep parents informed of their child's strengths and areas for improvement. The Focus On-Line System will be used to generate Attendance Data in order to identify at risk students who have poor attendance records. It will also be use to inform parents of attendance issues in order to make the necessary changes to support their child's student academic success.

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

   Star Early Literacy Screening Reports, Focus attendance reports, Think Central testing data, and Work Sampling checklists and indicators.

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

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

    At the end of the year, students with improved attendance and academic proficiency are recognized with an award ceremony that parents will attend.

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	Community Outreach Special Events: Family Connections' Day, Student Assemblies, Science and Technology Night, and Parent Workshops	Principal Literacy Coach Classroom Teachers Support Staff	STAR Early Literacy Assessment Scores Work Sampling Indicators Think Central Testing Data Focus Attendance Data	http://www.behavioradvisor.com/AssertiveDiscipline.html http://www.hhs.gov/programs/topic sites/autism/index.html http://www.spdfoundation.net/about-sensory processing-disorder/ http://www.nea.org/tools/17360.htm http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html
Math	Students with Disabilities	Community Outreach Special Events: Family Connections' Day, Student Assemblies, Science and Technology Night, and Parent Workshops	Principal Literacy Coach Classroom Teachers Support Staff	STAR Early Literacy Assessment Scores Work Sampling Indicators Think Central Testing Data Focus Attendance Data	http://www.behavioradvisor.com/AssertiveDiscipline html http://www.hhs.gov/programs/topic sites/autism/index.html http://www.spdfoundation net/about-sensory processing-disorder/ http://www.nea.org/tools/17360.htm http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html

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	Homeless	Community Outreach Special Events: Family Connections' Day, Student Assemblies, Science and Technology Night, and Parent Workshops	Principal Literacy Coach Classroom Teachers Support Staff	STAR Early Literacy Assessment Scores Work Sampling Indicators Think Central Testing Data Focus Attendance Data	http://www.behavioradvisor.com/AssertiveDiscipline.html http://www.hhs.gov/programs/topic-sites/autism/index.html http://www.spdfoundation.net/about-sensory-processing-disorder/ http://www.nea.org/tools/17360.htm http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html
Math	Homeless	Community Outreach Special Events: Family Connections' Day, Student Assemblies, Science and Technology Night, and Parent Workshops	Principal Literacy Coach Classroom Teachers Support Staff	STAR Early Literacy Assessment Scores Work Sampling Indicators Think Central Testing Data Focus Attendance Data	http://www.behavioradvisor.com/AssertiveDiscipline.html http://www.hhs.gov/programs/topic-sites/autism/index.html http://www.spdfoundation.net/about-sensory-processing-disorder/ http://www.nea.org/tools/17360.htm http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html
ELA	Migrant	Community Outreach Special Events: Family Connections' Day, Student Assemblies, Science and Technology Night, and Parent Workshops	Principal Literacy Coach Classroom Teachers Support Staff	STAR Early Literacy Assessment Scores Work Sampling Indicators Think Central Testing Data Focus Attendance Data	http://www.behavioradvisor.com/AssertiveDiscipline.html http://www.hhs.gov/programs/topic-sites/autism/index.html http://www.spdfoundation.net/about-sensory-processing-disorder/ http://www.nea.org/tools/17360.htm http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html

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)
Math	Migrant	Community Outreach Special Events: Family Connections' Day, Student Assemblies, Science and Technology Night, and Parent Workshops	Principal Literacy Coach Classroom Teachers Support Staff	STAR Early Literacy Assessment Scores Work Sampling Indicators Think Central Testing Data Focus Attendance Data	http://www.behavioradvisor.com/AssertiveDiscipline.html http://www.hhs.gov/programs/topic-sites/autism/index.html http://www.spdfoundation.net/about-sensory-processing-disorder/ http://www.nea.org/tools/17360.htm http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html
ELA	ELLs	Community Outreach Special Events: Family Connections' Day, Student Assemblies, Science and Technology Night, and Parent Workshops	Principal Literacy Coach Classroom Teachers Support Staff	STAR Early Literacy Assessment Scores Work Sampling Indicators Think Central Testing Data Focus Attendance Data	http://www.behavioradvisor.com/AssertiveDiscipline.html http://www.hhs.gov/programs/topic-sites/autism/index.html http://www.spdfoundation.net/about-sensory-processing-disorder/ http://www.nea.org/tools/17360.htm http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html
Math	ELLs	Community Outreach Special Events: Family Connections' Day, Student Assemblies, Science and Technology Night, and Parent Workshops	Principal Literacy Coach Classroom Teachers Support Staff	STAR Early Literacy Assessment Scores Work Sampling Indicators Think Central Testing Data Focus Attendance Data	http://www.behavioradvisor.com/AssertiveDiscipline.html http://www.hhs.gov/programs/topic-sites/autism/index.html http://www.spdfoundation.net/about-sensory-processing-disorder/ http://www.nea.org/tools/17360.htm http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html

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	Community Outreach Special Events: Family Connections' Day, Student Assemblies, Science and Technology Night, and Parent Workshops	Principal Literacy Coach Classroom Teachers Support Staff	STAR Early Literacy Assessment Scores Work Sampling Indicators Think Central Testing Data Focus Attendance Data	http://www.behavioradvisor.com/AssertiveDiscipline.html http://www.hhs.gov/programs/topic sites/autism/index.html http://www.spdfoundation.net/about-sensory-processing-disorder/ http://www.nea.org/tools/17360.htm http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html

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?

   Improved student attendance, increased Parent Involvement, and Teachers' Increased Awareness of Assertive Discipline, Sensory Processing Disorder and Autism Awareness *are the priority problems that are faced at Althea Gibson Academy. All of these problems will be addresses in the community engagement program.*

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

   PTO executive board and parent representatives will collaborate with the administrative team in developing a parent policy.

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

   Teachers will distribute the school-parent handbook to each student. The handbook will also be included in the parent corner of the school's website.

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

   PTO executive board and parent representatives will collaborate with administrative team in developing a parent policy.

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

   Teachers maintain a class list on which they indicate receipt of the school/parent compact returned to them signed. The compact will also be reviewed at back to school night and at parent conferences.

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

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

   Parents receive Summary Reports three times a year informing them of their child's academic achievement.

   The NJ School Report Card reports data from all schools in New Jersey. The principal informs parents by sending home a letter informing them about the data included in the report as it pertains to the school.

   This data is also shared at Back To School Night in September.

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?

   The NJ School Report Card notifies families and the community if the district has not met its annual measurable achievement objectives.

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

   This information is distributed from the Superintendent of Schools

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

   PTO executive board and parent representatives will collaborate with the administrative team in developing a parent policy.

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

    Parents receive information through student summary reports and parent teacher conferences.

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

    We will use the funds to pay for refreshments for events such as Family Connections Day and Science Night. We will also use the funds to pay for guest speakers who will speak about subjects that will support our priority problems: *Improved*

student attendance, increased parent involvement, and Teachers' Increased Awareness of Assertive Discipline, Sensory Processing Disorder and Autism Awareness.

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	100%	Human Resources
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	N/A	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	100%	Human Resources
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	N/A	

* 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
Screening Applicants	Human Resources