

# 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: PATERSON PUBLIC SCHOOLS DISTRICT	School: The Academy of Health Science
Chief School Administrator: <u>DR. DONNIE EVANS</u>	Address: 175 Main St., Paterson, NJ
Chief School Administrator's E-mail:	Grade Levels: 9-12
Title I Contact:	Principal: Clifton J. Thompson
Title I Contact E-mail:	Principal's E-mail: cjthompson@paterson.k12.nj.us
Title I Contact Phone Number:	Principal's Phone Number: 973-321-0560

**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.

\_\_\_\_\_  
Principal's Name (Print)

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

**SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114**

**Critical Overview Elements**

- The School held \_\_\_\_\_ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ \_\_\_\_\_, which comprised \_\_\_\_\_% of the school’s budget in 2014-2015.
- State/local funds to support the school will be \$ \_\_\_\_\_, which will comprise \_\_\_\_\_% 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

## 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
Clifton J. Thompson	Principal	X	X	X	
Kelli A. White	Assistant Principal	X	X	X	
Lecia Williamson	Teacher/Advisory Brd.	X	X	X	
Meri Todhe	Teacher	X	X	X	
Della Fischer	Advisory Board/Community	X	X	X	
Heather Frank-Goffe	Teacher	X	X	X	

**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
	Academy of Health Science	Comprehensive Needs Assessment	X			
	Academy of Health Science	Schoolwide Plan Development	X			
	Academy of Health Science	Program Evaluation	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?

<p><b>What is the school's mission statement?</b></p>	<p>The Academy of Health Science is dedicated to preparing all students to be life-long learners and skilled professionals, with a special emphasis on subjects related to the Medical Arts. Excellence in teaching rigorous curricula prepares all students to succeed in college or professional schools and to compete in a global society. Students will graduate confident in their ability to fulfill their chosen career paths.</p>
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## 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? Yes
2. What were the strengths of the implementation process? The staff members' willingness to work towards our collective goals as stated in the school-wide plan.
3. What implementation challenges and barriers did the school encounter? Implementing the Springboard curriculum at a time when teachers were gaining comfort with implementing IFL strategies and tasks would not have been advantageous.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? The strengths were the ability of our teachers to improve student achievement in various areas without using all of the stated strategies. The weaknesses would be, having to constantly change what we as a school community want to implement in order to meet mandated testing requirements.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Constantly meeting and speaking with all stakeholders allowed for optimal buy-in.

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

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? A survey was used to evaluate the staff members' perceptions about the principal. One advantage of having a small staff is that they can be spoken to directly without having to electronically survey.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? Advisory board meetings were held to gain responses from engaged school community members.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? One-one and group sessions.
9. How did the school structure the interventions? Interventions were structured on an as needs basis. Students and teachers worked to address individual needs.
10. How frequently did students receive instructional interventions? The frequencies of the interventions were implemented daily, or as frequently as necessary.
11. What technologies did the school use to support the program? Seniors used the Plato program as an intervention. STAR assessments were used to identify deficiencies and growth towards specific goals.
12. Did the technology contribute to the success of the program and, if so, how? The major contributing factor to the success of our programs were the strengths of our teachers.

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

### Evaluation of 2014-2015 Student Performance

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

***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.

<b>English Language Arts</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11	n/a	n/a		
Grade 12	20	0	Students were provided with small group instruction that allowed the teacher to address individual as well as group need.	The small group instruction allowed the students to be successful on work specific to their area of difficulty prior to being re-tested.

<b>Mathematics</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11	n/a	n/a		
Grade 12	30	0	Students were provided with small group instruction that allowed the teacher to address individual as well as group need.	The small group instruction allowed the students to be successful on work specific to their area of difficulty prior to being re-tested.

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

**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.

<b>English Language Arts</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9		PSAT	Vocabulary building lessons were conducted across the curriculum.	Based upon improvements in scores on the PSAT at each grade level with-in and across cohorts we determined that the intervention is working.
Grade 10		PSAT	Vocabulary building lessons were conducted across the curriculum.	Based upon improvements in scores on the PSAT at each grade level with-in and across cohorts we determined that the intervention is working.

<b>Mathematics</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9		PSAT	Vocabulary building lessons were conducted across the curriculum.	Based upon improvements in scores on the PSAT at each grade level with-in and across cohorts we determined that the intervention is working.
Grade 10		PSAT	Vocabulary building lessons were conducted across the curriculum.	Based upon improvements in scores on the PSAT at each grade level with-in and across cohorts we determined that the intervention is working.

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

**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	Increased exposure to CCCS by trained teacher.			
Math	Students with Disabilities	Increased exposure to CCCS by trained teacher.			
ELA	Homeless	n/a			
Math	Homeless	n/a			
ELA	Migrant	n/a			
Math	Migrant	n/a			
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Vocabulary building lessons were conducted across the curriculum.	Yes	Based upon improvements in scores on the PSAT at each grade level with-in and across cohorts we determined that the intervention is working.	% of students with 40 and above on PSAT Critical Reading 9 <sup>th</sup> 24%, 10 <sup>th</sup> 31%, 11 <sup>th</sup> 40%
Math	Economically Disadvantaged	Vocabulary building lessons were conducted across the curriculum.	Yes	Based upon improvements in scores on the PSAT at each grade level with-in and across cohorts we	% of students with 40 and above on PSAT Math 27%, 10 <sup>th</sup> 40%, 11 <sup>th</sup> 48%

**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)
				determined that the intervention is working.	
ELA		Vocabulary building lessons were conducted across the curriculum.	Yes	Based upon improvements in scores on the PSAT at each grade level with-in and across cohorts we determined that the intervention is working.	% of students with 40 and above on PSAT Critical Reading 9 <sup>th</sup> 24%, 10 <sup>th</sup> 31%, 11 <sup>th</sup> 40%
Math		Vocabulary building lessons were conducted across the curriculum.	Yes	Based upon improvements in scores on the PSAT at each grade level with-in and across cohorts we determined that the intervention is working.	% of students with 40 and above on PSAT Math 27%, 10 <sup>th</sup> 40%, 11 <sup>th</sup> 48%

***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	N/A			
Math	Students with Disabilities	N/A			

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

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			
ELA					
Math					

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

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

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

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Teachers attended IFL training to improve their instructional, questioning and engagement strategies.	Yes	Walk-Through and Observation data	0 teachers on a CAP for the 2015-2016 school year. Walk-through data shows 100% of students were engaged on 75% of the walk-throughs
Math	Economically Disadvantaged	Teachers attended IFL training to improve their instructional, questioning and engagement strategies.	Yes	Walk-Through and Observation data	0 teachers on a CAP for the 2015-2016 school year. Walk-through data shows 100% of students were engaged on 75% of the walk-throughs
ELA		Teachers attended IFL	Yes	Walk-Through and	0 teachers on a CAP for the 2015-2016 school

**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)
		training to improve their instructional, questioning and engagement strategies.		Observation data	year. Walk-through data shows 100% of students were engaged on 75% of the walk-throughs
Math		Teachers attended IFL training to improve their instructional, questioning and engagement strategies.	Yes	Walk-Through and Observation data	0 teachers on a CAP for the 2015-2016 school year. Walk-through data shows 100% of students were engaged on 75% of the walk-throughs

***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				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				

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

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA		The Advisory board and guidance department held for school based programs designed to involve and inform parents.	Yes	The increase in the number of parents attending each of the report-card nights was documented and noticeable.	50% of the parents came to report card night and 65% of the parents picked up reports with-in two days of report-card night.  4 thematic programs were held 2014-2015 0 held in prior years
Math		The Advisory board and guidance department held for school based programs designed to involve and inform parents.		The increase in the number of parents attending each of the report-card nights was documented and noticeable.	50% of the parents came to report card night and 65% of the parents picked up reports with-in two days of report-card night. 4 thematic programs were held 2014-2015 0 held in prior years

**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.

\_\_\_\_\_  
**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	PSAT, SAT	% of students with 40 and above PSAT Critical Reading 9 <sup>th</sup> 24%, 10 <sup>th</sup> 31%, 11 <sup>th</sup> 40% SAT 12 <sup>th</sup> 400 and above on CR 55%
Academic Achievement - Writing	PSAT, SAT	11 <sup>th</sup> 30%, 10 <sup>th</sup> 25%, 9 <sup>th</sup> 21% 400 and above SAT 12 <sup>th</sup> 400 on 61%
Academic Achievement - Mathematics	PSAT, SAT	% of students with 40 and above on PSAT Math 27%, 10 <sup>th</sup> 40%, 11 <sup>th</sup> 48% 400 and above SAT 12 <sup>th</sup> 61%
Family and Community Engagement	Report card Night College Information Day/Night	44% of the parents on average attended report card night 10% Percent of Jr. parents attended the day session and 0% attended the evening session
Professional Development	Observation and Walk-through data	75% of walk-throughs documented 100% student engagement.
Leadership	Survey	The staff perceptions were higher than administration on 5 of 8 areas.
School Climate and Culture	Survey	100% positive beliefs
School-Based Youth Services	n/a	
Students with Disabilities	IEP's, Grades	100% compliance with IEP's and 100% D or F in P.E. for self-contained class
Homeless Students	n/a	

**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)
Migrant Students	n/a	
English Language Learners	Access	
Economically Disadvantaged	PSAT, SAT	See school results

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

***Narrative***

1. What process did the school use to conduct its Comprehensive Needs Assessment? Teacher, parent and student interviews were conducted to access the strengths and weaknesses of our program.
2. What process did the school use to collect and compile data for student subgroups? Interviews, focus groups and surveys were used to obtain information from all groups.
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 assessment data is based upon district vetted assessments and programs. A cross section of the student body (race, gender, grade, grade point average) was used in creating the focus groups.
4. What did the data analysis reveal regarding classroom instruction? Instruction is improving with regard to implementation of the CCCS as well as using IFL techniques and strategies.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? The PD is working with regard to improving overall teacher instructional practices as well as student’s achievement.

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

6. How does the school identify educationally at-risk students in a timely manner? Teachers are asked to inform parents, counselor and administration at the earliest signs of students struggling. We recognize these students as being school dependent so we work with parents to assist in meeting the students' academic and non-academic needs.
7. How does the school provide effective interventions to educationally at-risk students? Each intervention is specific to the student. Tutoring and counseling are used in combination to assist students.
8. How does the school address the needs of migrant students? n/a
9. How does the school address the needs of homeless students? n/a
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? Interview and focus group methods are used to engage teachers as well as monthly staff meeting.
11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? We provide information to students about the transition from high school to college/trade-school or the work force. We inform them that they can return after graduation for assistance.
12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? We reviewed all of our data and looked for areas that would have an impact in improving the academic achievement of the most students.

***\*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.

	<b>#1</b>	<b>#2</b>
Name of priority problem	Low Score on PSAT and SAT in Critical Reading	Low Score on PSAT and SAT PSAT/SAT MATH
Describe the priority problem using at least two data sources	School dependent students must receive training on how to perform on standardized tests that have socio-economic issues and other testing nuances. Our students are not scoring to their cognitive capabilities on the PSAT and SAT in Critical reading.	School dependent students must receive training on how to perform on standardized tests that have socio-economic and other testing nuances. Our students are not scoring to their cognitive capabilities on the PSAT and SAT in Math
Describe the root causes of the problem	Low performing students based upon research need to develop academic / testing vocabularies along with important non-cognitive student skills such as study and note taking strategies.	Low performing students based upon research need to develop academic / testing vocabularies along with important non-cognitive student skills such as study and note taking strategies.
Subgroups or populations addressed	All students 9-12	All students 9-12
Related content area missed (i.e., ELA, Mathematics)	Language Arts Mathematics	Language Arts Mathematics
Name of scientifically research based intervention to address priority problems	Marzano’s vocabulary process, Stahl’s Vocabulary development. Princeton SAT prep curriculum.	Marzano’s vocabulary process, Stahl’s Vocabulary development. Princeton SAT prep curriculum.
How does the intervention align with the Common Core State Standards?	The lessons will be designed to improve high order thinking skills necessary to demonstrate proficiency on the PSAT and SAT assessment. PARCC and CCSS require the development of Academic vocabulary. PARCC and SAT are aligned.	The lessons will be designed to improve high order thinking skills necessary to demonstrate proficiency on the PSAT and SDAT assessment. PARCC and SAT are aligned.

**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	ATTENDANCE RATE	COURSE FAILURE/SENIOR CREDIT RECOVERY
Describe the priority problem using at least two data sources	Students not in attendance slow the learning process for the entire class.	Students that fail courses become out of sequence. In small academies scheduling issues occur. Students must often take credit recovery or summer school to meet graduation requirements.
Describe the root causes of the problem	Less than optimal student engagement due to teacher centered instruction causes increased absenteeism. Constant re-teaching causes lower student achievement.	Lack of engagement.
Subgroups or populations addressed	All 9-12	9-12
Related content area missed (i.e., ELA, Mathematics)	All	Core Subject areas
Name of scientifically research based intervention to address priority problems	IFL instructional Practices	Thematic Approach to instruction
How does the intervention align with the Common Core State Standards?	IFL's accountable talk strategies illicit higher level responses to high level questions. Deeper thinking is an essential part of CCSS	Teaching all courses with college and career in mind by aligning the lessons with the Health Science theme is aligned with CCSS.

## 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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
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	SAT Prep, Vocabulary acquisition, Springboard Curriculum	Principal Teachers	# of students showing an increase in the LAL portion of the PSAT # of students showing an increase in the Math portion of the PSAT	Marzano’s vocabulary process, Stahl Vocabulary development Princeton Review
Math	Students with Disabilities	SAT Prep, Vocabulary acquisition, Springboard Curriculum	Principal Teachers	# of students showing an increase in the LAL portion of the PSAT # of students showing an increase in the Math portion of the PSAT	Marzano’s vocabulary process, Stahl Vocabulary development Princeton Review
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	SAT Prep, Vocabulary acquisition, Springboard Curriculum	Principal Teachers	# of students showing an increase in the LAL portion of the PSAT # of students showing an increase in the Math portion of the PSAT	Marzano’s vocabulary process, Stahl Vocabulary development Princeton Review
Math	ELLs	SAT Prep, Vocabulary	Principal	# of students showing an	Marzano’s vocabulary process, Stahl

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		acquisition, Springboard Curriculum	Teachers	increase in the LAL portion of the PSAT # of students showing an increase in the Math portion of the PSAT	Vocabulary development Princeton Review
ELA	Economically Disadvantaged	SAT Prep, Vocabulary acquisition, Springboard Curriculum	Principal Teachers	# of students showing an increase in the LAL portion of the PSAT # of students showing an increase in the Math portion of the PSAT	Marzano’s vocabulary process, Stahl Vocabulary development Princeton Review
Math	Economically Disadvantaged	SAT Prep, Vocabulary acquisition, Springboard Curriculum	Principal Teachers	# of students showing an increase in the LAL portion of the PSAT # of students showing an increase in the Math portion of the PSAT	Princeton Review
ELA	All	SAT Prep, Vocabulary acquisition, Springboard Curriculum	Principal Teachers	# of students showing an increase in the LAL portion of the PSAT # of students showing an increase in the Math portion of the PSAT	Marzano’s vocabulary process, Stahl Vocabulary development Princeton Review

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	All	SAT Prep, Vocabulary acquisition, Springboard Curriculum	Principal Teachers	# of students showing an increase in the LAL portion of the PSAT # of students showing an increase in the Math portion of the PSAT	Marzano's vocabulary process, Stahl Vocabulary development Princeton Review

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

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				

## 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)
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

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

### 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	Integrations of vocabulary acquisition across the content. Integration of	Principal Teachers Supervisors	PSAT score improvement from 9-11 by cohort. SAT score improvement from year to year.	Marzano's vocabulary process, Stahl Vocabulary development Princeton Review

## 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)
		thematic lessons across all content areas.		PSAT – SAT improvement by cohort	
Math	Students with Disabilities	Integrations of vocabulary acquisition across the content. Integration of thematic lessons across all content areas.	Principal Teachers Supervisors	PSAT score improvement from 9-11 by cohort. SAT score improvement from year to year. PSAT – SAT improvement by cohort	Marzano’s vocabulary process, Stahl Vocabulary development Princeton Review
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Integrations of vocabulary acquisition across the content. Integration of thematic lessons across all content	Principal Teachers Supervisors	PSAT score improvement from 9-11 by cohort. SAT score improvement from year to year. PSAT – SAT improvement by	Marzano’s vocabulary process, Stahl Vocabulary development Princeton Review

## 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)
		areas.		cohort	
Math	Economically Disadvantaged	Integrations of vocabulary acquisition across the content. Integration of thematic lessons across all content areas.	Principal Teachers Supervisors	PSAT score improvement from 9-11 by cohort. SAT score improvement from year to year. PSAT – SAT improvement by cohort	Marzano’s vocabulary process, Stahl Vocabulary development Princeton Review
ELA		Integrations of vocabulary acquisition across the content. Integration of thematic lessons across all content areas.	Principal Teachers Supervisors	PSAT score improvement from 9-11 by cohort. SAT score improvement from year to year. PSAT – SAT improvement by cohort	Marzano’s vocabulary process, Stahl Vocabulary development Princeton Review
Math		Integrations of vocabulary acquisition across the content. Integration of thematic lessons across all content areas.	Principal Teachers Supervisors	PSAT score improvement from 9-11 by cohort. SAT score improvement from year to year. PSAT – SAT improvement by cohort	Marzano’s vocabulary process, Stahl Vocabulary development Princeton Review

***\*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***

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

*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 ScIP and Advisory Board will be responsible for evaluating the success of the school-wide plan. The review will be conducted both internally and externally. The evaluation will be conducted at monthly meetings of both groups.
2. What barriers or challenges does the school anticipate during the implementation process? The challenge is to ensure that teachers effectively integrate the Health Science theme in their lessons while infusing vocabulary development lessons and assignments. Increasing the connection to the theme while working to improve the students' abilities to perform on the PSAT and SAT
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? The plan has to be developed in conjunction with the larger school community especially the teaching staff to acquire complete buy-in from all-stakeholders.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Surveys and Interviews
5. What measurement tool(s) will the school use to gauge the perceptions of the community? Surveys and Interviews
6. How will the school structure interventions? Eighty minute class blocks will be used to provide students with extra time on task. Additional themed courses will be offered to include all students.

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

7. How frequently will students receive instructional interventions? Daily
8. What resources/technologies will the school use to support the schoolwide program? Princeton Review Curriculum, Google Apps For Education (GAPE)
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? PSAT and SAT
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Information will be provided to the PTA, Advisory Board and School Staff.

*\*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	School Advisory Teams	SAT Leader Principal	Mtg. Agendas Attendance Sheets	National Coalition for Parent Involvement in education
Math	Students with Disabilities	School Advisory Teams	SAT Leader Principal	Mtg. Agendas Attendance Sheets	National Coalition for Parent Involvement in education
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	School Advisory Teams	SAT Leader Principal	Mtg. Agendas Attendance Sheets	National Coalition for Parent Involvement in education
Math	ELLs	School Advisory Teams	SAT Leader Principal	Mtg. Agendas Attendance Sheets	National Coalition for Parent Involvement in education
ELA	Economically Disadvantaged	School Advisory Teams	SAT Leader Principal	Mtg. Agendas Attendance Sheets	National Coalition for Parent Involvement in education
Math	Economically Disadvantaged	School Advisory Teams	SAT Leader Principal	Mtg. Agendas Attendance Sheets	National Coalition for Parent Involvement in education
ELA		School Advisory Teams	SAT Leader	Mtg. Agendas	National Coalition for Parent

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

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
			Principal	Attendance Sheets	Involvement in education
Math		School Advisory Teams	SAT Leader Principal	Mtg. Agendas Attendance Sheets	National Coalition for Parent Involvement in education

*\*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?
2. How will the school engage parents in the development of the written parent involvement policy?
3. How will the school distribute its written parent involvement policy?
4. How will the school engage parents in the development of the school-parent compact?
5. How will the school ensure that parents receive and review the school-parent compact?
6. How will the school report its student achievement data to families and the community?
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?
8. How will the school inform families and the community of the school's disaggregated assessment results?
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
10. How will the school inform families about the academic achievement of their child/children?
11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

***\*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	36	Fair and professional treatment of all staff members.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	2	Fair and professional treatment of all staff members.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	

\* 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
The district is responsible and committed to attracting, hiring and retaining highly qualified teachers.	All