Single Building District Improvement Plan

Paragon Charter Academy

Paragon Charter Academy

Mr. Ben Kriesch
3750 MCCAIN RD
JACKSON, MI 49201-7675

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Introduction

The Single Building District Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the Single Building District Improvement Plan provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Paragon Charter Academy is located within Summit Township in the city of Jackson, MI. The population within the city limits is approximately 34,000 people. The population of Jackson County is 160,000. Paragon is located within the limits of the Jackson Public School District. Many of the local districts near Paragon have schools on the Michigan Priority Schools list. This includes the nearest middle school Parkside. Many local elementary schools are state priority schools as well.   With 11 districts near Paragon, there is a high transient student population. The city of Jackson has a diverse population. The racial mixture is primarily Caucasian and African American, but also Hispanic, Arabic, Indian and Asian. There are 3 colleges within ten miles of the Paragon Campus: Spring Arbor University, Jackson Community College, and Baker College. The median household income in Jackson County is $42,862. The unemployment rate for December 2014 is 7.7%, whereas in January, 2013 it was 8.0%. This is a slight decrease, but unemployment remains an issue for Jackson, as our unemployment rate is still much higher than the national rate of 5.5%.   In Jackson Public Schools, the district where Paragon is located, there is an 89.17% graduation rate. In neighboring Western District, the graduation rate is 95.63%. This is far lower than the national or state average

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement: To better educate more children

Mission Statement: As a team, we will inspire all students to be exemplary citizens by challenging each student with high academic and moral standards.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

We have seen some overall trending in a positive direction for math and some grade level growth in reading. We have been more intentional about academic intervention, scheduling "WIN" Time for all students. This intervention block has made overall academic intervention a focus for not only intervention staff, but the entire faculty at Paragon Academy.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The school ensures that a variety of stakeholders are part of the development of the SIP. All stakeholders are encouraged to participate in the school improvement process by attending SIP meetings both during the regular school day and in the evenings, as well as providing feedback through written surveys. Roles of each stakeholder and the process are discussed in detail at the initial SIP meetings.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Staff - A School Improvement-focused staff meeting is held in Feb/March. Staff discusses the comprehensive needs assessment data and analyzes/evaluates improvement efforts to determine the focus for the following school year. Staff is formally surveyed during this time, which ensures that they provide feedback on programs and professional development.
- Parents - A School Improvement-focused parent meeting is held in Feb/March. Parents are presented with comprehensive needs assessment data for their analysis, and they provide feedback/evaluation on school programs via a formal survey.
- Board members - School improvement components are reviewed during the board meeting, to ensure that they have an opportunity to evaluate programs and provide input for the following school year.
- Students do not participate on the planning team as the school serves students in grades K-8.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan is shared with staff, parents, and the Board each year in the spring during stakeholder meetings. Additionally, the plan is reviewed at the beginning of each school year during stakeholder meetings with parents and staff. Then, the Committee meets regularly throughout the school year to monitor and evaluate the plan and updates are shared on a regular basis.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

The total number of students enrolled has increased from 686 in 2013-14 to 714 in 2015-16. The percentage of students who receive Free and Reduced Lunch have increase from 2013-14 to 2015-16 (5% increase and 2% increase respectively). The percentage of EL students has increased from 0 to 1% from 2014-15 to 2015-16, and the number of IEP students has increased from 1% in 2013-14 to 7% in 15-16.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

The Average Daily Attendance has increased as of 10/25/15, however the Average Daily Attendance has remained constant the previous three years.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

 The number of In School Suspensions has increased by 9 from 2012-13 to 2014-15, and the number of Out of School Suspensions has increased by 57 from 2012-13 to 2014-15 the number of Referrals per Student has decreased from 3.4 in 2012-13 to 2.1 in 2014-15. Male students receive more discipline than female students.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Due to the increases in student who receive free and reduced lunch, students with IEPs, and EL students, Paragon Academy is focusing more on early identification of student deficits, and early academic interventions.   We will utilize spring data to create individual student intervention plans that can begin the first week of school in 16-17. We are also partnering with community resouces to help address potential social emotional needs of our students to remove potential barriers to learning.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The years of teaching and administrative experience does impact student achievement. New leaders often struggle with providing their staff

with effective development and coaching. The leadership's PD plan is based on the administrators' needs as well as anticipated needs based on experience.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The years of teaching experience does impact student achievement. New teachers often struggle with classroom management. The school plans PD events around teachers' needs as well as anticipated needs based on experience.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Professional development is an important part of education and illness are unforeseen events. Absenteeism for either reason has a direct impact on student achievement. It is critical for the school leader to have a constant presence in the building to support the staff, students, and parents. Without this direct support, behavior issue arise and the effectiveness of instruction is impacted.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Professional development is an important part of education and illness are unforeseen events. Absenteeism for either reason has a direct impact on student achievement. Having a teacher absent from their classroom disrupts the learning environment, pacing, and rigor. Typically substitute teachers are used when a teacher is absent. The quality of these substitute teachers varies greatly and as a result, effective instruction does not always occur when a teacher is absent, and that has a negative impact on student achievement.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

We believe some things that have contributed to the decrease in teacher/staff perception data are NHA initiatives (i.e. Total Rewards, High 5, regional PDs, and expectations on teacher interims). We also believe discipline practices by the leadership team have led to a decrease of teacher/staff perception data.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

All EdYES! standards and indicators listed below measured either Fully implemented or Sustained.

Standard   1: Curriculum

- Indicator A: Alignment

- Indicator B: Coherence

Standard   2: Instruction

- Indicator C: Instructional Design

- Indicator D: Effective Instructional Practices

- Indicator E: Learning Environment

- Indicator F: Reflection

Standard   3: Assessment

- Indicator G: Assessment System

- Indicator H: Shared Understanding

- Indicator I: Data Analysis and Decision-Making

Standard   4: Instructional Leadership

- Indicator K: A Vision for Learning

- Indicator L: Guidance and Support for Teaching and Learning

- Indicator M: Results-Focused

Standard   5: A Culture for Learning

- Indicator N: Safe and Supportive Environment

- Indicator O: Shared Leadership for Learning

Standard   6: Organizational Management

- Indicator P: Communication Systems

- Indicator Q: Intentional Practices

- Indicator R: Resource Allocation

Standard   7: Professional Learning Culture

- Indicator S: Collaborative Teams

- Indicator T: Collective Responsibility

Standard   8: Professional Learning System

- Indicator U: Purposeful Planning

- Indicator V: Impact of Professional Learning

Standard   9: Communication

- Indicator W: Approaches and Tools

- Indicator X: Cultural Responsiveness

Standard 10: Engagement

- Indicator Y: Learning Opportunities

- Indicator Z: Partnerships

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Standard   3: Assessment

Indicator J: Student Involvement in the Assessment Process

Is the only EdYes! Indicator considered to be a challenge as measured by its "partial" implementation stage.

12. How might these challenges impact student achievement?

The school identified that its student involvement in the assessment process is only partially implemented. If students are not involved in the assessment process, it is not known if they fully understand the criteria and expectations for demonstrating their learning, which would subsequently impact student achievement.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Fortis will continue to strive for all indicators to be fully implemented and to have sustained implementation. As Fortis's professional development processes continue it is expected that student involvement in the assessment process will be improved.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

 All qualified students, including students with disabilities, are provided access to supplemental intervention programs and supplemental support from supplemental staff to increase academic achievement for all at risk students.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

15. Describe the available extended learning opportunities and what grade levels they are offered to? Paragon offers after school tutoring and summer programming to assist at risk students meet grade level expectations k-8.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Students are identified to participate in extended learning opportunities through student data reviews. The most academically at risk students are prioritized for program participation. Extended learning opportunities are shared with students and parents through school newsletters,

parent letters, and student invitations to participate in extended learning opportunities, parent meetings, and teacher- parent conferences.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Evidence of implementation of Common Core State Standards will come in multiple Common Core State Standards will be loaded in every teacher's gradebook. These standards will be reported out to parents and students in progress reports and report cards. Professional Development for teachers in the summer and fall will be entail a deep dive into the Common Core standards. Furthermore, assessment evidence will also aligned to the Common Core Standards from classroom assessments and NWEA assessment reports.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

70% of students who receive reduced lunch were proficient.

19b. Reading- Challenges

only 35% of students who receive free lunch were proficient.

19c. Reading- Trends

Overall trends were not positive, and improvement is needing in reading proficiency.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Overall, the proficiency data is fairly positive; however, the transition to the M-Step hinders the ability to see accurate trends and/or make accurate comparisons to data from previous years.

20a. Writing- Strengths

N/A

20b. Writing- Challenges

N/A

20c. Writing- Trends

N/A

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

N/A

21a. Math- Strengths

Hispanic Students saw an overall increase from 35% proficient to 41% proficient.

21b. Math- Challenges

African American students dropped from 22% to 15% proficient.

21c. Math- Trends

Overall trends were not positive, and improvement is needing in reading proficiency.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

: Math proficiency is an overall issue across all subgroups at our school.

22a. Science- Strengths

N/A

22b. Science- Challenges

All subgroups saw an overall decline in proficiency barring Hispanic students, who saw an increase from 13 to 33% proficient.

22c. Science- Trends

Average trending was not positive.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We need to focus more on science across all grade levels and subgroups.

23a. Social Studies- Strengths

African American and Hispanic students increased in Social Studies proficiency.

23b. Social Studies- Challenges

N/A

23c. Social Studies- Trends

Overall trending was positive.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

While trending was positive, we would like to see a higher percentage of students proficient in social studies.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

N/A

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

N/A

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

N/A

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Likelihood to enroll next year

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Effectiveness of Discipline

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Sharing M-Step data. Sharing information about WIN time. Look more closely at the behavior plan across the whole building with attention to creating a simple structure with teacher buy-in that can be shared with parents.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Commitment of principal to school.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Overall morale of school.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

We need to improve overall staff engagement. In addition we need a more unified positive behavioral support system that is consistently applied across all grade levels.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakholders/community?

Stakeholder survey process is in process. The results will be reviewed and analyzed when available.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Stakeholder survey process is in process. The results will be reviewed and analyzed when available.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Stakeholder survey process is in process. The results will be reviewed and analyzed when available.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

We have seen some positive trending in academic achievement. We feel this is due to an overall focus on parent engagement, and academic intervention.   More attention needs to be applied to student behaviors, attendance, and staff professional development.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

School culture indicators such as behavioral data, attendance data, and surveys show a school culture that has room for improvement.   As school culture and climate improve, a more effective growth will be seen in academic achievement.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The School will prioritize their schoolwide goals to address these identified challenges.

Single Building District Additional Requirements Diagnostic

Introduction

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	Yes	https://www.nhaschools.com/schools/paragon/Lists/School%20Operations%20Documents/Paragon%20Annual%20Education%20Report%202015-16%20FINAL.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Member of Employee Relations , Attn: Employee Relations, 3850 Broadmoor Avenue, Suite 201, Grand Rapids, MI 49512, 616-222-1700	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Attached Paragon 2016-17 Parent Involvement Plan	Paragon 2016-17 Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Compact Attached	Paragon Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	The district has an Internet Safety Policy in place.	Yes		

Label	Assurance	Response	Comment	Attachment
15.	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes	See state-approved technology plan on file.	

Label	Assurance	Response	Comment	Attachment
19.	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	See state-approved technology plan on file.	

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	See state-approved technology plan on file.	

Label	Assurance	Response	Comment	Attachment
22.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Member of Employee Relations , Attn: Employee Relations, 3850 Broadmoor Avenue, Suite 201, Grand Rapids, MI 49512, 616-222-1700	

Label	Assurance	Response	Comment	Attachment
24.	The District has a District Board Policy that is related to Parent Involvement.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	The District has additional information necessary to support your improvement plan.	Yes		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

A formal comprehensive needs assessment (CNA) is completed by the School Improvement Committee at least annually. The comprehensive needs assessment process begins with the team leaders of each grade level coming together with parents and board members to analyze the data and provide feedback and create action steps. The team uses multiple, educationally related, and objective criteria for all grades for the needs assessment process. Based on this data analysis, the action steps are written collaboratively then taken to the staff for review and further input. All staff provide feedback on the needs assessment, then it is taken to the parents for review and an additional opportunity to provide input during parent meeting(s). Once these steps are taken and all input is considered, the needs assessment is finalized.

The CNA includes a review of a variety of data from the following categories:
1. Student achievement data, including State test data MEAP/M-STEP, NWEA data, and local and formative assessment data (including subgroup analysis)
2. Demographic data, including student demographics by subgroup, student enrollment information, teacher demographics (including years of experience), Highly Qualified teacher and paraprofessional information, student attendance and discipline information, etc.
3. Programs and process data, including curriculum alignment assessments, School Quality Review findings (if appropriate), MI-SAAS, etc.
4. Perceptions data, including staff survey results, parent survey results, perception information from community members, etc. This data is analyzed and discussed by the School Improvement Team. Results of the analysis determine the school's focus areas, and the following stakeholders are given an opportunity to provide feedback:
i. Staff - A School Improvement-focused staff meeting is held in Feb/March. Staff discusses the comprehensive needs assessment data and analyzes/evaluates improvement efforts to determine the focus for the following school year. Staff is formally surveyed during this time, which ensures that they provide feedback on programs and professional development.
ii. Parents - A School Improvement-focused parent meeting is held in Feb/March. Parents are presented with comprehensive needs assessment data for their analysis, and they provide feedback/evaluation on school programs via a formal survey.
iii. Board members - School improvement components are reviewed during the board meeting, to ensure that they have an opportunity to evaluate programs and provide input for the following school year.

The comprehensive needs assessment data was used to develop Title I, Title II, and Section 31a programs and services. The program and services are outlined in detail in the goals sections as well as in the schoolwide reform strategies.

2. What were the results of the comprehensive needs assessment process?   What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

-Demographic Data-
Data Reviewed: Enrollment data
Full-Day Kindergarten: 99 in 2015-16, 86 in 2014-15, 96 in 2013-14
First Grade: 89 in 2015-16, 93 in 2014-15, 96 in 2013-14
Second Grade: 105 in 2015-16, 85 in 2014-15, 79 in 2013-14
Third Grade: 91 in 2015-16, 76 in 2014-15, 86 in 2013-14

Fourth Grade: 80 in 2015-16, 71 in 2014-15, 78 in 2013-14

Fifth Grade: 69 in 2015-16, 71 in 2014-15, 73 in 2013-14

Sixth Grade: 63 in 2015-16, 64 in 2014-15, 73 in 2013-14

Seventh Grade: 67 in 2015-16, 61 in 2014-15, 63 in 2013-14

Eighth Grade: 51 in 2015-16, 47 in 2014-15, 42 in 2013-14

All Grades: 714 in 2015-16, 654 in 2014-15, 686 in 2013-14

Results: The enrollment data indicate that although there was a decrease from 2013-14 and 2014-15 school years, there was a dramatic increase between the 2014-15 and 2015-16 school years.

Data Reviewed: Student enrollment subgroup data

Female: 48% in 2015-16, 49% in 2014-15, 49% in 2013-14

Male: 52% in 2015-16, 51% in 2014-15, 51% in 2013-14

American Indian or Alaskan Native: 0% in 2015-16, 0% in 2014-15, 0% in 2013-14

Asian: 4% in 2015-16, 3% in 2014-15, 4% in 2013-14

Black or African American: 27% in 2015-16, 21% in 2014-15, 29% in 2013-14

Hispanic: 5% in 2015-16, 5% in 2014-15, 5% in 2013-14

Native Hawaiian or Pacific Islander: 0% in 2015-16, 0% in 2014-15, 0% in 2013-14

White: 53% in 2015-16, 60% in 2014-15, 62% in 2013-14

Multi-Racial: 10% in 2015-16, 10% in 2014-15, and 10% in 2013-14

Unknown: 0% in 2015-16, 0% in 2014-15, 0% in 2013-14

Free Lunch: 49% in 2015-16, 44% in 2014-15, 46% in 2013-14

Reduced Lunch: 9% in 2015-16, 8% in 2014-15, 7% in 2013-14

Not Eligible: 42% in 2015-16, 49% in 2014-15, 47% in 2013-14

EL: 1% in 2015-16, 0% in 2014-15, 0% in 2013-14

Non-EL: 99% in 2015-16, 100% in 2014-15, 100% in 2013-14

IEP Students: 7% in 2015-16, 9% in 2014-15, 1% in 2013-14

Results: Overall, enrollment data within each subgroup stayed relatively stable. The only exceptions to this are the Black or African American subgroups, which increased by 6% between the 2014-15 and 2015-16 years, the White subgroup, which decreased by 7% between the 2014-15 and 2015-16 school years, and the Not Eligible subgroup, which decreased by 7% between the 2014-15 and 2015-16 school years.

Data Reviewed: Student mobility rates 21.8% of students that were enrolled during the 2013-14 school year did not return for the 2014-15 school year. 21.6% of students that were enrolled during the 2012-13 school year did not return for the 2013-14 school year. About 18.7% of the students that were enrolled during the 2011-12 school year did not return for the 2012-13 school year.

Results: The student mobility rate has increased in each of the past three years. Although the shift is not significant, it is still something we will continue to monitor so we can reduce the mobility.

Data Reviewed: Average daily attendance

In 2015-16, average daily attendance was 96.6%; in 2014-15 average daily attendance was 94.1%; in 2013-14 average daily attendance was 94.3%; and in 2012-13, average daily attendance was 94.5%

Results: Average daily attendance rates remained fairly stable between the 2012-13 and 2014-15 school years and then increased slightly between the 2014-15 and 2015-16 school years.

Data Reviewed: Student discipline

Number of incidents by gender: 523 Female and 968 Male in 2014-15, 952 Female and 2,042 Male in 2013-14, and 863 Female and 1,543 Male in 2012-13

Number of incidents by grade:

Kindergarten: 32 in 2014-15, 219 in 2013-14, 164 in 2012-13

First Grade: 101 in 2014-15, 275 in 2013-14, 189 in 2012-13

Second Grade: 211 in 2014-15, 235 in 2013-14, 436 in 2012-13

Third Grade: 448 in 2014-15, 1,163 in 2013-14, 410 in 2012-13

Fourth Grade: 71 in 2014-15, 138 in 2013-14, 61 in 2012-13

Fifth Grade: 54 in 2014-15, 117 in 2013-14, 171 in 2012-13

Sixth Grade: 97 in 2014-15, 236 in 2013-14, 194 in 2012-13

Seventh Grade: 335 in 2014-15, 496 in 2013-14, 449 in 2012-13

Eighth Grade: 142 in 2014-15, 115 in 2013-14, 332 in 2012-13

Results: Overall discipline data reveal a dramatic decrease in the amount of incidents by grade from 2012-13 and 2014-15 school years. The majority of the incidents involved male students.

Data Reviewed: 2015-16 Teacher experience

0-3 years of experience: 8 teachers

4-8 years of experience: 8 teachers

9-14 years of experience: 11 teachers

15+ years of experience: 9 teachers

Results: The teaching staff is comprised of a pretty even split with 20 teachers having 9 or more years of experience and 16 of them having 8 or less years.

Data Reviewed: Teacher Absences

2012-13, due to illness: 94

2012-13, due to PD: 13

2013-14, due to illness: 68

2013-14, due to PD: 27

2014-15, due to illness: 98

2014-15, due to PD: 3

Results: There was a dramatic increase between the 2013-14 and 2014-15 school years in days absent due to illness, but a dramatic decrease in the same time frame in days absent due to PD.

Data Reviewed: Teacher Turnover

2012-13: 5%

2013-14: 8%

2014-15: 5%

Results: Teacher turnover rates have remained consistently low over the past three years.

Conclusions: Enrollment has remained stabled over the past three years and mobility has shifted slightly. Teacher turnover is low, although the increased absenteeism due to illness and professional development is the area of concern within this data set. On a positive note the behavior system is working to decreasing incidents.

-Perception-

Parent Perception Data

Data Reviewed: Voice of the Parent - An Annual Parent Survey

% OF PARENTS HIGHLY SATISFIED -

LOYALTY

Overall Satisfaction: 56% in 2014-15, 62% in 2013-14 and 56% in 2012-13

Likelihood to Enroll Next Year: 73% in 2014-15, 76% in 2013-14 and 78% in 2012-13

Likelihood to Recommend School: 71% in 2014-15, 76% in 2013-14 and 73% in 2012-13

CHILD EXPERIENCE

School has High Expectations: 66% in 2014-15, 67% in 2013-14 and 71% in 2012-13

School Properly Notifies Parents: 53% in 2014-15, 59% in 2013-14 and 54% in 2012-13

Satisfaction with Child's Progress: 48% in 2014-15, 61% in 2013-14 and 56% in 2012-13

ADMINISTRATION

Discipline is Effective: 40% in 2014-15, 49% in 2013-14 and 42% in 2012-13

Academic Program is Best in Area: 55% in 2014-15, 65% in 2013-14 and 68% in 2012-13

Delivers Moral Guidance: 57% in 2014-15, 64% in 2013-14 and 60% in 2012-13

Provides Safe Environment: 56% in 2014-15, 67% in 2013-14 and 59% in 2012-13

Emphasis on Reading and Math is Good: 65% in 2014-15, 72% in 2013-14 and 68% in 2012-13

Results: All areas showed a decrease from 2012-13 and the 2014-15 school years after the majority of them showing an increase during the 2013-14 school year. The lowest overall category remained Discipline is Effective in all three years. The highest-rated category has been Likelihood to Enroll Next Year in all three years, revealing a high degree of loyalty to the school on the part of parents.

Staff Perception Data

Data Reviewed: Employee Loyalty Survey - An Annual Staff Survey

Results:

% OF STAFF HIGHLY SATISFIED:

PERSONAL GROWTH

Proper Training: Not Measured in 2014-15, 53% in 2013-14 and 29% in 2012-13

Encouragement: Not Measured in 2014-15, Not Measured in 2013-14 and 60% in 2012-13

Develop Leadership Skills: Not Measured in 2014-15, 45% in 2013-14 and 36% in 2012-13

Possess Necessary Materials: 30% in 2014-15, 45% in 2013-14 and 36% in 2012-13

MANAGER/PRINCIPAL

Have Notified of Progress: 46% in 2014-15, 71% in 2013-14 and 64% in 2012-13

Principal is Committed to School: 57% in 2014-15, 79% in 2013-14 and 86% in 2012-13

Stated Expectations: 35% in 2014-15, 58% in 2013-14 and 55% in 2012-13

High Expectations for Students: Not Measured in 2014-15, Not Measured in 2013-14 and 55% in 2012-13

STUDENTS/STAFF RELATIONSHIP

Students and Staff Feel Safe: 33% in 2014-15, 61% in 2013-14 and 50% in 2012-13

Children are Well-Behaved: Not Measured in 2014-15, 16% in 2013-14 and 12% in 2012-13

Parents Support Education: Not Measured in 2014-15, 16% in 2013-14 and 19% in 2012-13

Morale in School is High: 20% in 2014-15, 50% in 2013-14 and 43% in 2012-13

LOYALTY

Tell Others Positive Things About NHA: 26% in 2014-15, 50% in 2013-14 and 40% in 2012-13

Would Recommend NHA to a Friend: 20% in 2014-15, 55% in 2013-14 and 40% in 2012-13

School Provides Quality Education: 39% in 2014-15, 68% in 2013-14 and 62% in 2012-13

Would Recommend NHA Education: 43% in 2014-15, 66% in 2013-14 and 60% in 2012-13

Conclusions: All areas indicate a decrease in staff satisfaction from the 2013-14 and 2014-15 school years, with the Loyalty measures showing the lowest scores overall. The Manager/Principal measures have consistently been the highest-rated measures.

-Student Achievement-

Data Reviewed: MEAP/M-STEP and NWEA PGA/MAP assessment data:

MEAP/M-STEP DATA:

PROFICIENCY IN CONTENT AREAS

ELA: 52% in 2014-15, Not Measured in 2013-14, Not Measured in 2012-13

Math: 36% in 2014-15, 44% in 2013-14, 37% in 2012-13

Reading: Not Measured in 2014-15, 69% in 2013-14, 69% in 2012-13

Science: 16% in 2014-15, 27% in 2013-14, 7% in 2012-13

Social Studies: 23% in 2014-15, 22% in 2013-14, 32% in 2012-13

Writing: Not Measured in 2014-15, 57% in 2013-14, 47% in 2012-13

PROFICIENCY BY GRADE - MATH

Third Grade: 36% in 2014-15, 37% in 2013-14, 41% in 2012-13

Fourth Grade: 42% in 2014-15, 49% in 2013-14, 46% in 2012-13

Fifth Grade: 37% in 2014-15, 47% in 2013-14, 47% in 2012-13

Sixth Grade: 36% in 2014-15, 47% in 2013-14, 26% in 2012-13

Seventh Grade: 34% in 2014-15, 35% in 2013-14, 41% in 2012-13

Eighth Grade: 31% in 2014-15, 51% in 2013-14, 14% in 2012-13

PROFICIENCY BY GRADE - READING

Third Grade: 52% in 2013-14, 75% in 2012-13

Fourth Grade: 69% in 2013-14, 71% in 2012-13

Fifth Grade: 82% in 2013-14, 76% in 2012-13

Sixth Grade: 81% in 2013-14, 63% in 2012-13

Seventh Grade: 60% in 2013-14, 72% in 2012-13

Eighth Grade: 78% in 2013-14, 52% in 2012-13

PROFICIENCY BY GRADE - SCIENCE

Fourth Grade: 10% in 2014-15

Fifth Grade: 27% in 2013-14, 8% in 2012-13

Seventh Grade: 23% in 2014-15

Eighth Grade: 26% in 2013-14 and 5% in 2012-13

PROFICIENCY BY GRADE - SOCIAL STUDIES

Fifth Grade: 21% in 2014-15

Sixth Grade: 22% in 2013-14 and 32% in 2012-13

Eighth Grade: 27% in 2014-15

PROFICIENCY BY GRADE - ELA

Third Grade: 43% in 2014-15

Fourth Grade: 46% in 2014-15

Fifth Grade: 56% in 2014-15

Sixth Grade: 43% in 2014-15

Seventh Grade: 58% in 2014-15

Eighth Grade: 69% in 2014-15

PROFICIENCY BY GRADE - WRITING

Fourth Grade: 53% in 2013-14, 44% in 2012-13

Seventh Grade: 63% in 2013-14, 52% in 2012-13

PROFICIENCY BY SOCIO-ECONOMIC STATUS

ELA: Free - 35% in 2014-15, * in 2013-14, * in 2012-13

ELA: Reduced - 70% in 2014-15, * in 2013-14, * in 2012-13

ELA: Not Eligible - 62% in 2014-15, * in 2013-14, * in 2012-13

Math: Free - 20% in 2014-15, 32% in 2013-14, 27% in 2012-13

Math: Reduced - 57% in 2014-15, 48% in 2013-14, 29% in 2012-13

Math: Not Eligible: 47% in 2014-15, 52% in 2013-14, 47% in 2012-13

Reading: Free - * in 2014-15, 59% in 2013-14, 59% in 2012-13

Reading: Reduced - * in 2014-15, 87% in 2013-14, 79% in 2012-13

Reading: Not Eligible - * in 2014-15, 75% in 2013-14, 78% in 2012-13

Science: Free - 9% in 2014-15, 23% in 2013-14, 0% in 2012-13

Science: Reduced - 0% in 2014-15, 31% in 2013-14, 0% in 2012-13

Science: Not Eligible - 28% in 2014-15, 30% in 2013-14, 38% in 2012-13

Social Studies: Free - 11% in 2014-15, 11% in 2013-14, 11% in 2012-13

Social Studies: Reduced - 33% in 2014-15, 0% in 2013-14, 0% in 2012-13

Social Studies: Not Eligible - 28% in 2014-15, 30% in 2013-14, 38% in 2012-13

Writing: Free - * in 2014-15, 39% in 2013-14, 43% in 2012-13

Writing: Reduced: * in 2014-15, 50% in 2013-14, 27% in 2012-13

Writing: Not Eligible - * in 2014-15, 71% in 2013-14, 56% in 2012-13

PROFICIENCY BY GENDER

ELA: Female - 58% in 2014-15, * in 2013-14, * in 2012-13

ELA: Male - 45% in 2014-15, * in 2013-14, * in 2012-13

Math: Female - 34% in 2014-15, 40% in 2013-14, 33% in 2012-13

Math: Male - 39% in 2014-15, 47% in 2013-14, 41% in 2012-13

Reading: Female - * in 2014-15, 69% in 2013-14, 68% in 2012-13

Reading: Male - * in 2014-15, 70% in 2013-14, 70% in 2012-13

Science: Female - 8% in 2014-15, 17% in 2013-14, 2% in 2012-13

Science: Male - 23% in 2014-15, 38% in 2013-14, 12% in 2012-13

Social Studies: Female - 18% in 2014-15, 13% in 2013-14, 34% in 2012-13

Social Studies: Male - 30% in 2014-15, 29% in 2013-14, 29% in 2012-13

Writing: Female - * in 2014-15, 68% in 2013-14, 51% in 2012-13

Writing: Male - * in 2014-15, 46% in 2013-14, 43% in 2012-13

PROFICIENCY BY IEP

ELA: IEP- 15% in 2014-15, * in 2013-14, * in 2012-13

ELA: Non-IEP - 55% in 2014-15, * in 2013-14, * in 2012-13

Math: IEP - 12% in 2014-15, 18% in 2013-14, * in 2012-13

Math: Non-IEP: 39% in 2014-15, 45% in 2013-14, 37% in 2012-13

Reading: IEP - * in 2014-15, 24% in 2013-14, * in 2012-13

Reading: Non-IEP - * in 2014-15, 71% in 2013-14, 69% in 2012-13

Science: IEP - 6% in 2014-15, 0% in 2013-14, * in 2012-13

Science: Non-IEP- 18% in 2014-15, 28% in 2013-14, 7% in 2012-13

Social Studies: IEP - 0% in 2014-15, 14% in 2013-14, * in 2012-13

Social Studies: Non-IEP - 25% in 2014-15, 23% in 2013-14, 32% in 2012-13

Writing: IEP - * in 2014-15, 0% in 2013-14, * in 2012-13

Writing: Non-IEP - * in 2014-15, 58% in 2013-14, 47% in 2012-13

PROFICIENCY BY ETHNICITY

Math: American Indian or Alaskan Native- N/A in 2014-15, N/A in 2013-14, N/A in 2012-13

Math: Asian - N/A in 2014-15, N/A in 2013-14, N/A in 2012-13

Math: Black or African American - 15% in 2014-15, 22% in 2013-14, 16% in 2012-13

Math: Hispanic - 41% in 2014-15, 35% in 2013-14, 33% in 2012-13

Math: Native Hawaiian or Pacific Islander: N/A in 2014-15, N/A in 2013-14, N/A in 2012-13

Math: White - 45% in 2014-15, 50% in 2013-14, 44% in 2012-13

Math: Multiracial - 22% in 2014-15, 35% in 2013-14, 28% in 2012-13

Reading: American Indian or Alaskan Native- N/A in 2014-15, N/A in 2013-14, N/A in 2012-13

Reading: Asian - N/A in 2014-15, N/A in 2013-14, N/A in 2012-13

Reading: Black or African American - * in 2014-15, 54% in 2013-14, 46% in 2012-13

Reading: Hispanic - * in 2014-15, 78% in 2013-14, 79% in 2012-13

Reading: Native Hawaiian or Pacific Islander: N/A in 2014-15, N/A in 2013-14, N/A in 2012-13

Reading: White - * in 2014-15, 73% in 2013-14, 75% in 2012-13

Reading: Multiracial - * in 2014-15, 65% in 2013-14, 72% in 2012-13

Science: American Indian or Alaskan Native- N/A in 2014-15, N/A in 2013-14, N/A in 2012-13

Science: Asian - N/A in 2014-15, N/A in 2013-14, N/A in 2012-13

Science: Black or African American - 3% in 2014-15, 5% in 2013-14, 0% in 2012-13

Science: Hispanic - 13% in 2014-15, 33% in 2013-14, 0% in 2012-13

Science: Native Hawaiian or Pacific Islander: N/A in 2014-15, N/A in 2013-14, N/A in 2012-13

Science: White - 26% in 2014-15, 32% in 2013-14, 11% in 2012-13

Science: Multiracial - 6% in 2014-15, 13% in 2013-14, 0% in 2012-13

Social Studies: American Indian or Alaskan Native- * in 2014-15, * in 2013-14, * in 2012-13

Social Studies: Asian - * in 2014-15, * in 2013-14, * in 2012-13

Social Studies: Black or African American - 5% in 2014-15, 0% in 2013-14, 0% in 2012-13

Social Studies: Hispanic - 33% in 2014-15, 0% in 2013-14, 0% in 2012-13

Social Studies: Native Hawaiian or Pacific Islander: N/A in 2014-15, N/A in 2013-14, N/A in 2012-13

Social Studies: White - 28% in 2014-15, 30% in 2013-14, 34% in 2012-13

Social Studies: Multiracial - 0% in 2014-15, 17% in 2013-14, 0% in 2012-13

ELA: American Indian or Alaskan Native- N/A in 2014-15, N/A in 2013-14, N/A in 2012-13

ELA: Asian - N/A in 2014-15, N/A in 2013-14, N/A in 2012-13

ELA: Black or African American - 30% in 2014-15, * in 2013-14, * in 2012-13

ELA: Hispanic - 65% in 2014-15, * in 2013-14, * in 2012-13

ELA: Native Hawaiian or Pacific Islander: N/A in 2014-15, N/A in 2013-14, N/A in 2012-13

ELA: White - 60% in 2014-15, * in 2013-14, * in 2012-13

ELA: Multiracial - 42% in 2014-15, * in 2013-14, * in 2012-13

Writing: American Indian or Alaskan Native- N/A in 2014-15, N/A in 2013-14, N/A in 2012-13

Writing: Asian - N/A in 2014-15, N/A in 2013-14, N/A in 2012-13

Writing: Black or African American - * in 2014-15, 46% in 2013-14, 37% in 2012-13

Writing: Hispanic - * in 2014-15, 57% in 2013-14, 43% in 2012-13

Writing: Native Hawaiian or Pacific Islander: N/A in 2014-15, N/A in 2013-14, N/A in 2012-13

Writing: White - * in 2014-15, 57% in 2013-14, 48% in 2012-13

Writing: Multiracial - * in 2014-15, 40% in 2013-14, 60% in 2012-13

(An asterisk N/A indicates that there were not enough students in this subgroup to qualify as a subgroup for purposes of data analysis. *

indicates that there is no testing data available)

NWEA DATA:

PROFICIENCY IN CONTENT AREAS

Math: 60% in 2014-15, 53% in 2013-14, 59% in 2012-13

Reading: 35% in 2014-15, 37% in 2013-14, 33% in 2012-13

2-8 STUDENTS MAKING NECESSARY GROWTH - MATH

Second Grade: 74% in 2014-15, 73% in 2013-14, 55% in 2012-13

Third Grade: 22% in 2014-15, 35% in 2013-14, 22% in 2012-13

Fourth Grade: 36% in 2014-15, 49% in 2013-14, 35% in 2012-13

Fifth Grade: 29% in 2014-15, 30% in 2013-14, 42% in 2012-13

Sixth Grade: 32% in 2014-15, 25% in 2013-14, 32% in 2012-13

Seventh Grade: 43% in 2014-15, 48% in 2013-14, 57% in 2012-13

Eighth Grade: 53% in 2014-15, 40% in 2013-14, 33% in 2012-13

2-8 STUDENTS MAKING NECESSARY GROWTH - READING

Second Grade: 53% in 2014-15, 45% in 2013-14, 35% in 2012-13

Third Grade: 22% in 2014-15, 35% in 2013-14, 22% in 2012-13

Fourth Grade: 36% in 2014-15, 49% in 2013-14, 35% in 2012-13

Fifth Grade: 29% in 2014-15, 30% in 2013-14, 42% in 2012-13

Sixth Grade: 32% in 2014-15, 25% in 2013-14, 32% in 2012-13

Seventh Grade:43% in 2014-15, 48% in 2013-14, 76% in 2012-13

Eighth Grade: 75% in 2014-15, 51% in 2013-14, 76% in 2012-13

% OF K-1 STUDENTS AT OR ABOVE GRADE LEVEL - MATH

Kindergarten: 75% in 2014-15, 51% in 2013-14, 76% in 2012-13

First Grade: 75% in 2014-15, 51% in 2013-14, 76% in 2012-13

% OF K-1 STUDENTS AT OR ABOVE GRADE LEVEL - READING

Kindergarten: 75% in 2014-15, 51% in 2013-14, 76% in 2012-13

First Grade: 75% in 2014-15, 51% in 2013-14, 76% in 2012-13

% OF K-1 STUDENTS MAKING TYPICAL GROWTH- MATH

Kindergarten: 75% in 2014-15, 51% in 2013-14, 76% in 2012-13

First Grade: 75% in 2014-15, 51% in 2013-14, 76% in 2012-13

%OF K-1 STUDENTS MAKING TYPICAL GROWTH - READING

Kindergarten: 75% in 2014-15, 51% in 2013-14, 76% in 2012-13

First Grade: 75% in 2014-15, 51% in 2013-14, 76% in 2012-13

Results:

Conclusions

Additional improvements to the instruction given to students in each subgroup in order to decrease the achievement gaps that

currently exist. Although no subgroups show a decrease in performance, the achievement gap is not closing.

-Programs and Processes Data-

Data Reviewed: EdYES! Standard 1: Curriculum

Alignment and Coherence (Indicators A and B) are both rated as Sustained.

Standard 2: Instruction

Indicators C (Instructional Design) and D (Effective Instructional Practices) were rated as Sustained, while Indicators E (Learning

Environment) and F (Reflection) were rated as Full.

Standard 3: Assessment

Indicators G (Assessment System) and I (Data Analysis and Decision-Making) werwere rated as Full. Indicator H (Shared Understanding)

was rated as Sustained

Standard 4: Instructional Leadership

Indicators K (A Vision for Learning), L (Guidance and Support for Teaching and Learning) and M (Results-Focused) were all rated as

Sustained.

Standard 5: A Culture for Learning

Indicators N (Safe and Supportive Environment) and O (Shared Leadership for Learning) were rated as Sustained.

Standard 6: Organizational Management

Indicator P (Communication Systems) was rated as Sustained, while Indicator Q (Intentional Practice) and R (Resource Allocation) were

rated as Full.

Standard 7: Professional Learning Culture

Indicators S (Collaborative Teams) and T (Collective Responsibility) were both rated as Full.

Standard 8: Professional Learning System

Indicator U (Purposeful Planning) and V (Impact of Professional Learning) were both rated as Sustained.

Standard 9: Communication

Indicator W (Approaches and Tools) and X (Cultural Responsiveness) were both rated as Sustained.

Standard 10: Engagement

Indicator Y (Learning Opportunities) and Z (Partnerships) were both rated as sustained.

Results: Standard 7 received the lowest overall ratings. Standards 1, 4, 5, 8, 9 and 10 all received Sustained ratings for all indicators.

Conclusions: Additional work needs to be done on the continued implementation of a Professional Learning Culture at the school.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Goals were developed using the comprehensive needs assessment, which includes extensive demographic, student, teacher, parent

perception, staff perception, MEAP/M-STEP, Northwest Educational Assessment (NWEA), programs and process, and formative

assessment data. There are five primary concerns based on the comprehensive needs assessment, with interventions being designed to

close the achievement gap in all subjects:

1. Multiple subgroups, included economically disadvantaged students and students in the bottom 30% are not reaching state standards in Math.

2. Multiple subgroups, included economically disadvantaged students, African American students, and students in the bottom 30% are not reaching state standards in ELA.

3. Multiple subgroups, including economically disadvantaged students, African American students, and students with IEPs are not reaching state standards in Science.

4. Multiple subgroups, including economically disadvantaged students, African American students, and students with IEPs are not reaching state standards in Social Studies.

5. Additional professional development is needed for teachers in their first three years as well as the continuation of a culture of professional learning to increase academic achievement in all students, especially those who are below grade level.

As such, Paragon defined the following goals:

GOAL: All students at Paragon Charter Academy will increase proficiency in Math as measured by M-STEP.

Objective: Students receiving free lunch at Paragon Charter Academy will increase proficiency in Math by 8%, increasing from 20% proficient to 28% proficient as measured by the M-STEP.

CNA Connection: Comprehensive needs assessment data indicate that all students, particularly economically disadvantaged students, and students in the bottom 30% will benefit from strategies to increase their academic achievement in mathematics. The following strategies will be implemented to increase the proficiency of all students in mathematics:

DIFFERENTIATION IN MATH

Teachers, Paraprofessionals, Academic Specialists and At Risk Teachers will differentiate instruction to target specific areas of need for all students but particularly for those within the subgroup identified through the CNA and outlined in the objective statement. Teachers willdifferentiate instruction for targeted students daily, within the regular classroom, and within scheduled intervention time. Response to intervention small groups are built into the daily schedules. Paraprofessionals, Academic Specialists, and Classroom Teachers will provide daily supplemental math intervention for identified students. Throughout this process progress will be continually monitored through the use of i-Ready and AIMSweb. Staff will be provided professional development through regional teacher trainings and in school professional development.

These offerings will be specifically designed to not only improve the usage of math intervention tools, but also to improve classroom structure, management, student engagement, and the use of data to inform instruction.

PROGRESS MONITORING IN MATH

Instructional support staff will use AIMSweb and i-Ready periodically with identified at risk students as an additional screener and monitoring tool above and beyond initial below grade level identification methods (i.e. NWEA testing). Instructional staff are also using teacher created formative assessments, observations, running records, standardized and NHA Common Assessments, small group action plans, classroom assessments, and standards to identify need, plan, and monitor progress. These strategies allow teachers to identify specific areas of academic need and monitor progress between intervention periods for those students. Professional development will be provided to staff to ensure they can properly utilize progress monitoring tools and analyze the data to inform instructional changes that best meet the needs of individual students.

GOAL: Students at Paragon Charter Academy will increase proficiency in ELA as measured by the M-STEP.

Objective: Students receiving free lunch at Paragon Charter Academy will increase proficiency in ELA by 8%, increasing from 35% proficient to 43% proficient as measure by the M-STEP.

CNA Connection: Comprehensive needs assessment data indicate that all students, particularly, economically disadvantaged students and students in the bottom 30% will benefit from strategies to increase their academic achievement in ELA.

The following strategies will be implemented to increase the proficiency of all students in Reading:

DIFFERENTIATION IN READING

Teachers, paraprofessionals and academic specialists will differentiate instruction to target specific areas of need for all students but particularly for those within the subgroup identified through the CNA and outlined in the objective statement. Teachers will differentiate instruction for targeted students daily, within the regular classroom, and within the ELA intervention block. Response to intervention is built into the daily schedules, and school master schedule. Paraprofessionals, Academic Specialists, and Classroom Teachers will provide daily supplemental reading intervention for identified students.

To support differentiation as outlined above, staff will receive professional development (PD) as follows:

1. Staff will attend PD to learn how to use reading curricular tools and accompanying resources for Reading Street.

2. Staff will learn how to use curricular tools and collaboratively develop differentiation lessons during grade-level work and coaching sessions.

3. Deans will work with grade-level teams to review best practices for using new curricular tools. New teachers and administrators will learn how to use curricular tools, handbooks, and instructional practices that will help with the academic needs of their students.

4. PLCs will be consistently utilized in order to share best practices and analyze student data to target instruction to meet the needs of students.

5. Staff will be provided with professional development in PLC and researched based ELA instructional practices.

Staff will use AIMSweb with identified students as an additional screener and monitoring tool above and beyond initial below grade level identification methods (i.e. NWEA testing). Tier III students will be progress monitored weekly to modify instruction and ensure growth in ELA. In addition Tier II students will be monitored bi weekly to adjust planning and instruction. Instructional staff are also using teacher created formative assessments, observations, Qualitative Reading Inventory (QRI), running records, sight words assessments, standardized and NHA Common Assessments, small group action plans, and standards to identify need, plan, and monitor progress. These strategies allow teachers to identify specific areas of academic need AND monitor progress between intervention periods for those students.

MANAGING STUDENT BEHAVIOR - READING

Research conducted by Chang and others around student behavior and attendance have shown a direct correlate between student achievement, behavior and absences. There is a direct effect on absences (not restricted to unexcused absences) and the rate of growth for students academically. An Achievement and Behavior Support Specialist will work with students who experience difficulty in the school and community setting as a result of social emotional or family issues that result in educational time loss or other challenges to academic achievement; however, this position is not licensed to practice social work and as such focuses on removing other barriers to learning. This position will also acts as a mentor to students, make home visits if necessary, and also focus on community outreach.

GOAL: Students at Paragon Charter Academy will increase proficiency in Science as measured by the M-STEP.

Objective: Students receiving free lunch at Paragon Charter Academy will increase proficiency in Science by 8%, increasing from 9% proficient to 17% proficient as measure by the M-STEP.

CNA Connection: Comprehensive needs assessment data indicate that all students, particularly economically disadvantaged students, and students in the bottom 30% will benefit from strategies to increase their academic achievement in Science. The following strategies will be implemented to increase the proficiency of all students in Science:

DIFFERENTIATION IN SCIENCE

Teachers, Paraprofessionals, Academic Specialists and At Risk Teachers will differentiate instruction to target specific areas of need for all students but particularly for those within the subgroup identified through the CNA and outlined in the objective statement. Teachers will differentiate instruction for targeted students daily, within the regular classroom, and within scheduled intervention time. Response to intervention small groups are built into the daily schedules. Paraprofessionals, Academic Specialists, At Risk Teachers and Classroom Teachers will provide daily supplemental science intervention for identified students. Throughout this process progress will be continually monitored through the summative and formative assessment process. Staff will be provided professional development through regional teacher trainings and in school professional development.

These offerings will be specifically designed to not only improve the usage of science intervention tools, but also to improve classroom structure, management, student engagement, and the use of data to inform instruction.

MANAGING STUDENT BEHAVIOR - SCIENCE

Research conducted by Chang and others around student behavior and attendance have shown a direct correlate between student achievement, behavior and absences. There is a direct effect on absences (not restricted to unexcused absences) and the rate of growth for students academically. An Achievement and Behavior Support Specialist will work with students who experience difficulty in the school and community setting as a result of social emotional or family issues that result in educational time loss or other challenges to academic achievement; however, this position is not licensed to practice social work and as such focuses on removing other barriers to learning. This position will also acts as a mentor to students, make home visits if necessary, and also focus on community outreach.

GOAL: Students at Paragon Charter Academy will increase proficiency in Social Studies as measured by the M-STEP.

Objective: Students receiving free lunch at Paragon Charter Academy will increase proficiency in ELA by 8%, increasing from 11% proficient to 19% proficient as measure by the M-STEP.

CNA Connection: Comprehensive needs assessment data indicate that all students, particularly economically disadvantaged students, and students in the bottom 30% will benefit from strategies to increase their academic achievement in Social Studies. The following strategies will be implemented to increase the proficiency of all students in Social Studies:

DIFFERENTIATION IN SOCIAL STUDIES

Teachers, Paraprofessionals, Academic Specialists and At Risk Teachers will differentiate instruction to target specific areas of need for all students but particularly for those within the subgroup identified through the CNA and outlined in the objective statement. Teachers will differentiate instruction for targeted students daily, within the regular classroom, and within scheduled intervention time. Response to intervention small groups are built into the daily schedules. Paraprofessionals, Academic Specialists, and Classroom Teachers will provide daily supplemental social studies intervention for identified students. Throughout this process progress will be continually monitored through the summative and formative assessment process. Staff will be provided professional development through regional teacher trainings and in school professional development.

These offerings will be specifically designed to not only improve the usage of social studies intervention tools, but also to improve classroom structure, management, student engagement, and the use of data to inform instruction.

MANAGING STUDENT BEHAVIOR - SOCIAL STUDIES

Research conducted by Chang and others around student behavior and attendance have shown a direct correlate between student achievement, behavior and absences. There is a direct effect on absences (not restricted to unexcused absences) and the rate of growth for students academically. A student family liaison will work with students who experience difficulty in the school and community setting as a result of social emotional or family issues that result in educational time loss or other challenges to academic achievement; however, this position is not licensed to practice social work and as such focuses on removing other barriers to learning. This position will also acts as a mentor to students, make home visits if necessary, and also focus on community outreach.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

The school population experiences academic and organizational improvements as at-risk student achievement increases. All of the school's goals address the needs of the whole school population by setting high proficiency expectations for all student. Strategies for supporting all students are outlined in the Comprehensive Needs Assessment, goals section, and Schoolwide Reform component. The school has implemented activities to ensure that students who experience difficulty mastering standards are provided with effective and timely additional assistance.

Additionally, the school has developed measures to ensure that students' difficulties are identified on a timely basis in order to provide teacher and school leadership with sufficient information on which to base effective assistance. Teachers utilize the formative assessment process to meet the varied learning needs of students. The school uses differentiated instruction by implementing regularly scheduled workshop sessions and flexible groupings in order to meet each student's individual learning needs.

Supplemental intervention services are provided to students that are having difficulty mastering State academic achievement standards through differentiation in the classroom. If the school has student that are identified as neglected or delinquent, they will use the Comprehensive Needs Assessment data to develop neglected programs and services.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

To ensure all students reach the State's standards Paragon's educational program has been developed using the principals of Effective Schools Research and a "Back to Basics" approach. Within these principles there are multiple aligned strategies being implemented for all students as part of the schoolwide plan.

Paragon holds as its guiding student achievement goals the following:

GOAL: All students at Paragon Charter Academy will increase proficiency in Math as measured by M-STEP.

GOAL: Students at Paragon Charter Academy will increase proficiency in ELA as measure by the M-STEP.

GOAL: Paragon Charter Academy will decrease the achievement gap in Science as measured by the M-STEP.

GOAL: Paragon Charter Academy will decrease the achievement gap in Social Studies as measured by the M-STEP.

PRINCIPLES AND STRATEGIES:

The strategies that Paragon will utilize in order to effect schoolwide reform fall under the following six principles:

1. Back to Basics

- Paragon will utilize research based progress monitoring tools to identify specific gaps for individual students, and prioritize instructions to meet each student's needs.

- Longer school days are scheduled for

- Discipline will be intentional and structured

2. Master Schedule

- Teaching staff will utilize the master schedule to maximize the amount of core and supplemental instruction students are receiving and minimize distractions and disruptions in service.

- A committed block of intervention time for each grade level has been built into the master schedule. This block is designed with push in services by intervention staff to create smaller group sizes for the most at risk students.

- Moral focus lessons are built into the master schedule

3. Differentiated Instruction

- Instruction will be differentiated by utilizing different curricular tools, and through committed planning time of the instructional staff.

- Teaching staff will provide students with a blended learning model that utilizes iReady.

- Instructional Coaches will observe and work with teachers on adapting and modifying their instruction to better meet the needs of the students.

- Academic Specialists will work with the student that have been identified as the most academically at risk one on one or in small groups on the student's area of greatest academic need.

- Supplemental push in and pull out instruction will be implemented for at risk students by intervention staff

- Teaching staff will consistently use academic vocabulary during formal instruction time and also informally with students in order to encourage improved vocabulary

- Supplemental supplies and materials (Aimsweb and My Sidewalks) will be used with at risk students during Win Time small group instruction

in order to monitor student progress and increase academic proficiency

4. PLC's

- Instructional staff will meet regularly to analyze data, and strategically plan instruction to meet the needs of every student

- Multiple data sources will be analyzed, including common assessments, progress monitoring data and NWEA

- Teaching staff will determine the progress of their students, and define areas where instruction needs to be modified to ensure mastery of specific standards

5. Formative Assessments

- Teaching staff will use the formative assessments that NHA has designed to align with core curriculum with state standards.

- Formative assessments will be analyzed on a consistent basis to establish student trends, specifically where instruction needs to be modified to improve student achievement.

6. Additional Opportunities.

- PD will be selected for teaching staff on student engagement and instructional quality.

- Parent involvement will continue to be expanded upon within the school, using the research based methods of Joyce Epstein

- Teaching staff will continue to encourage student engagement in the community through various outreach efforts.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Instructional QUALITY can be judged by the effectiveness it has on individual student achievement, specifically in the growth and retention of core content standards. Instructional quality will be improved through the work of the Instructional Coach and by the use and interpretation of the formative assessments provided throughout the year. Through disaggregating individual student data, specifically to isolate content deficits, our staff will more intentionally modify instruction to meet student needs. In addition, through coaching and PLCs, staff will coordinate efforts, and modify instruction with the assistance of an entire grade level team.

The QUANTITY of instructional time provided will be improved by classroom teachers' adherence to the school's modified master schedule. The master schedule includes a committed intervention block in each class each day. This intervention block increases the amount of time students receive small group instruction that is specific to their individual deficits. Student growth will be continually monitored, on a weekly basis for Tier 3 students. Adjustments will be made based upon progress monitoring data.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

1. Our methods for introducing a Back to Basics method, specifically in introducing a more systematic approach to progress monitoring was supported by the research of Douglas and Lynn Fuchs.

Source: Using CBM for Progress Monitoring in Reading PDF on ERIC Download full text Fuchs, Lynn S.; Fuchs, Douglas - National Center on Student Progress Monitoring, 2011

2. Our master schedule includes a committed intervention time.   This model was developed after multiple examples of research specific to Response to Intervention.

Implementation and Effectiveness of the Response to Intervention (RTI) Program Source: Peer reviewed Direct link Hite, Jessica Elaine; McGahey, James Todd - Georgia School Counselors Association Journal, 2015

3. Research has shown that in order to ensure student growth and retention of core content area essential standards, teachers must differentiate instruction to meet the needs of individual students.

Source: Differentiated Instruction in Reading: Easier than It Looks! Direct link
Knowles, Liz - School Library Media Activities Monthly, 2009

4. Professional Learning Communities has been shown to be a vital part of a fluid and productive educational and learning environment. Paragon has committed time in our schedule to allow for teachers and intervention staff to participate in PLCs.

Source: Trust and Collaboration in PLC Teams: Teacher Relationships, Principal Support, and Collaborative Benefits Peer reviewed Direct link, Hallam, Pamela R.; Smith, Henry R.; Hite, Julie M.; Hite, Steven J.; Wilcox, Bradley R. - NASSP Bulletin, 2015

5. In order to ensure students have mastered state standards, NHA has developed Formative Assessments specific to grade level core content areas.

Source: Maximizing the Effective Use of Formative Assessments Peer reviewed PDF on ERIC Download full text Riddell, Nancy B. - Teacher Educators' Journal, 2016

6. Research by Joyce Epstein has shown that intentional usage and involvement of parents has shown to have a direct positive impact on student achievement. Paragon recognizes the importance of our parents in not only their students growth, but the growth of the school in general.

Source: The Relationship between Principals' Perceptions of Parent Involvement and Student Academic Achievement in Title I Schools Direct link Gaston, Sean Maurice - ProQuest LLC, 2013wth of our entire school community.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

The school provides differentiated support for all students. Within the classroom, teachers provide the first level of interventions, ensuring that all students revive instruction based on their varying needs. In additional to this support, supplemental grant-funded staff serve academically struggling students in all grades as part of the school's research-based intervention program as outlined above. Supplemental staff increased the quantity of instruction for students and major subgroups who need the most instructional support. Supplemental staff support be found under each goal.

5. Describe how the school determines if these needs of students are being met.

Teachers have significant input into school-based academic assessments. Each grade level has shared planning time and is expected to spend time each week reviewing student needs, developing instructional strategies to address those needs, and assessment to ensure needs are met. Additionally, teachers choose to implement, as appropriate, tests and assessment that measure student performance with respect to the school's curriculum. The school uses M-STEP and NWEA proficiency scores to determining which students to refer to the

intervention program. Through the formative assessment process and progress monitoring teachers work collaboratively to identify student's learning progress. When students have mastered content (as measured by progress monitoring tolls, M-STEP, and NWEA) they are moved out of the intervention program and are continued to be monitored through regular meetings between intervention and general education staff. Students who continue to show learning gaps (as measured by progress monitoring tools, M-STEP, and NWEA) remain in the program and offered additional support time.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	The school is compliant with the 100% paraprofessional requirement and assures compliance with Section 1119 of the No Child Left Behind Act of 2001.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	The school is compliant with the 100% teacher requirement and assures compliance with Section 1119 of the No Child Left Behind Act of 2001.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

Teacher turnover rate is 6%.

2. What is the experience level of key teaching and learning personnel?

8 of 36 teachers or 22% have between 0-3 years teaching experience, another 22% have between 4-8 years of teaching experience. There are 11 (31%) who have between 9-14 years' experience and another 9 (25%) have 15 year or more experience.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

The school holds as a top priority the recruiting, hiring, and retaining of high quality, highly qualified, and fully licensed teachers to serve its students. Efforts made by the school and its management partner, National Heritage Academies include the following:
- Establishing close relationships with local universities and colleges with teacher education programs.
- Advertising positions through online college postings, the National Heritage Academies website, and a weekly internal job newsletter that is sent out to all school and NHA employees.
- Offering a competitive salary and benefits package, including fifty percent (50%) reimbursement benefit for continuing education.
- Providing a comprehensive orientation, mentoring and induction that facilitates a successful transition into teaching.
- Providing opportunities for teachers to improve their instructional skills through a comprehensive professional development program.
- Including teachers in the continuous improvement planning process, and other school initiatives and activities.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

The school holds as a top priority the recruiting, hiring, and retaining of high quality, highly qualified, and fully licensed teachers to serve its students. Efforts made by the school and its management partner, National Heritage Academies include the following:
- Establishing close relationships with local universities and colleges with teacher education programs.
- Advertising positions through online college postings, the National Heritage Academies website, and a weekly internal job newsletter that is sent out to all school and NHA employees.
- Offering a competitive salary and benefits package, including fifty percent (50%) reimbursement benefit for continuing education.
- Providing a comprehensive orientation, mentoring and induction that facilitates a successful transition into teaching.
- Providing opportunities for teachers to improve their instructional skills through a comprehensive professional development program.
- Including teachers in the continuous improvement planning process, and other school initiatives and activities.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

N/A, turnover rate is at 6%.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

All professional development is aligned to the comprehensive needs assessment and the school improvement goals. A needs assessment was conducted to determine the focus of the professional development efforts. The school staff will work toward improving the academic achievement of their students through continuous professional development aimed at increasing staff knowledge and skills in order to improve the rigor of the instructional practices in the school. The written district professional development plan is based on the Comprehensive Needs Assessment data and includes strategies for meeting the educational needs of students with different learning styles. The school provides opportunities for the principal, teachers, other school staff, and parents, if appropriate, to participate in sustained, in-depth professional development. These professional development activities are ongoing and based on scientifically-based research. The school plans on facilitating the professional development included in the goals section which is aligned with the Comprehensive Needs Assessment and the 2016-17 school improvement plan goals.

2. Describe how this professional learning is "sustained and ongoing."

PD is sustained and ongoing through the use of Instructional Coaches to provide job embedded professional development, grade level meetings, and schoolwide professional development events. Staff complete surveys after each professional development to assess the content of each training. The Instructional Coaches and grade level Deans continue to monitor and observe implementation throughout the year through observations, coaching, modeling, and continuous feedback.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	Attached Paragon 2016-17 PD Plan	Paragon 2016-17 PD Plan

Component 6:   Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Design of Schoolwide Plan: Parent involvement programs are designed by stakeholders, including representative parents, who serve on the School Improvement Committee. The Committee analyzes academic, perception, and process data in order to determine needs related to parent involvement. In addition, parents provide input into the program design through several surveys and parent meetings.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents will be involved in the implementation of the schoolwide plan by their continued participation on the school improvement team and also by attending the annual parent meetings in the spring and fall. They also participate in the parent involvement activities implemented to support the schoolwide goals. Parents that volunteer in the classrooms will assist teachers in helping students meet their yearly goals as well as the overall schoolwide goals. They will work in small groups assisting in workshop and during reading circles. Parents will be invited to participate in the implementation of the schoolwide plan through other events and volunteer opportunities during the school year.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Feedback from parents on the annual evaluation of the schoolwide plan will be solicited formally through annual surveys and meetings surveys as well as informally from principal meetings and parent teacher conferences, as well as their participation on the schoolwide team. The parent feedback will be incorporated into the review process and the schoolwide plan and programs will be adjusted accordingly.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	The finalized Parent Involvement Policy has been approved by the school board and this has been uploaded into ASSIST for review. Information about school compliance with and alignment to Section 1118(c) through (f) is contained within this finalized, uploaded Parent Involvement Policy. Regarding Section 1118(e)(5), information is sent out to parents in an easy to understand format that is free of educational jargon.	Paragon Parent Involvement Policy

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Outlined below are several parent involvement activities and strategies that will be implemented throughout the school year, as required in ESEA Section 1118(e)1-5,14 and (f): Section 1118 (e) - Building Capacity for Involvement

1118 (e) (1) - The school provides assistance to parents of children served by the school in understanding such topics as the state's academic content standards and student achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve achievement for their children. The school complies with Section 1118 (e)(1) as follows: Parents will have the opportunity to learn about the following during Parent Learning Events, Coffee with the Principal, and other Parent Meetings: the state's academic content standards and student achievement standards, state and local academic assessments, the requirements of this part, how to monitor a child's progress and work with educators to improve achievement for their children. The school will also hold Parent Teacher Conferences twice per year, and teachers will communicate opportunities to volunteer in the classroom as well as specific meeting times and dates for them to participate and learn about their child(s) education via school email, teacher and principal newsletters, and School Reach (automated communication system).

1118 (e) (2) - The school fosters parental involvement by providing materials and training to help parents work with their children to improve their children's achievement. The school complies with Section 1118 (e)(2) as follows: This is done in myriad of ways, one of which is the Back to School event held in August each year, in which families will receive a school calendar and information regarding additional services offered by the school; they will also have access to their child(ren)'s teacher(s), and will receive print materials to help them understand the opportunities for parent involvement during the school year. Another way that the school reaches parents is through monthly newsletters in which information regarding current happenings in the school, strategies to increase student achievement, and community resources for parents and students are articulated. These newsletters are distributed via email, the school's website, and in print form available in the school's front office. Additionally, the principal hosts informal "Coffee with the Principal" meetings. Further, the school holds two annual parent-teacher conferences, which are very well-attended, but parents are always welcome to schedule additional time with school staff to discuss these and any other topics as needed. Another way in which parents are provided with materials and training to enable and empower them to help their children increase their achievement is through parent learning events. All parents are invited to these events to help them better understand their key role in their child(ren)'s education. Finally, all parents are invited to attend the Title I Parent Meetings held at least twice per school year. The meetings will always include the following agenda items, but will be expanded based on student needs:

- What is Title I?
- Why might my child need help?
- How can I get involved?
- School Improvement Overview
- Title I Parent Involvement Policy Review
- Teacher-Parent-Student Compact Review
- Homeless Dispute Resolution Process

1118 (e) (3) - The school takes seriously its commitment to educating teachers, pupil services personnel, principals, and other staff in the value and the utility of parents' contributions. The school complies with Section 1118 (e) (3) as follows: Educators receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents and the school. The school solicits the assistance of parents through its parent nights and surveys so that they are part of the conversation around educating all school staff on the value and utility of the contributions of the parent population. Further, the school's Director of School Quality provides the school leadership team with ongoing support related to these key areas of parent/school development, and in turn, the leadership team provides weekly observations and one-on-one coaching for teachers which includes coaching around meaningful parent involvement and family engagement to increase academic achievement. Teachers are encouraged to keep open lines of communication with parents, to work with them as partners in every student's education, to participate and volunteer for parent events and programs, and to build and maintain positive relationships between families and the school.

1118 (e) (4) - The school coordinates and integrates parental involvement programs and activities with Head Start, Reading First, Early

Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and/or public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The school complies with Section 1118 (e)(4) as follows: One of the duties of the school's social worker and achievement and behavior support specialist is to coordinate and integrate the parental involvement program at the school with activities and resources in the community by attending meetings with local agencies monthly, maintaining regular contact with community services resources and not for-profit counseling and young person's groups such as The Boys and Girls Club and the YMCA. Additionally all staff are expected to educate the whole child by encouraging and supporting parents to fully participate in their child's education. Staff does this by being available via phone, email and for in-person meetings, and also more formally through parent and family events. The plan for connecting with preschool age children also includes numerous summer get-togethers in which the children can meet the teachers and staff of the school and other students making a similar transition.

For example:

- Popsicles on the Playground (school wide summer fun at the school playground for new students to meet staff members and other students making a similar transition)
- A welcome party for new families including all incoming kindergarteners
- An Open House will occur prior to the school year in which students will meet their classroom teachers.

1118 (e) (5) - The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, to the extent practicable, in a language the parents can understand. The school complies with Section 1118 (e)(5) as follows: The school communicates information via SchoolReach (emails and texts), direct emails from teachers, and via principal and teacher newsletters. These modes of communication are helpful for literate and seeing parents but and if there is a literacy or sight barrier the school communicates verbally with parents as well. Additionally, all documentation and communication is translated for parents whose primary language is not English. Accommodations including relay services are used for any parents with disabilities.

Though the finalized Parent Involvement Policy does not explicitly state that parent communication will be "without educational jargon", correspondence is always written in a parent friendly manner. The school offers private meetings with parents who are struggling to understand any information that is sent to them for whatever reason, including literacy, language, and other barriers. The school also offers hearing assistance upon demand for those parents who have deafness.

1118 (e) (14) - The school provides such other reasonable support for parental involvement activities under this section as parents may request. The school complies with Section 1118 (e)(14) as follows: The school solicits feedback from parents about support they may need via surveys, meetings, and informal communication. If requested by parents, the school will provide parents of identified Title I students additional opportunities for regular meetings to offer suggestions and to participate in decisions that impact their child's education such as during the already regularly scheduled monthly parent/principal meetings.

Section 1118 (f) - The school provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of migratory children, including providing information and school reports required under Section 1111 in a format and, to the extent practicable, in a language such parents understand, in carrying out parental involvement policy in the school. The school complies with Section 1118 (f) as follows: the school provides individual student academic assessment results (MEAP, NWEA, and other formal and informal assessments) to all parents in a format that they can understand, including an interpretation of the results. This information will not only be translated in a language that parents can understand, but the educational language and acronyms will be communicated during parent learning events, parent trainings, parent-teacher conferences, principal meetings, and other informal and formal parent events. The

school will accomplish this by providing assistance to parents, providing materials and training to help parents, training teachers and other staff in how to partner with parents, and providing information in several languages as appropriate. The school wants parents to fully understand their child's test results so they can be an active participant in their academic success. The school communicates information via SchoolReach (emails and texts), direct emails from teachers, and via principal and teacher newsletters. These modes of communication are helpful for literate and seeing parents but and if there is a literacy or sight barrier the school communicates verbally with parents as well. Additionally, all documentation and communication is translated for parents whose primary language is not English. Accommodations including relay services are used for any parents with disabilities. Outlined below and within the Parent Involvement Plan are several parent involvement activities and strategies that will be implemented throughout the school year. Parent involvement activities and strategies that will be implemented throughout the school year include:

Popsicles on the Playground, Parent Information Meeting with Principal, Summer Learning Activity Newsletters, Back to School Open House, Parent Orientations, Title I Parent Meeting, Parent Teacher Conferences, Parent SIP Meeting, and Principal Newsletters, Dean Newsletters, and Teacher Newsletters, Additional activities will be added as needed. Through these activities and parental involvement components, the school assures that it appropriately: 1) provides assistance to parents through parent teacher conferences, access to teachers and administrators via phone, email and in person, parent trainings, and other individualized ways according to parent needs; 2) provides materials and training to help parents work with children to improve their achievement during family engagement and parent involvement events, meetings with school leadership and teachers, parent teacher conferences and other individualized ways according to parent needs; 3) trains teachers and other required staff in the importance of and how to partner with parents during staff professional development days, through coaching with new teacher mentors and school leadership, and via online courses provided by the management company; 4) coordinates and integrates to the appropriate degree its parent involvement activities with other programming; 5) communicates information related to school and parent programs and activities are communicated in an understandable format and language via text, SchoolReach, phone call, email, letters home and face-to-face meetings with school staff; and 6) provides full opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children to be involved in the activities of the school and to receive appropriate information and school reports; and 7) provides other reasonable support for parental involvement activities as parents may request. The school uses all necessary means to ensure that all parents receive opportunities to be involved at the school and that they are provided information in a format that is useful to them. As such, the school complies with NCLB Sections 1118(e) 1-5 and (14) and Section 1118 (f).

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Parental involvement activities, and the parent involvement component of this schoolwide plan, will be involved in the annual evaluation of the schoolwide plan. Feedback from parents provided through communication and their participation in the evaluation process will be incorporated into the review process and the schoolwide plan and programs will be adjusted accordingly. Also, annual parent survey results will be analyzed as part of the program evaluation.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The school examines which trainings will be necessary and appropriate in order to better serve the parents and families. The school administration works to improve the relationships with parents in regard to student concerns through gathering feedback from parent surveys and other evaluations, both formal and informal.

Feedback from parents provided through communication and their participation in the evaluation process will be incorporated into the review process and the schoolwide plan and programs will be adjusted accordingly each spring as part of the school's continuous improvement

process.

8. Describe how the school-parent compact is developed.

The School-Parent Compact was developed and created by all stakeholders and includes input from Board members, school employees, and parents. During the developmental process, the proposed School-Parent Compact was shared with parent groups, including the parents serving on the School Improvement Team. All parents were asked to provide feedback and propose changes or additional language to the School-Parent Compact. The changes in content and additional language requested by parents were incorporated into the final version of the document.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

In accordance with NCLB Section 1118(d)(1)(a), the school discusses the Parent-Student Compact at least annually during parent-teacher conferences. The compact is discussed as it relates to individual student performance and the participation and commitment of the parent, teacher, and child in the child's education, and parents sign in to demonstrate that they have reviewed the Compact. Also during parent-teacher conferences, individual student assessment results and interpretation are provided to parents. Teachers are responsible for communicating student performance information to parents during these meetings. Additionally, the school collects parent feedback on the Compact via surveys collected during Title I Meetings, and adjustments to the Compact are made accordingly. Parent feedback on the Compact is also gathered through informal meetings with the principal, school leadership team, and teachers.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

The school serves grades K-8. The Compact is used in the same manner for parents of students of all grade levels served. The school in accordance with NCLB Section 1118(d)(1)(a), the school discusses the Parent-Student Compact at least annually during parent-teacher conferences. The compact is disused as it relates to individual student performance and the participation and commitment of the parent, teacher, and student in the child's education. During conferences parents sign-in to demonstrate that they have reviewed the Compact. Also during parent-teacher conferences individual student assessment results and interpretation are provided to parents. Teachers are responsibility for communicating student performance information to parents during these meetings. Additionally, the school collects parent feedback on the Compact via surveys collected during Title I Meetings, and adjustments to the Compact are made accordingly. Parent feedback on the Compact is also gathered through informal meetings with the principal, school leadership team, and teachers.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	Compact is attached.	Paragon School-Parent Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

The school provides individual student academic assessment results (MEAP, NWEA, and other formal and informal assessments) to all parents in a format that they can understand, including an interpretation of the results. This information will not only be translated in a language that parents can understand, but the educational language and acronyms will be communicated during parent learning events, parent trainings, parent-teacher conferences, principal meetings, and other informal and formal parent events. The school will accomplish this by providing assistance to parents, providing materials and training to help parents, training teachers and other staff in how to partner with parents, and providing information in several languages as appropriate. As such, the school complies with NCLB Section 1118. The school wants parents to fully understand their child's test results so they can be an active participant in their academic success.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

The school is committed to connecting with preschool age children in order to prepare them for school and has developed preschool transition strategies to ensure that incoming students are well-prepared for kindergarten. The plan for connecting with preschool age children also includes numerous summer get-togethers in which the children can meet the teachers and staff of the school and other students making a similar transition. For example:

-Popsicles in the Park (school wide summer fun at the park for new students to meet staff members and other students making a similar transition)

-A welcome party for new families including all incoming kindergarteners

-An Open House will occur prior to the school year in which students will meet their classroom teachers.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

The school has a dedicated representative who works with area preschools, daycares, Head Start programs, etc., in ensuring kindergarten readiness. The school's Admissions Representative and Leadership meet with community members and preschools to discuss Preschool Transition. Meetings consist of informing parents about the school, inviting parents and students to visit the school and kindergarten classrooms, inviting preschool/daycare staff to visit the school and the kindergarten classrooms, and a presentation regarding the skills and knowledge students will need to know when they enter the kindergarten classroom. Training/informational packets, which are delivered to parents and area preschools/daycares, contain information about kindergarten readiness, activities to prepare children for kindergarten, and commonly asked questions regarding the transition from preschool to kindergarten.

- The school's plan for transitioning students from preschool to kindergarten included a kindergarten focused parent meetings and Open Houses. At these events, discussions will focus on:

-Basic skills children should know coming in to kindergarten

-The difference between young fives and kindergarten

-The kindergarten curriculum

-Kindergarten behavior management plan

-A tour of the school

-Meeting the teachers and visiting the classrooms.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers have significant input into school-based academic assessments. Each grade level has shared planning time and is expected to spend a minimum of one day each week reviewing student needs, developing instructional strategies to address those needs, and assessments to ensure needs are met. Additionally, teachers choose to implement, as appropriate, tests and assessments that measure student performance with respect to the school's curriculum. Through the formative assessment planning process, teachers work collaboratively to identify what specific knowledge or skills students need to know and how they will determine when such learning has taken place. Additionally, the school's administration surveys teachers on an annual basis to solicit feedback, including feedback on the school's academic assessments.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers are active participants in the analysis of data to improve the academic achievement for all students. The Northwest Evaluation Association test is administered three times per year: fall, winter, and spring. Following each NWEA administration, all teachers analyze the data they receive and create action plans for student intervention. Teachers also analyze MEAP results and school-based assessments. Based on this analysis, they adjust their instruction and differentiate to best meet student needs. Teachers gather more data with each assessment and adjust their instruction as needed. In addition, teachers regularly participate in training to better analyze data, differentiate instruction accordingly, and determine appropriate classroom-based interventions.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

The school provides assistance in accelerating students in all content areas while focusing on the identified needs in the comprehensive needs assessment. The school staff have many opportunities to learn how to identify academically struggling students and they are aware of the assistance that is available to struggling students. The school utilizes many data points to identify students who are experiencing difficulty mastering the State's academic achievement standards at an advanced or proficient level, including the analysis of:

1) Failing the M-STEP

2) Scoring below the 50th percentile on the Northwest Evaluation Association Measures of Academic Progress or Primary Grades Assessment,

3) Teacher recommendation

4) Behavior results - Atypical behavior is observed

5) NWEA/M-STEP results - Flat or declining test scores

6) Student classwork - There is a decline or the student it not making typical growth

7) In-class formative assessments - Student does not demonstrate mastery of concepts

8) Student classroom engagement - When the student become withdrawn and stops engaging in classroom discussion

Academic progress is monitored through these methods as well as the formative assessment process.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students that are having difficulty mastering state testing standards are identified through the initial assessment process held in the beginning of the year. Paragon has designed an intervention system that involves short, small group interventions ("Win Time" sessions) in each classroom that are led by intervention staff. The groups are continuously evaluated for progress against the goals that are set for them based on their areas of academic need, and adjustments are made to each small group on a continual basis in order to maximize the academic growth of each student. These small group sessions are provided in addition to the use of intervention programming such as My Sidewalks and progress monitoring provided through the use of Aimsweb.

Only students who have been identified through the assessment process as academically at risk and as having difficulty meeting state testing standards will be provided this extra instructional support.

Paragon provides differentiated support for all students in all content areas. Within the classroom, teachers provide the first level of interventions, ensuring that all students receive instruction based on their varying needs. The school has implemented programs to serve students at-risk of academic failure, as well as students with special needs. In additional to this support, supplemental grant-funded staff serve academically struggling students in all grades as part of the school's research-based intervention program as outlined above. They also increase the quantity of instruction for at risk students and major subgroups who need the most instructional support. These are the

students identified to be in need of timely and additional assistance. All supplemental interventions are evaluated for their effectiveness in helping students master the State's academic achievement standards. Interventions include activities that are inside and outside the regular classroom.

More specifically, students that are having difficulty mastering State academic achievement standards receive the following timely additional supports:

-Differentiated instruction in the regular classroom in each core content area by teachers and supplemental staff: Teachers differentiate their instruction by using a variety of teaching strategies to connect with each student's unique learning style. By incorporating multiple methods and supplemental support, teachers are able to provide access for all students to the general education curriculum in a way they can understand. Strategies may include direct instruction (traditional whole group instruction), inquiry-based learning (independent student investigation), cooperative learning (small teams of students working together), and information processing (memorization, reciprocal teaching, webbing, graphic organizing, etc.)

-Customized intervention during workshop time: Teachers differentiate instruction by providing students with supplemental curricula materials, utilizing computer programs, having supplemental grant-funded staff reviewing learning objectives that were previously introduced and taught by the regular classroom teacher.

-Students will be grouped in the Fall based on spring data to ensure interventions are given immediately upon returning from summer vacation. In addition at risk students will be given diagnostics and weekly progress monitoring utilizing Aimsweb and iReady. The progress monitoring data will be continually evaluated to inform intervention practices, strategies, and confirmation of student mastery on specific content area goals.

Students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level receive additional support in all content areas:

Math: Improved fidelity in core instruction, targeted workshops based on student specific learning styles and content specific deficiencies, intervention time scheduled in master schedule, intervention time targeted by content area, quartile of student, and targeted needs of student per content area, students will be paired by need with the most highly qualified staff member per content area, weekly progress monitoring for all Tier III students in math, increased parent contact and improved opportunities for in home learning as researched by Joyce Epstein, removal of social emotional barriers to learning through Student Family Liaison, community resources, and enhanced Positive Behavioral Support System.

ELA: Improved fidelity in core instruction, targeted workshops based on student specific learning styles and content specific deficiencies,intervention time scheduled in master schedule, intervention time targeted by content area, quartile of student, and targeted needs of student per content area, students will be paired by need with the most highly qualified staff member per content area, weekly progress monitoring for all Tier III students in ELA increased parent contact and improved opportunities for in home learning as researched by Joyce Epstein, removal of social emotional barriers to learning through Student Family Liaison, community resources, and enhanced Positive Behavioral Support System.

Science: Improved fidelity in core instruction, targeted workshops based on student specific learning styles and content specific deficiencies, intervention time scheduled in master schedule, intervention time targeted by content area, quartile of student, and targeted needs of student per content area, students will be paired by need with the most highly qualified staff member per content area, weekly progress monitoring for all Tier III students in ELA, and Math, increased parent contact and improved opportunities for in home learning as researched by Joyce Epstein, removal of social emotional barriers to learning through Student Family Liaison, community resources, and enhanced Positive Behavioral Support System. Increase academic vocabulary through infusion of ELA strategies in Science.

Social Studies: Improved fidelity in core instruction, targeted workshops based on student specific learning styles and content specific deficiencies, intervention time scheduled in master schedule, intervention time targeted by content area, quartile of student, and targeted needs of student per content area, students will be paired by need with the most highly qualified staff member per content area, weekly

progress monitoring for all Tier III students, increased parent contact and improved opportunities for in home learning as researched by Joyce Epstein, removal of social emotional barriers to learning through Student Family Liaison, community resources, and enhanced Positive Behavioral Support System. Increase academic vocabulary through infusion of ELA strategies in Social Studies. Additional student services are monitored regularly to ensure students are receiving support appropriate to their identified needs and to track their continued progress. Staff discuss student progress regularly during team data meetings to address any necessary changes to duration and strategies for each individual student. As students reach their goals they are moved into less intensive services. If it is determined that students require continued additional support, the goal plan, workshop time and instructional strategies used are adjusted.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Students' individual needs are addressed through differentiated instruction in the regular classroom in each core content area by teachers and supplemental staff. Teachers differentiate their instruction by using a variety of teaching strategies to connect with each student's unique learning style. By incorporating multiple methods and supplemental support, teachers are able to provide access for all students to the general education curriculum in a way they can understand. Strategies may include direct instruction (traditional whole group instruction), inquiry-based learning (independent student investigation), cooperative learning (small teams of students working together), and information processing (memorization, reciprocal teaching, webbing, graphic organizing, etc.)

Teachers differentiate instruction by providing students with supplemental curricula materials, utilizing computer programs, having supplemental grant-funded staff reviewing learning objectives that were previously introduced and taught by the regular classroom teacher.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Federal, state and local programs are coordinated and integrated to serve eligible children in a wide variety of ways. All decisions that are made on the use of the funding as a whole are made in a way that follows all pertinent regulations and further advances the school improvement efforts that take place at the school.

Federal Funds (Title I and Title IIA) and State Funds (Section 31a): These programs are used to provide supplemental services to eligible students through the support of intervention staff paid using this funding. Funding is used to provide supplemental subscriptions and materials for use with the most academically at risk students. Federal funding is also used to provide professional development for teachers to learn how to better support student achievement.

Paragon also maintains partnerships with several local businesses and community organizations in order to further promote student involvement and engagement in the community. The local Jackson District Library is a constant resource for students in terms of providing reading materials and reading-related activities. The local colleges (GVSU, SAU, Adrian College and Baker College) are often visited by middle school students who are thinking about college, as well as a resource for volunteers at the school and student teaching staff.

The Ella Sharp Museum and Dahlem Environmental Center provide summer activities and a field trip site for students where they are able to experience core content instruction in a new way. The local businesses (CP Federal Credit Union; Sylvan; The Hub; and Jackson Food Pantry) come in and provide presentations to students on the importance of saving money, with students leading and in house "bank" to further reinforce the principals of budgeting. They also provide a place for students to donate food items to local food banks. Westwinds Community Church gets involved in the Christmas activities at the school. Kids Hope Mentors and Family Service & Children's Aid volunteers form mentoring relationships with students and hold parent support classes.
The YMCA provides bussing to after-school activities for students at the Jackson Rec. Department, and the Boy Scouts/Girl Scouts provide community service opportunities. The Good News Club provides activities that promote moral character building. Smiles on Wheels provides teeth cleaning services and the Health Department comes in and provides hearing and vision testing for students on site.

The Girls on the Run program at the local Y promotes healthy life choices and self-esteem for female students.
Finally, the American Cancer Society hosts the Relay for Life event annually at the school; the American Red Cross facilitates the "Read and Bleed" reading and blood donation joint event; and the Jackson Police Dept. and the Michigan State Police Department lead assemblies for students during school safety week.

IDEA funding is used to provide Special Education staff including teachers and paraprofessionals that only work with identified SPED students. These staff support students with IEPs who need extra support in order to close the achievement gap.

Local and State Funds (PPA): PPA funds support general education classroom and specials teachers, the school leadership team, general classroom needs including supplies and curriculum, funding for parent involvement activities, computers and office equipment, and professional development, all of which are coordinated to support eligible students.

Though the school receives funds through the National School Lunch/ Act/Child Nutrition Act, their use is not coordinated under this plan as

they do not contribute directly toward upgrading the school's educational program.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

The school uses several resources to implement the required Schoolwide plan components. Title I and Section 31a provide supplemental services to students. Professional development programs, supplemented with funding available through Titles IIA, are also supported by the school's Schoolwide Plan. A complete list of support can be found in below.

Components 2,3,4,5,6,7,8, and 9 - Resources: IDEA, state/general and local funds
Support provided: Admissions representative (general), teachers (general and IDEA), and the school leadership team (general) will work in collaboration to support student achievement. Staff will be provided job-embedded professional development to increase teaching effectiveness. Parent involvement activities will provide parents with opportunities to learn how to better support their children's academic experience.

Components 1,2,3,6 and 9 - Resources: Title IA
Support provided: Paraprofessionals, At-Risk Teachers, Academic Specialist, Achievement & Behavior Support Specialist and Focus School Set-Aside Instructional Coach.

Component 1, 2, 3, 4, 5, 6, and 9 - Resources: Title III Funds
Supplemental support provided: Professional development on English Learner strategies, Software and progress monitoring tools, Instructional coaching support, ESL certification reimbursement, fees associated with a Title audit, and English instruction for EL parents including supplies and child care.

Components 1,2,3, and 9- Resources: Section 31a Paraprofessionals, At-Risk Teachers, At Risk Coordinator, Social Worker, Summer Learning Coordinator Stipend, Summer Camp, Supplies and Materials including Subscriptions.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

 While funding will not be consolidated, the school's entire educational program is supported by the Schoolwide Plan; this includes supplemental programs. Since the school is a single-school, K-8 public school academy, it does not currently apply for or receive violence prevention funds, housing program funds, Head Start funds, adult education funds, vocational and technical education funds, or job training funds. If the school receives these funds at any point in the future, their use will be coordinated along with all other available funds through the school's Schoolwide Plan.

Additionally, the school receives funds through the National School Lunch Act / Child Nutrition Act. The National School Lunch Act/Child

Nutrition Act funds are not coordinated under this plan; however, the nutrition provided to students under this program to socioeconomically disadvantaged students makes it possible for students to better focus on the educational content and other supplemental educational programming that is available to them, furthering the student achievement goals the school has set forth.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The school annually evaluates the implementation of its school improvement efforts through its school improvement process. While the school regularly assesses its needs, when engaged in the school improvement process it specifically considers student academic performance data, demographic data, programs and processes data, and perceptions data, to gauge the impact of its school improvement plan on meeting identified needs.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

The school improvement team and the staff will analyze M-STEP, MI-SAAS, and NWEA MAP data to determine if goals were met. Appropriate supports will be put into place to support students not making appropriate gains.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

During staff meetings, school improvement team meetings, and bi-weekly grade level team meetings, the school examines progress monitoring data, rate of growth and proficiency data from NWEA, MSTEP data, and classroom and common assessment data to determine the achievement of eligible students who are below grade level and need additional assistance to reach challenging state standards of proficiency. Students who are not progressing within the general education classroom receive additional support. Staff examine progress monitoring data as well as classroom and common assessment data to ensure interventions are effective for students.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The school improvement process at the school will be ongoing and components will be reviewed and revised to assure continuous student improvement. The demographic, perception, achievement, and programs and process data will be evaluated continuously throughout the year as new data becomes available. If student achievement isn't improving then the school will get input from the stakeholder groups through team meetings, staff meetings, and in-service days, parent meetings, and Board meetings and revise the plan.

2016-17 Goal Plan

Overview

Plan Name

2016-17 Goal Plan

Plan Description

2016-2017 Paragon Goal Plan

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in Math.	Objectives: 1 Strategies: 6 Activities: 6	Academic	$0
2	All students will be proficient in Reading.	Objectives: 1 Strategies: 6 Activities: 6	Academic	$0
3	All students will be proficient in Science and Social Studies.	Objectives: 2 Strategies: 6 Activities: 6	Academic	$0

Goal 1: All students will be proficient in Math.

Measurable Objective 1:

A 8% increase of Black or African-American students will demonstrate a proficiency , in Mathematics by 06/30/2017 as measured by NWEA.

Strategy 1:

Supplemental Instructional Support Positions - Supplemental instructional staff will provide small group, one on one, push-in and pull-out services to students in order to target

academically struggling students.

Category: Mathematics

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Supplemental Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Specialist: Will provide expert instruction and assessment for students who are below grade level. Academic Specialists are responsible for the increased performance of struggling at risk students. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents. At Risk Coordinator: Will ensure the success of each student, build on each student's personal assets, and promote effective research driven programs. The position is based on organizational teamwork between the classroom teachers, paraprofessionals, specialists, and administration in order to provide a cohesive context for student intervention and support. At Risk Teacher: Will provide instructional support and assessment for students who are below grade level. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents.	Academic Support Program			07/01/2016	06/30/2017	$0	Section 31a, Title I Part A	Principal, Paraprofessionals, At Risk Teachers and Coordinator and Academic Specialist

Strategy 2:

Professional Development - Staff will engage in professional development activities to learn how to better support academically struggling students thereby increasing academic achievement.

Category: Mathematics

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results. Sustained and intensive professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER. Garet, Michael S. et. al., (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach: Will provide intervention staff with supplemental, individualized coaching throughout the year. Intervention staff will learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and other core teaching and learning components as necessary.	Professional Learning			07/01/2016	06/30/2017	$0	Title I Part A, Title II Part A	School Leadership, Instructional staff.

Strategy 3:

Supplemental Non-Instructional Support Positions - Supplemental Non-instructional staff will work with students by eliminating barriers to instruction.

Category: Mathematics

Research Cited: Two studies find that elementary guidance activities have a positive influence on elementary students' academic achievement. School counseling programs have significant influence on discipline problems. Baker and Gerler reported that students who participated in a school counseling program had significantly less inappropriate behaviors and more positive attitudes toward school than those students who did not participate in the program. Another study reported that group counseling provided by school counselors significantly decreased participants' aggressive and hostile behaviors. Hadley, H.R. (1988). Improving Reading Scores Through a Self-Esteem Prevention Program. Elementary School Guidance & Counseling, 22, 248-252. Baker, S. B., & Gerler, E. R. (2001). Counseling in schools. In D. C. Locke, J. E. Myers, and E. L. Herr (Eds.), The Handbook of Counseling, Thousand Oaks, CA: Sage

Tier:

Activity - Supplemental Non-Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Social Worker: Will work with students who experience difficulty in the school and community setting as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement. Achievement and Behavior Support Specialist: Will work with students whose behaviors significantly interfere with their academic growth in core content areas which result in educational time loss or other challenges to academic achievement. The Title I Achievement and Behavior Specialist will assist students in the responsible thinking process, allowing students to be proactive in making choices that lead to academic success.	Academic Support Program			07/01/2016	06/30/2017	$0		Section 31a, Title I Part A	School Leadership, Social Worker, Content Area Teachers, Achievement and Behavior Support Specialist

Strategy 4:

Out of School Time - Students will have the opportunity to participate in supplemental academic out of school time activities. Activities will be targeted to individual student needs.

Category: Mathematics

Research Cited: In Marzano's seminal meta-analysis of research on school-, teacher-, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring and summer learning programming which ensures students have increased time to learn the knowledge and skills they need to be academically successful. Marzano, R. (2004). Building Background Knowledge for Academic Achievement. Alexandria, VA: ASCD.

Tier:

Activity - Out of School Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer Learning Camps: Two week-long supplemental summer learning camps will be offered for students in the Summer of 2017. These programs will help combat summer learning loss and increase student achievement. Each camp will focus on a specific content area.	Academic Support Program			07/01/2016	06/30/2017	$0	Section 31a	School Leadership, Summer Learning Staff, Content Area Teachers

Strategy 5:

Supplemental Supplies, Materials and Technology - Staff will utilize supplemental materials to support academically at-risk students in order to differentiate instruction.

Category: Mathematics

Research Cited: According to Tomlinson and Eidson, differentiated instruction "refers to a systematic approach to planning curriculum and instruction for academically diverse learners" and is "a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity". Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

In a 2000 study commissioned by the Software and Information Industry Association, they reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem. Sivin-Kachala, J. and Bialo, E.R. (2000). 2000 Research Report on the Effectiveness of Technology in Schools. Washington, DC. SIIA.

Tier:

Activity - Supplemental Supplies, Materials and Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental intervention supplies and incentives will be used by teachers to differentiate instruction and motivate students in effort to help at-risk students increase achievement in core content areas. Subscriptions purchased in support of academic achievement include: My Sidewalks Intervention Program: A research-based, intensive, elementary reading intervention program designed for students who are unable to read and comprehend grade-level materials and who are unable to benefit adequately from the strategic intervention that supports their core classroom reading instruction. Program provides thirty weeks of intensive instruction. Expenses include Kindergarten Early Reading Intervention Kit and School Package Grades 1-5. AimsWeb Online Subscription: Supplemental on-line resource that provides a complete web-based solution for universal screening, progress monitoring, and data management of students. AimsWeb provides guidance to administrators and teachers based on accurate, continuous, and direct student assessment.	Technology, Supplemental Materials			07/01/2016	06/30/2017	$0	Section 31a	School Leadership, Content Area Teachers, Instructional Staff, Non-Instructional Staff

Strategy 6:

Financial Incentives - Stipends will be offered to Summer learning program coordinators for the purpose of impacting the performance of students in the school.

Category: Mathematics

Research Cited: In 2007, Michael Podgursky and Matthew Springer reviewed the academic literature on merit-pay programs for the Journal of Policy Analysis and Management and found "the studies that have been conducted to date are generally positive and provide a strong case for further policy experimentation in this area by state and districts (combined with rigorous evaluation)." In addition an evaluation of a Little Rock, Ark., merit pay program by University of Arkansas researchers linked performance pay to higher test scores. Students attending schools where teachers were eligible for performance bonuses made gains on standardized test scores compared to their comparable peers in schools that did not offer merit pay. Podgursky, M. and Springer, M. (2007). Teacher Performance Pay: A Review. College Park, MD: School of Public Policy, University of Maryland/American Enterprise Institute.

Tier:

Activity - Financial Incentive	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental stipends will be provided to summer program coordinators that positively impact the academic achievements of students.	Other - Stipend			07/01/2016	06/30/2017	$0	Section 31a	School Leadership

Goal 2: All students will be proficient in Reading.

Measurable Objective 1:

A 6% increase of Hispanic or Latino students will demonstrate a proficiency , in Reading by 06/30/2017 as measured by NWEA.

Strategy 1:

Financial Incentives - Stipends will be offered to Summer learning program coordinators for the purpose of impacting the performance of students in the school.

Category: English/Language Arts

Research Cited: In 2007, Michael Podgursky and Matthew Springer reviewed the academic literature on merit-pay programs for the Journal of Policy Analysis and Management and found "the studies that have been conducted to date are generally positive and provide a strong case for further policy experimentation in this area by state and districts (combined with rigorous evaluation)." In addition an evaluation of a Little Rock, Ark., merit pay program by University of Arkansas researchers linked performance pay to higher test scores. Students attending schools where teachers were eligible for performance bonuses made gains on standardized test scores compared to their comparable peers in schools that did not offer merit pay. Podgursky, M. and Springer, M. (2007). Teacher Performance Pay: A Review. College Park, MD: School of Public Policy, University of Maryland/Ameican Enterprise Institute.

Tier:

Activity - Financial Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental stipends will be provided to summer program coordinators that positively impact the academic achievements of students.	Other - Stipend			07/01/2016	06/30/2017	$0	Section 31a	Principal

Strategy 2:

Supplemental Instructional Support Positions - Supplemental instructional staff will provide small group, one on one, push-in and pull-out services to students in order to target academically struggling students.

Category: English/Language Arts

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Supplemental Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Specialist: Will provide expert instruction and assessment for students who are below grade level. Academic Specialists are responsible for the increased performance of struggling at risk students. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents. At Risk Coordinator: Will ensure the success of each student, build on each student's personal assets, and promote effective research driven programs. The position is based on organizational teamwork between the classroom teachers, paraprofessionals, specialists, and administration in order to provide a cohesive context for student intervention and support. At Risk Teacher: Will provide instructional support and assessment for students who are below grade level. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents.	Academic Support Program			07/01/2016	06/30/2017	$0	Section 31a, Title I Part A	School Leadership, instructional staff.

Strategy 3:

Out of School Time - Students will have the opportunity to participate in supplemental academic out of school time activities. Activities will be targeted to individual student needs.

Category: English/Language Arts

Research Cited: In Marzano's seminal meta-analysis of research on school-, teacher-, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring and summer learning programming which ensures students have increased time to learn the knowledge and skills they need to be academically successful. Marzano, R. (2004). Building Background Knowledge for Academic Achievement. Alexandria, VA: ASCD.

Tier:

Activity - Out of School Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer Learning Camps: Two week-long supplemental summer learning camps will be offered for students in the Summer of 2017. These programs will help combat summer learning loss and increase student achievement. Each camp will focus on a specific content area.	Academic Support Program			07/01/2016	06/30/2017	$0	Section 31a	School Leadership, Summer Learning Staff, Content Area Teachers

Strategy 4:

Professional Development - Staff will engage in professional development activities to learn how to better support academically struggling students thereby increasing academic achievement.

Category: English/Language Arts

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results. Sustained and intensive professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER. Garet, Michael S. et. al., (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach: Will provide intervention staff with supplemental, individualized coaching throughout the year. Intervention staff will learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and other core teaching and learning components as necessary.	Professional Learning			07/01/2016	06/30/2017	$0	Title I Part A, Title II Part A	All Staff

Strategy 5:

Supplemental Non-Instructional Support Positions - Supplemental Non-instructional staff will work with students by eliminating barriers to instruction.

Category: English/Language Arts

Research Cited: Two studies find that elementary guidance activities have a positive influence on elementary students' academic achievement. School counseling programs have significant influence on discipline problems. Baker and Gerler reported that students who participated in a school counseling program had significantly less inappropriate behaviors and more positive attitudes toward school than those students who did not participate in the program. Another study reported that group counseling provided by school counselors significantly decreased participants' aggressive and hostile behaviors. Hadley, H.R. (1988). Improving Reading Scores Through a Self-Esteem Prevention Program. Elementary School Guidance & Counseling, 22, 248-252. Baker, S. B., & Gerler, E. R. (2001). Counseling in schools. In D. C. Locke, J. E. Myers, and E. L. Herr (Eds.), The Handbook of Counseling, Thousand Oaks, CA: Sage

Tier:

Activity - Supplemental Non-Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Social Worker: Will work with students who experience difficulty in the school and community setting as a result of socialemotional or family issues that result in educational time loss or other challenges to academic achievement. Achievement and Behavior Support Specialist: Will work with students whose behaviors significantly interfere with their academic growth in core content areas which result in educational time loss or other challenges to academic achievement. The Title I Achievement and Behavior Specialist will assist students in the responsible thinking process, allowing students to be proactive in making choices that lead to academic success.	Academic Support Program			07/01/2016	06/30/2017	$0	Title I Part A, Section 31a	School Leadership, Content Area Teachers, Social Workers, Achievement and Behavior Support Specialist

Strategy 6:

Supplemental Supplies, Materials and Technology - Staff will utilize supplemental materials to support academically at-risk students in order to differentiate instruction.

Category: English/Language Arts

Research Cited: According to Tomlinson and Eidson, differentiated instruction "refers to a systematic approach to planning curriculum and instruction for academically diverse learners" and is "a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity". Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

In a 2000 study commissioned by the Software and Information Industry Association, they reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem. Sivin-Kachala, J. and Bialo, E.R. (2000). 2000 Research Report on the Effectiveness of Technology in Schools. Washington, DC. SIIA.

Tier:

Activity - Supplemental Supplies, Materials and Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Supplemental intervention supplies and incentives will be used by teachers to differentiate instruction and motivate students in effort to help at-risk students increase achievement in core content areas. Subscriptions purchased in support of academic achievement include: My Sidewalks Intervention Program: A research-based, intensive, elementary reading intervention program designed for students who are unable to read and comprehend gradelevel materials and who are unable to benefit adequately from the strategic intervention that supports their core classroom reading instruction. Program provides thirty weeks of intensive instruction. Expenses include Kindergarten Early Reading Intervention Kit and School Package Grades 1-5. AimsWeb Online Subscription: Supplemental on-line resource that provides a complete web-based solution for universal screening, progress monitoring, and data management of students. AimsWeb provides guidance to administrators and teachers based on accurate, continuous, and direct student assessment.	Technology, Supplemental Materials			07/01/2016	06/30/2017	$0	Section 31a	All Staff

Goal 3: All students will be proficient in Science and Social Studies.

Measurable Objective 1:

A 6% increase of Black or African-American students will demonstrate a proficiency , in Science by 06/30/2017 as measured by NWEA.

(shared) Strategy 1:

Supplemental Instructional Support Positions - Supplemental instructional staff will provide small group, one on one, push-in and pull-out services to students in order to target academically struggling students.

Category: Science

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Supplemental Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Academic Specialist: Will provide expert instruction and assessment for students who are below grade level. Academic Specialists are responsible for the increased performance of struggling at risk students. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents. At Risk Coordinator: Will ensure the success of each student, build on each student's personal assets, and promote effective research driven programs. The position is based on organizational teamwork between the classroom teachers, paraprofessionals, specialists, and administration in order to provide a cohesive context for student intervention and support. At Risk Teacher: Will provide instructional support and assessment for students who are below grade level. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents.	Academic Support Program			07/01/2016	06/30/2017	$0	Title I Part A, Section 31a	Principal, Paraprofessionals, At Risk Teachers and Coordinator and Academic Specialist

(shared) Strategy 2:

Professional Development - Staff will engage in professional development activities to learn how to better support academically struggling students thereby increasing academic achievement.

Category: Science

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results. Sustained and intensive professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER. Garet, Michael S. et. al., (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach: Will provide intervention staff with supplemental, individualized coaching throughout the year. Intervention staff will learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and other core teaching and learning components as necessary.	Professional Learning			07/01/2016	06/30/2017	$0	Title I Part A, Title II Part A	School Leadership, Instructional Staff

(shared) Strategy 3:

Supplemental Non-Instructional Support Positions - Supplemental Non-instructional staff will work with students by eliminating barriers to instruction.

Category: Science

Research Cited: Two studies find that elementary guidance activities have a positive influence on elementary students' academic achievement. School counseling programs have significant influence on discipline problems. Baker and Gerler reported that students who participated in a school counseling program had significantly less inappropriate behaviors and more positive attitudes toward school than those students who did not participate in the program. Another study reported that group counseling provided by school counselors significantly decreased participants' aggressive and hostile behaviors. Hadley, H.R. (1988). Improving Reading Scores Through a Self-Esteem Prevention Program. Elementary School Guidance & Counseling, 22, 248-252. Baker, S. B., & Gerler, E. R. (2001). Counseling in schools. In D. C. Locke, J. E. Myers, and E. L. Herr (Eds.), The Handbook of Counseling, Thousand Oaks, CA: Sage

Tier:

Activity - Supplemental Non-Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Worker: Will work with students who experience difficulty in the school and community setting as a result of socialemotional or family issues that result in educational time loss or other challenges to academic achievement. Achievement and Behavior Support Specialist: Will work with students whose behaviors significantly interfere with their academic growth in core content areas which result in educational time loss or other challenges to academic achievement. The Title I Achievement and Behavior Specialist will assist students in the responsible thinking process, allowing students to be proactive in making choices that lead to academic success.	Behavioral Support Program			07/01/2016	06/30/2017	$0	Title I Part A, Section 31a	School Leadership, Social Worker, Content Area Teachers, Achievement and Behavior Support Specialist

(shared) Strategy 4:

Out of School Time - Students will have the opportunity to participate in supplemental academic out of school time activities. Activities will be targeted to individual student needs.

Category: Science

Research Cited: In Marzano's seminal meta-analysis of research on school-, teacher-, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring and summer learning programming which ensures students have increased time to learn the knowledge and skills they need to be academically successful. Marzano, R. (2004). Building Background Knowledge for Academic Achievement. Alexandria, VA: ASCD.

Tier:

Activity - Out of School Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer Learning Camps: Two week-long supplemental summer learning camps will be offered for students in the Summer of 2017. These programs will help combat summer learning loss and increase student achievement. Each camp will focus on a specific content area.	Academic Support Program			07/01/2016	06/30/2017	$0	Section 31a	School Leadership, Summer Learning Staff, Content Area Teachers

(shared) Strategy 5:

Supplemental Supplies, Materials and Technology - Staff will utilize supplemental materials to support academically at-risk students in order to differentiate instruction.

Category: Science

Research Cited: According to Tomlinson and Eidson, differentiated instruction "refers to a systematic approach to planning curriculum and instruction for academically diverse learners" and is "a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity". Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

In a 2000 study commissioned by the Software and Information Industry Association, they reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem. Sivin-Kachala, J. and Bialo, E.R. (2000). 2000 Research Report on the Effectiveness of Technology in Schools. Washington, DC.

Tier:

Activity - Supplemental Supplies, Materials and Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Supplemental intervention supplies and incentives will be used by teachers to differentiate instruction and motivate students in effort to help at-risk students increase achievement in core content areas.
Subscriptions purchased in support of academic achievement include:
My Sidewalks Intervention Program: A research-based, intensive, elementary reading intervention program designed for students who are unable to read and comprehend gradelevel materials and who are unable to benefit adequately from the strategic intervention that supports their core classroom reading instruction. Program provides thirty weeks of intensive instruction. Expenses include Kindergarten Early Reading Intervention Kit and School Package Grades 1-5.
AimsWeb Online Subscription: Supplemental on-line resource that provides a complete web-based solution for universal screening, progress monitoring, and data management of students. AimsWeb provides guidance to administrators and teachers based on accurate, continuous, and direct student assessment. | Technology, Supplemental Materials | | | 07/01/2016 | 06/30/2017 | $0 | Section 31a | School Leadership, Content Area Teachers, Instructional Staff, Non-Instructional Staff |

(shared) Strategy 6:

Financial Incentive - Stipends will be offered to Summer learning program coordinators for the purpose of impacting the performance of students in the school.

Category: Science

Research Cited: In 2007, Michael Podgursky and Matthew Springer reviewed the academic literature on merit-pay programs for the Journal of Policy Analysis and Management and found "the studies that have been conducted to date are generally positive and provide a strong case for further policy experimentation in this area by state and districts (combined with rigorous evaluation)." In addition an evaluation of a Little Rock, Ark., merit pay program by University of Arkansas researchers linked performance pay to higher test scores. Students attending schools where teachers were eligible for performance bonuses made gains on standardized test scores compared to their comparable peers in schools that did not offer merit pay. Podgursky, M. and Springer, M. (2007). Teacher Performance Pay: A Review. College Park, MD: School of Public Policy, University of Maryland/American Enterprise Institute.

Tier:

Activity - Financial Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental stipends will be provided to summer program coordinators that positively impact the academic achievements of students.	Other - Stipend			07/01/2016	06/30/2017	$0	Section 31a	School Leadership

Measurable Objective 2:

A 8% increase of Economically Disadvantaged students will demonstrate a proficiency , in Social Studies by 06/30/2017 as measured by NWEA.

(shared) Strategy 1:

Supplemental Instructional Support Positions - Supplemental instructional staff will provide small group, one on one, push-in and pull-out services to students in order to

target academically struggling students.

Category: Science

Research Cited: Supplemental academic support in the form of small ratio tutoring has been shown to increase the reading abilities of all students. The following is research that supports instructional support positions as a strategy: Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

Tier:

Activity - Supplemental Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Specialist: Will provide expert instruction and assessment for students who are below grade level. Academic Specialists are responsible for the increased performance of struggling at risk students. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents. At Risk Coordinator: Will ensure the success of each student, build on each student's personal assets, and promote effective research driven programs. The position is based on organizational teamwork between the classroom teachers, paraprofessionals, specialists, and administration in order to provide a cohesive context for student intervention and support. At Risk Teacher: Will provide instructional support and assessment for students who are below grade level. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents.	Academic Support Program			07/01/2016	06/30/2017	$0	Title I Part A, Section 31a	Principal, Paraprofessionals, At Risk Teachers and Coordinator and Academic Specialist

(shared) Strategy 2:

Professional Development - Staff will engage in professional development activities to learn how to better support academically struggling students thereby increasing academic achievement.

Category: Science

Research Cited: In a 1998 study involving a half million elementary and middle grades students in 3,000 Texas schools, researchers found that the most important factor in student achievement was teacher quality. A national study of over 1,000 mathematics and science teachers found similar results. Sustained and intensive professional development is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional development activities (Garet et. al., 2001). The results from this study also indicate that professional development that is focused on subject matter, provides teachers with opportunities for "hands-on" work, and is integrated into the daily life of the school is more likely to produce enhanced knowledge and skills that positively impact student achievement. Hanushek, E., Kain, J. and Rivkin, S. (1998). Teachers, Schools, and Academic Achievement. Cambridge, MA. NBER. Garet, Michael S. et. al., (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. Washington, DC. American Educational Research Association.

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach: Will provide intervention staff with supplemental, individualized coaching throughout the year. Intervention staff will learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and other core teaching and learning components as necessary.	Professional Learning			07/01/2016	06/30/2017	$0	Title I Part A, Title II Part A	School Leadership, Instructional Staff

(shared) Strategy 3:

Supplemental Non-Instructional Support Positions - Supplemental Non-instructional staff will work with students by eliminating barriers to instruction.

Category: Science

Research Cited: Two studies find that elementary guidance activities have a positive influence on elementary students' academic achievement. School counseling programs have significant influence on discipline problems. Baker and Gerler reported that students who participated in a school counseling program had significantly less inappropriate behaviors and more positive attitudes toward school than those students who did not participate in the program. Another study reported that group counseling provided by school counselors significantly decreased participants' aggressive and hostile behaviors. Hadley, H.R. (1988). Improving Reading Scores Through a Self-Esteem Prevention Program. Elementary School Guidance & Counseling, 22, 248-252. Baker, S. B., & Gerler, E. R. (2001). Counseling in schools. In D. C. Locke, J. E. Myers, and E. L. Herr (Eds.), The Handbook of Counseling, Thousand Oaks, CA: Sage

Tier:

Activity - Supplemental Non-Instructional Support Positions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Worker: Will work with students who experience difficulty in the school and community setting as a result of socialemotional or family issues that result in educational time loss or other challenges to academic achievement. Achievement and Behavior Support Specialist: Will work with students whose behaviors significantly interfere with their academic growth in core content areas which result in educational time loss or other challenges to academic achievement. The Title I Achievement and Behavior Specialist will assist students in the responsible thinking process, allowing students to be proactive in making choices that lead to academic success.	Behavioral Support Program			07/01/2016	06/30/2017	$0	Section 31a, Title I Part A	School Leadership, Social Worker, Content Area Teachers, Achievement and Behavior Support Specialist

(shared) Strategy 4:

Out of School Time - Students will have the opportunity to participate in supplemental academic out of school time activities. Activities will be targeted to individual student needs.

Category: Science

Research Cited: In Marzano's seminal meta-analysis of research on school-, teacher-, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Where students do not have background knowledge sufficient to ensure academic success, the school works to provide increased opportunities for students to enhance their background knowledge so that their learning can be accelerated; such opportunities may include tutoring and summer learning programming which ensures students have increased time to learn the knowledge and skills they need to be academically successful. Marzano, R. (2004). Building Background Knowledge for Academic Achievement. Alexandria, VA: ASCD.

Tier:

Activity - Out of School Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer Learning Camps: Two week-long supplemental summer learning camps will be offered for students in the Summer of 2017. These programs will help combat summer learning loss and increase student achievement. Each camp will focus on a specific content area.	Academic Support Program			07/01/2016	06/30/2017	$0	Section 31a	School Leadership, Summer Learning Staff, Content Area Teachers

(shared) Strategy 5:

Supplemental Supplies, Materials and Technology - Staff will utilize supplemental materials to support academically at-risk students in order to differentiate instruction.

Category: Science

Research Cited: According to Tomlinson and Eidson, differentiated instruction "refers to a systematic approach to planning curriculum and instruction for academically diverse learners" and is "a way of thinking about the classroom with the dual goals of honoring each student's learning needs and maximizing each student's learning capacity". Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools for Responsive Teaching. Alexandria, VA: ASCD.

In a 2000 study commissioned by the Software and Information Industry Association, they reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem. Sivin-Kachala, J. and Bialo, E.R. (2000). 2000 Research Report on the Effectiveness of Technology in Schools. Washington, DC.

Tier:

Activity - Supplemental Supplies, Materials and Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Supplemental intervention supplies and incentives will be used by teachers to differentiate instruction and motivate students in effort to help at-risk students increase achievement in core content areas. Subscriptions purchased in support of academic achievement include: My Sidewalks Intervention Program: A research-based, intensive, elementary reading intervention program designed for students who are unable to read and comprehend gradelevel materials and who are unable to benefit adequately from the strategic intervention that supports their core classroom reading instruction. Program provides thirty weeks of intensive instruction. Expenses include Kindergarten Early Reading Intervention Kit and School Package Grades 1-5. AimsWeb Online Subscription: Supplemental on-line resource that provides a complete web-based solution for universal screening, progress monitoring, and data management of students. AimsWeb provides guidance to administrators and teachers based on accurate, continuous, and direct student assessment.	Technology, Supplemental Materials			07/01/2016	06/30/2017	$0	Section 31a	School Leadership, Content Area Teachers, Instructional Staff, Non-Instructional Staff

(shared) Strategy 6:

Financial Incentive - Stipends will be offered to Summer learning program coordinators for the purpose of impacting the performance of students in the school.

Category: Science

Research Cited: In 2007, Michael Podgursky and Matthew Springer reviewed the academic literature on merit-pay programs for the Journal of Policy Analysis and Management and found "the studies that have been conducted to date are generally positive and provide a strong case for further policy experimentation in this area by state and districts (combined with rigorous evaluation)." In addition an evaluation of a Little Rock, Ark., merit pay program by University of Arkansas researchers linked performance pay to higher test scores. Students attending schools where teachers were eligible for performance bonuses made gains on standardized test scores compared to their comparable peers in schools that did not offer merit pay. Podgursky, M. and Springer, M. (2007). Teacher Performance Pay: A Review. College Park, MD: School of Public Policy, University of Maryland/American Enterprise Institute.

Tier:

Activity - Financial Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental stipends will be provided to summer program coordinators that positively impact the academic achievements of students.	Other - Stipend			07/01/2016	06/30/2017	$0	Section 31a	School Leadership

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Non-Instructional Support Positions	Social Worker: Will work with students who experience difficulty in the school and community setting as a result of socialemotional or family issues that result in educational time loss or other challenges to academic achievement. Achievement and Behavior Support Specialist: Will work with students whose behaviors significantly interfere with their academic growth in core content areas which result in educational time loss or other challenges to academic achievement. The Title I Achievement and Behavior Specialist will assist students in the responsible thinking process, allowing students to be proactive in making choices that lead to academic success.	Behavioral Support Program			07/01/2016	06/30/2017	$0	School Leadership, Social Worker, Content Area Teachers, Achievement and Behavior Support Specialist
Professional Development	Instructional Coach: Will provide intervention staff with supplemental, individualized coaching throughout the year. Intervention staff will learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and other core teaching and learning components as necessary.	Professional Learning			07/01/2016	06/30/2017	$0	School Leadership, Instructional Staff

Supplemental Non-Instructional Support Positions	Social Worker: Will work with students who experience difficulty in the school and community setting as a result of socialemotional or family issues that result in educational time loss or other challenges to academic achievement. Achievement and Behavior Support Specialist: Will work with students whose behaviors significantly interfere with their academic growth in core content areas which result in educational time loss or other challenges to academic achievement. The Title I Achievement and Behavior Specialist will assist students in the responsible thinking process, allowing students to be proactive in making choices that lead to academic success.	Academic Support Program			07/01/2016	06/30/2017	$0	School Leadership, Content Area Teachers, Social Workers, Achievement and Behavior Support Specialist

Supplemental Instructional Support Positions	Academic Specialist: Will provide expert instruction and assessment for students who are below grade level. Academic Specialists are responsible for the increased performance of struggling at risk students. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents. At Risk Coordinator: Will ensure the success of each student, build on each student's personal assets, and promote effective research driven programs. The position is based on organizational teamwork between the classroom teachers, paraprofessionals, specialists, and administration in order to provide a cohesive context for student intervention and support. At Risk Teacher: Will provide instructional support and assessment for students who are below grade level. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents.	Academic Support Program			07/01/2016	06/30/2017	$0	School Leadership, instructional staff.

| Supplemental Instructional Support Positions | Academic Specialist: Will provide expert instruction and assessment for students who are below grade level. Academic Specialists are responsible for the increased performance of struggling at risk students. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents.
At Risk Coordinator: Will ensure the success of each student, build on each student's personal assets, and promote effective research driven programs. The position is based on organizational teamwork between the classroom teachers, paraprofessionals, specialists, and administration in order to provide a cohesive context for student intervention and support.
At Risk Teacher: Will provide instructional support and assessment for students who are below grade level. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents. | Academic Support Program | | | 07/01/2016 | 06/30/2017 | $0 | Principal, Paraprofessionals, At Risk Teachers and Coordinator and Academic Specialist |
| Professional Development | Instructional Coach: Will provide intervention staff with
supplemental, individualized coaching throughout the year.
Intervention staff will learn how to use data to differentiate
instruction in the classroom, utilize effective instructional
strategies that meet the varying needs of educationally
disadvantaged students, and other core teaching and learning
components as necessary. | Professional Learning | | | 07/01/2016 | 06/30/2017 | $0 | All Staff |

Supplemental Non-Instructional Support Positions	Social Worker: Will work with students who experience difficulty in the school and community setting as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement. Achievement and Behavior Support Specialist: Will work with students whose behaviors significantly interfere with their academic growth in core content areas which result in educational time loss or other challenges to academic achievement. The Title I Achievement and Behavior Specialist will assist students in the responsible thinking process, allowing students to be proactive in making choices that lead to academic success.	Academic Support Program			07/01/2016	06/30/2017	$0	School Leadership, Social Worker, Content Area Teachers, Achievement and Behavior Support Specialist
Supplemental Instructional Support Positions	Academic Specialist: Will provide expert instruction and assessment for students who are below grade level. Academic Specialists are responsible for the increased performance of struggling at risk students. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents. At Risk Coordinator: Will ensure the success of each student, build on each student's personal assets, and promote effective research driven programs. The position is based on organizational teamwork between the classroom teachers, paraprofessionals, specialists, and administration in order to provide a cohesive context for student intervention and support. At Risk Teacher: Will provide instructional support and assessment for students who are below grade level. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents.	Academic Support Program			07/01/2016	06/30/2017	$0	Principal, Paraprofessionals, At Risk Teachers and Coordinator and Academic Specialist

| Professional Development | Instructional Coach: Will provide intervention staff with supplemental, individualized coaching throughout the year. Intervention staff will learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and other core teaching and learning components as necessary. | Professional Learning | | | 07/01/2016 | 06/30/2017 | $0 | School Leadership, Instructional staff. |

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Instructional Coach: Will provide intervention staff with supplemental, individualized coaching throughout the year. Intervention staff will learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and other core teaching and learning components as necessary.	Professional Learning			07/01/2016	06/30/2017	$0	All Staff
Professional Development	Instructional Coach: Will provide intervention staff with supplemental, individualized coaching throughout the year. Intervention staff will learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and other core teaching and learning components as necessary.	Professional Learning			07/01/2016	06/30/2017	$0	School Leadership, Instructional Staff
Professional Development	Instructional Coach: Will provide intervention staff with supplemental, individualized coaching throughout the year. Intervention staff will learn how to use data to differentiate instruction in the classroom, utilize effective instructional strategies that meet the varying needs of educationally disadvantaged students, and other core teaching and learning components as necessary.	Professional Learning			07/01/2016	06/30/2017	$0	School Leadership, Instructional staff.

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Non-Instructional Support Positions	Social Worker: Will work with students who experience difficulty in the school and community setting as a result of socialemotional or family issues that result in educational time loss or other challenges to academic achievement. Achievement and Behavior Support Specialist: Will work with students whose behaviors significantly interfere with their academic growth in core content areas which result in educational time loss or other challenges to academic achievement. The Title I Achievement and Behavior Specialist will assist students in the responsible thinking process, allowing students to be proactive in making choices that lead to academic success.	Academic Support Program			07/01/2016	06/30/2017	$0	School Leadership, Content Area Teachers, Social Workers, Achievement and Behavior Support Specialist
Financial Incentives	Supplemental stipends will be provided to summer program coordinators that positively impact the academic achievements of students.	Other - Stipend			07/01/2016	06/30/2017	$0	Principal

Supplemental Non-Instructional Support Positions	Social Worker: Will work with students who experience difficulty in the school and community setting as a result of socialemotional or family issues that result in educational time loss or other challenges to academic achievement. Achievement and Behavior Support Specialist: Will work with students whose behaviors significantly interfere with their academic growth in core content areas which result in educational time loss or other challenges to academic achievement. The Title I Achievement and Behavior Specialist will assist students in the responsible thinking process, allowing students to be proactive in making choices that lead to academic success.	Behavioral Support Program			07/01/2016	06/30/2017	$0	School Leadership, Social Worker, Content Area Teachers, Achievement and Behavior Support Specialist
Financial Incentives	Supplemental stipends will be provided to summer program coordinators that positively impact the academic achievements of students.	Other - Stipend			07/01/2016	06/30/2017	$0	School Leadership
Financial Incentive	Supplemental stipends will be provided to summer program coordinators that positively impact the academic achievements of students.	Other - Stipend			07/01/2016	06/30/2017	$0	School Leadership
Supplemental Non-Instructional Support Positions	Social Worker: Will work with students who experience difficulty in the school and community setting as a result of social-emotional or family issues that result in educational time loss or other challenges to academic achievement. Achievement and Behavior Support Specialist: Will work with students whose behaviors significantly interfere with their academic growth in core content areas which result in educational time loss or other challenges to academic achievement. The Title I Achievement and Behavior Specialist will assist students in the responsible thinking process, allowing students to be proactive in making choices that lead to academic success.	Academic Support Program			07/01/2016	06/30/2017	$0	School Leadership, Social Worker, Content Area Teachers, Achievement and Behavior Support Specialist

Out of School Time	Summer Learning Camps: Two week-long supplemental summer learning camps will be offered for students in the Summer of 2017. These programs will help combat summer learning loss and increase student achievement. Each camp will focus on a specific content area.	Academic Support Program			07/01/2016	06/30/2017	$0	School Leadership, Summer Learning Staff, Content Area Teachers
Out of School Time	Summer Learning Camps: Two week-long supplemental summer learning camps will be offered for students in the Summer of 2017. These programs will help combat summer learning loss and increase student achievement. Each camp will focus on a specific content area.	Academic Support Program			07/01/2016	06/30/2017	$0	School Leadership, Summer Learning Staff, Content Area Teachers
Supplemental Supplies, Materials and Technology	Supplemental intervention supplies and incentives will be used by teachers to differentiate instruction and motivate students in effort to help at-risk students increase achievement in core content areas. Subscriptions purchased in support of academic achievement include: My Sidewalks Intervention Program: A research-based, intensive, elementary reading intervention program designed for students who are unable to read and comprehend grade-level materials and who are unable to benefit adequately from the strategic intervention that supports their core classroom reading instruction. Program provides thirty weeks of intensive instruction. Expenses include Kindergarten Early Reading Intervention Kit and School Package Grades 1-5. AimsWeb Online Subscription: Supplemental on-line resource that provides a complete web-based solution for universal screening, progress monitoring, and data management of students. AimsWeb provides guidance to administrators and teachers based on accurate, continuous, and direct student assessment.	Technology, Supplemental Materials			07/01/2016	06/30/2017	$0	School Leadership, Content Area Teachers, Instructional Staff, Non-Instructional Staff

| Supplemental Instructional Support Positions | Academic Specialist: Will provide expert instruction and assessment for students who are below grade level. Academic Specialists are responsible for the increased performance of struggling at risk students. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents.
At Risk Coordinator: Will ensure the success of each student, build on each student's personal assets, and promote effective research driven programs. The position is based on organizational teamwork between the classroom teachers, paraprofessionals, specialists, and administration in order to provide a cohesive context for student intervention and support.
At Risk Teacher: Will provide instructional support and assessment for students who are below grade level. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents. | Academic Support Program | | | 07/01/2016 | 06/30/2017 | $0 | Principal, Paraprofessionals, At Risk Teachers and Coordinator and Academic Specialist |

Supplemental Instructional Support Positions	Academic Specialist: Will provide expert instruction and assessment for students who are below grade level. Academic Specialists are responsible for the increased performance of struggling at risk students. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents. At Risk Coordinator: Will ensure the success of each student, build on each student's personal assets, and promote effective research driven programs. The position is based on organizational teamwork between the classroom teachers, paraprofessionals, specialists, and administration in order to provide a cohesive context for student intervention and support. At Risk Teacher: Will provide instructional support and assessment for students who are below grade level. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents.	Academic Support Program			07/01/2016	06/30/2017	$0	School Leadership, instructional staff.

Supplemental Instructional Support Positions	Academic Specialist: Will provide expert instruction and assessment for students who are below grade level. Academic Specialists are responsible for the increased performance of struggling at risk students. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents. At Risk Coordinator: Will ensure the success of each student, build on each student's personal assets, and promote effective research driven programs. The position is based on organizational teamwork between the classroom teachers, paraprofessionals, specialists, and administration in order to provide a cohesive context for student intervention and support. At Risk Teacher: Will provide instructional support and assessment for students who are below grade level. Will create, manage, and participate in a variety of learning environments and activities in the core content areas and will work collaboratively and professionally with classroom teachers, other interventionists, and parents.	Academic Support Program			07/01/2016	06/30/2017	$0	Principal, Paraprofessionals, At Risk Teachers and Coordinator and Academic Specialist
Out of School Time	Summer Learning Camps: Two week-long supplemental summer learning camps will be offered for students in the Summer of 2017. These programs will help combat summer learning loss and increase student achievement. Each camp will focus on a specific content area.	Academic Support Program			07/01/2016	06/30/2017	$0	School Leadership, Summer Learning Staff, Content Area Teachers

Supplemental Supplies, Materials and Technology	Supplemental intervention supplies and incentives will be used by teachers to differentiate instruction and motivate students in effort to help at-risk students increase achievement in core content areas. Subscriptions purchased in support of academic achievement include: My Sidewalks Intervention Program: A research-based, intensive, elementary reading intervention program designed for students who are unable to read and comprehend gradelevel materials and who are unable to benefit adequately from the strategic intervention that supports their core classroom reading instruction. Program provides thirty weeks of intensive instruction. Expenses include Kindergarten Early Reading Intervention Kit and School Package Grades 1-5. AimsWeb Online Subscription: Supplemental on-line resource that provides a complete web-based solution for universal screening, progress monitoring, and data management of students. AimsWeb provides guidance to administrators and teachers based on accurate, continuous, and direct student assessment.	Technology, Supplemental Materials			07/01/2016	06/30/2017	$0	School Leadership, Content Area Teachers, Instructional Staff, Non-Instructional Staff

| Supplemental Supplies, Materials and Technology | Supplemental intervention supplies and incentives will be used by teachers to differentiate instruction and motivate students in effort to help at-risk students increase achievement in core content areas. Subscriptions purchased in support of academic achievement include: My Sidewalks Intervention Program: A research-based, intensive, elementary reading intervention program designed for students who are unable to read and comprehend gradelevel materials and who are unable to benefit adequately from the strategic intervention that supports their core classroom reading instruction. Program provides thirty weeks of intensive instruction. Expenses include Kindergarten Early Reading Intervention Kit and School Package Grades 1-5. AimsWeb Online Subscription: Supplemental on-line resource that provides a complete web-based solution for universal screening, progress monitoring, and data management of students. AimsWeb provides guidance to administrators and teachers based on accurate, continuous, and direct student assessment. | Technology, Supplemental Materials | | | 07/01/2016 | 06/30/2017 | $0 | All Staff |