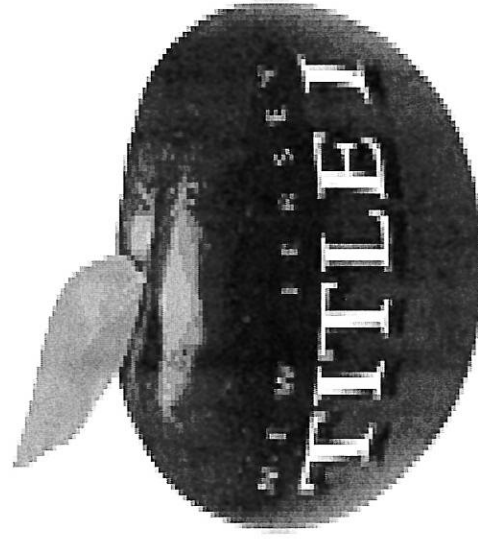


**NEW JERSEY DEPARTMENT OF EDUCATION**

**OFFICE OF TITLE I**



**2016-2017 TITLE I SCHOOLWIDE PLAN\***

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

**SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114**

DISTRICT INFORMATION	SCHOOL INFORMATION
District: TRENTON PUBLIC SCHOOLS	School: Trenton High School West Campus
Chief School Administrator:	Address: 1001 West State St.
Chief School Administrator's E-mail:	Grade Levels: 9 – 12
Title   Contact:	Principal: Mark Hoppe
Title   Contact E-mail:	Principal's E-mail: mhoppe@trenton.k12.nj.us
Title   Contact Phone Number:	Principal's Phone Number: 609-656-4774

**Principal's Certification**

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

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

Mark Hoppe \_\_\_\_\_ 6/23/14 \_\_\_\_\_  
 Principal's Name (Print) Principal's Signature Date

**SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114**

**Critical Overview Elements**

- The School held 5 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 5,761,866, which comprised 98.25 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$5,775,774, which will comprise 98.08 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Parental Dinners 1 per month x 10 months x 100 people @ \$9pp	Climate and Culture	Climate & Culture / Parental Involvement: to increase parental involvement from 24.12% to 30%		\$9,000
Positive Behavior Student Incentives	Climate and Culture	To raise the Trenton Central High School West graduation rate from 84% to 85%		\$7,000
Climate & Culture Leader	Climate and Culture	Climate & Culture /Parental Involvement: increase parental involvement from 24.12% to 30%		\$94,015

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







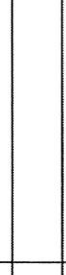
ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in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

**Stakeholder/Schoolwide Committee**

Select committee members to develop the Schoolwide Plan.

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

**\*Add lines as necessary.**

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Nicole Marino	Science Teacher	Yes	Yes	Yes	
Janice Latella	Science Teacher	Yes	Yes	Yes	
Jean-Claude Striolet	Bilingual Teacher	Yes	Yes	Yes	
Joseph Melone	Special Education Teacher	Yes	Yes	Yes	
Nicole Backlund	Art Teacher	Yes	Yes	Yes	
Mark Hoppe	Principal	Yes	Yes	Yes	
Danielle Wells	Parent	Yes	Yes	Yes	



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

**Stakeholder/Schoolwide Committee Meetings**

**Purpose:**

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
5-11-16	B-12	Data Collection	Yes		Yes	
5-12-16	B-12	Analyzing Data	Yes		Yes	
5-17-16	A-25	Needs Assessment & Goals	Yes		Yes	
5-18-16	A-25	Compiling sub sections		No		No

**\*Add rows as necessary.**

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

**School's Mission**

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

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

<p><b>What is the school's mission statement?</b></p>	<p>Trenton Central High School West Campus, in collaboration with parents and the community, will prepare all students for academic, social and career success. The foundation of our mission is to empower students to reach their full potential by setting high standards and offering diverse learning experiences in a safe and caring environment. Through these principles, students will become responsible, productive citizens and life-long learners in a global society.</p>
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**SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

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

**Evaluation of 2015-2016 Schoolwide Program \***  
**(For schools approved to operate a schoolwide program in 2014-2015, or earlier)**

1. Did the school implement the program as planned?

**Yes. A climate and culture staff member was added as well.**

2. What were the strengths of the implementation process?

**As a result of the implementation plan, we had more parent participation and involvement than ever before. It was beneficial having someone in the building who solely focused on climate and culture. The implementation process was data-focused and scientifically based.**

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

**Extrinsic motivators were used but not all students responded. Timing and availability of funding also became an issue. The transfer of four staff members (one VP, two disciplinarians, and one math teacher) who were vital in the implementation of the plan also played a role.**

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

**The time and funding to appropriately execute each step was an area of weakness that was recurring through many of the steps. The ability to do a root cause analysis and address the underlying issues was an area of strength.**

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

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

**A climate and culture staff member was added. Data was used as evidence to initiate and maintain conversations with stakeholders and reviewed frequently at meetings when appropriate.**

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

**Staff perceptions were evaluated via surveys and expressed to the SLT through their department representatives.**

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

**The community was not surveyed; the climate and culture survey from the RAC was not available for distribution because we are out of focus status.**

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

**G1: Small group learning; one-on-ones when talking with parents.**

**G3: Large group**

**G4: Grade level assemblies**

9. How did the school structure the interventions?

**Student interventions for academics and to monitor graduation requirements were individualized to best meet the needs of each student.**

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

10. How frequently did students receive instructional interventions?

**A tiered intervention system was implemented. Parents were continuously contacted throughout the year to attend meetings, conferences, awards ceremonies, programs, etc.**

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

**The school utilized online learning platforms such as Math Excel, Edmoto, Pearson Success Net, EdConnect, I Ready, and EdOptions Academy. Robo-calls in multiple languages were also made to contact parents.**

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

**The utilization of technology has become increasingly important as the students are now being assessed using the technology. All parents received a mailing and were offered PowerSchool log information during conferences. This information to access their students' data was communicated in both English and Spanish.**

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

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

**Evaluation of 2015-2016 Student Performance**

**State Assessments-Partially Proficient**

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

English Language Arts	2014-2015	2015-2016	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11	51 of 61		<ol style="list-style-type: none"> <li>Aligning Literature 1 lab with Literature 1 course.</li> <li>Review SIOP strategies</li> <li>Professional Development Opportunities</li> </ol>	<ol style="list-style-type: none"> <li>Alignment decreased the failure rate from 13% in 14-15 to 9% in 15 – 16.</li> <li>SIOP strategies were utilized, but there is no data in which to compare the results.</li> <li>Professional development opportunities for the staff resulted in a decrease in the failure rate.</li> </ol>
Grade 12				

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

Mathematics	2014-2015	2015-2016	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11	15 of 15		1. Aligning Algebra 1 lab with Algebra 1 course. 2. Utilize computer-based learning programs to provide support.	1. The Algebra I failure rate was at 27%, after alignment the failure rate dropped to 11%. 2. Math XL was used to support student learning.
Grade 12				

**Evaluation of 2015-2016 Student Performance  
Non-Tested Grades – Alternative Assessments (Below Level)**

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

English Language Arts	2014-2015	2015-2016	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				



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

Grade 10	N/A	N/A	2014-2015	2015-2016	Interventions Provided	Describe why the interventions provided <u>did</u> or <u>did not</u> result in proficiency (Be specific for each intervention).
Mathematics						
Pre-Kindergarten						
Kindergarten						
Grade 1						
Grade 2						
Grade 9						
Grade 10	N/A	N/A				

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

**Evaluation of 2015-2016 Interventions and Strategies**

*Interventions to Increase Student Achievement – Implemented in 2015-2016*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Merged lab and course to be all year		Failure rate	Decreased from 13% to 9%
Math	Students with Disabilities	Merged lab and course to be all year		Failure rate	Decreased from 27% to 11%
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Teacher SIOP Training		Failure rate	Currently a 66% passing rate, no data to compare it to for 14-15
Math	ELLs	Teacher SIOP Training		Failure rate	Currently a 66% passing rate, no data to compare it to for 14-15
ELA	Economically Disadvantaged	Merged Lab and Lit 1 course to be all year		Failure rate	Decreased 13% to 9%
Math	Economically Disadvantaged	Merged Lab and Algebra 1 courses to be all year		Failure rate	Decreased 27% to 11%
ELA					
Math					

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

*Extended Day/Year Interventions – Implemented in 2015-2016 to Address Academic Deficiencies*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	ESL extended day program		Passing rate	Currently a 66% passing rate, no data to compare it to for 14-15
Math	ELLs	ESL extended day program		Passing rate	Currently a 66% passing rate, no data to compare it to for 14-15
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				

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

**Evaluation of 2015-2016 Interventions and Strategies**

*Professional Development – Implemented in 2015-2016*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Technology integration	Yes	Failure rate	Decreased from 13% to 9%
Math	Students with Disabilities	Math instructional strategies and support	Yes	Failure rate	Decreased from 27% to 11%
ELA	ELLs	SIOP	Yes	No data to compare to prior year	Current passing rate is 66%
Math	ELLs	SIOP	Yes	No data to compare to prior year	Current passing rate is 66%
ELA	Economically Disadvantaged	Curriculum integration points, language arts and math	Yes	Failure rate	Decreased from 13% to 9%
Math	Economically Disadvantaged	Curriculum integration points, language arts and math	Yes	Failure rate	Decreased from 27% to 11%
All Content	All Students	Classroom instructional framework	Yes	Failure rate	See above

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

**Family and Community Engagement Implemented in 2015-2016**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLS	Messages home in English and Spanish	Unknown	Parental sign-in sheets	no data to compare it to for 14-15
Math	ELLS	Messages home in English and Spanish	Unknown	Parental sign-in sheets	no data to compare it to for 14-15
ELA	Economically Disadvantaged	Awards dinner Parent orientation	Yes	Parental sign-in sheets	Parental participation went from 12.3% on average to 24.12% on average
Math	Economically Disadvantaged	Awards dinner Parent orientation	Yes	Parental sign-in sheets	Parental participation went from 12.3% on average to 24.12% on average

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

**Principal's Certification**

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

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

Mark Hogg  
Principal's Name (Print)

[Signature]  
Principal's Signature

9/21/16  
Date

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

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

**2016-2017 Comprehensive Needs Assessment Process  
Data Collection and Analysis**

**Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2016-2017**

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Passing rate PARCC testing	ESL 1 and Passages 66% passing rate ELA 1 91% passing rate PARCC 12.3% proficient
Academic Achievement - Writing	Passing rate PARCC testing	ESL 1 and Passages 66% passing rate ELA 1 91% passing rate PARCC 12.3% proficient
Academic Achievement - Mathematics	Passing rate PARCC testing Math District Assessment	Algebra 1 passing rate 89% PARCC 6.9% proficient Math District Assessments 26.6% proficient



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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
<p>Family and Community Engagement</p>	<p>Community Partnerships</p> <p>Family Participation</p>	<p>CTE – Big Brothers/Big Sisters, St. Francis, NSMA, Rutgers NovoNordisc</p> <p>Mercer County – Dual enrollment, Upward Bound, Talent Search, EOF, VIP</p> <p>Young Scholars</p> <p>McCarter Theatre</p> <p>Boys &amp; Girls Club</p> <p>Family Participation</p> <ul style="list-style-type: none"> <li>- May Student of the Month/PTA Meeting 4 of 16 families attended, 25% participation rate.</li> <li>- April Student of the Month/PTA Meeting 6 of 12 families attended, 50% participation rate</li> <li>- 9<sup>th</sup> grade orientation 48 of 202 = 23.8%</li> <li>- 10<sup>th</sup> grade orientation 19 of 151 = 12.6%</li> <li>- 11<sup>th</sup> grade orientation 33 of 171 = 19.3%</li> <li>- 12<sup>th</sup> grade orientation 22 of 157 = 14%</li> </ul> <p>Average participation in events we have data for= 24.12%</p>

**SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §11114 (b)(1)(A)**

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)									
Professional Development	My Learning Plan Offerings	Classroom Management Buddy Teachers SGO Training Conflict Resolution Engagement Strategies Gradebook Set-up Classroom Websites Danielson Training PARCC training									
Leadership School Climate and Culture	School Climate & Culture Survey	<p><b>School Climate Survey - School Staff Trenton Central High School West</b></p> <table border="1"> <thead> <tr> <th data-bbox="781 793 824 898">DOMAIN</th> <th data-bbox="781 478 824 793">DOMAIN DESCRIPTION</th> <th data-bbox="781 163 824 268">DOMAIN SCORE</th> </tr> </thead> <tbody> <tr> <td data-bbox="824 793 971 898">Physical Environment</td> <td data-bbox="824 478 971 793">This domain addresses scheduling, the use of the building, and attitudes toward the building.</td> <td data-bbox="824 163 971 268">55.1</td> </tr> <tr> <td data-bbox="971 793 1326 898">Teaching and Learning</td> <td data-bbox="971 478 1326 793">This domain focuses on the academic climate of the school and probes support for student development, levels of instructional challenge and relevance, and attitudes about "ownership" (i.e., a sense of personal responsibility for teaching and learning and personal pride in successfully achieving academic objectives) by students of learning and teachers of teaching. It also includes general attitudinal measures of satisfaction with the school's overall instructional quality.</td> <td data-bbox="971 163 1326 268">58.2</td> </tr> </tbody> </table>	DOMAIN	DOMAIN DESCRIPTION	DOMAIN SCORE	Physical Environment	This domain addresses scheduling, the use of the building, and attitudes toward the building.	55.1	Teaching and Learning	This domain focuses on the academic climate of the school and probes support for student development, levels of instructional challenge and relevance, and attitudes about "ownership" (i.e., a sense of personal responsibility for teaching and learning and personal pride in successfully achieving academic objectives) by students of learning and teachers of teaching. It also includes general attitudinal measures of satisfaction with the school's overall instructional quality.	58.2
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## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		<p>Morale in the School Community</p> <p>This domain addresses "pride of place" as ownership and identification with the school's central character, as well as a call to all stakeholders for "belonging" to the school.</p> <p style="text-align: right;">58.0</p>
		<p>Relationships</p> <p>This domain assesses the degree to which lines of interpersonal communication are open and honest and produce healthy, positive outcomes. This includes an assessment of the depth, sincerity, and authenticity of communications efforts.</p> <p style="text-align: right;">66.2</p>
		<p>Parental Support and Engagement</p> <p>This domain is concerned with the degree to which parents and community members are incorporated into both the social and academic life of the school. This includes assessing the efficacy of school-home communications and an assessment of the degree of home support for learning.</p> <p style="text-align: right;">49.3</p>
		<p>Safety</p> <p>This domain addresses attitudes toward the individual's sense of physical safety in and around the school.</p> <p style="text-align: right;">79.7</p>
		<p>Emotional Environment</p> <p>This domain addresses attitudes toward the social environment. This includes perceptions of how the average student ought to, and does, behave, as well as the general fairness of the school.</p> <p style="text-align: right;">60.7</p>

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																												
<p>School-Based Youth Services</p>	<p>SAC Counselor Referrals, Counseling Sessions, and Contacts.</p>	<p>Administration Support</p> <p>By considering the school as a "common cause," this domain assesses the school leadership's perceived ability to support and rally the school community to healthy and positive outcomes in terms of quality of communications, level of integrity, and ease of teamwork, as well as the promotion of professional and academic success.</p> <p style="text-align: right;">69.3</p>																												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Reason for Referral</th> <th style="width: 15%;">Number of Referrals</th> <th style="width: 15%;">Number of Counseling Sessions</th> <th style="width: 15%;">Number of Other Contacts (Admin, agencies, parents/guardians, etc.)</th> </tr> </thead> <tbody> <tr> <td>Substance Abuse</td> <td style="text-align: center;">7</td> <td style="text-align: center;">27</td> <td style="text-align: center;">55</td> </tr> <tr> <td>Mental Health</td> <td style="text-align: center;">39</td> <td style="text-align: center;">433</td> <td style="text-align: center;">200</td> </tr> <tr> <td>Behavior</td> <td style="text-align: center;">22</td> <td style="text-align: center;">141</td> <td style="text-align: center;">120</td> </tr> <tr> <td>Academic</td> <td style="text-align: center;">4</td> <td style="text-align: center;">34</td> <td style="text-align: center;">7</td> </tr> <tr> <td>Crisis Intervention</td> <td style="text-align: center;">5</td> <td style="text-align: center;">38</td> <td style="text-align: center;">16</td> </tr> <tr> <td><b>TOTAL</b></td> <td style="text-align: center;"><b>77</b></td> <td style="text-align: center;"><b>673</b></td> <td style="text-align: center;"><b>398</b></td> </tr> </tbody> </table>			Reason for Referral	Number of Referrals	Number of Counseling Sessions	Number of Other Contacts (Admin, agencies, parents/guardians, etc.)	Substance Abuse	7	27	55	Mental Health	39	433	200	Behavior	22	141	120	Academic	4	34	7	Crisis Intervention	5	38	16	<b>TOTAL</b>	<b>77</b>	<b>673</b>	<b>398</b>
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School Violence Prevention Week	600																													
Red Ribbon Week	650																													
Marijuana & Driving Alcohol & Driving	55 (Driver's Education)																													
Mother's Day Remembrance Planting	5																													
Bullying Prevention Week	600																													
NJ Department of Health Art Contest "Expressing You"	200																													
Senior Group "Accessing Counseling Services in College"	8																													

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Students with Disabilities	Attendance	Attendance rate: 85%
Homeless Students	No homeless students were identified	NA
Migrant Students	No migrant students were identified	NA
English Language Learners	Enrolment Passing Rate Attendance Rate	199 Bilingual 24 ESL 16 No LEP 7 Exit Yr 1 1 Exit Yr 2 0 Exit Yr 3  ESL and Passage 66% passing rate
Economically Disadvantaged	Free & Reduced Lunch Rate	ELL/LEP attendance rate: 89.89%  502 students receive free lunch 36 receive reduced lunch 143 students pay full price

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

**2016-2017 Comprehensive Needs Assessment Process\***

*Narrative*

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

**A comprehensive needs-based assessment was conducted by the school-wide plan committee disseminating the data that was collected and determining the four areas of highest need.**

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

**The data was compiled from PowerSchool, edConnect, climate and culture survey results, event sign-in sheets and last year's School Wide Plan.**

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

**The validity of the data is dependent on the calculations that edConnect and PowerSchool calculate. These calculations are a limiting factor.**

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

**Comparing the data to previous years, there is an improvement in the passing rate of both Algebra 1 and Literature 1. The data also shows a need for strategies to better prepare our students for PARCC testing.**

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

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

The professional development that was provided in the previous year led to an increase in the passing rate.

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

Teachers and guidance counselors are responsible for identifying students who are educationally at-risk.

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

The school utilizes the Intervention & Referral Services process to provide interventions to educationally at-risk students.

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

We currently do not have migrant students enrolled at our campus.

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

We currently do not have homeless students enrolled at our campus.

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

improve the instructional program?

The school provides the data on standardized districts in order to drive their instruction. The district also provides opportunities for staff members to develop the common assessments.



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

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

Transitions between the middle school and high school are facilitated through orientations as well as the high school counselors visiting the middle schools.

12. How did the school select the priority problems and root causes for the 2016-2017 schoolwide plan?

The priority problems and root causes were determined by utilizing the data and determining the most pressing issues preventing our students from achieving success.

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

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

### 2016-2017 Comprehensive Needs Assessment Process Description of Priority Problems and Interventions to Address Them

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

	#1	#2
Name of priority problem	To raise the Trenton Central High School West graduation rate from 84% to 85%	To raise the Algebra PARCC proficiency level by 3.1% from 6.9% to 10%.
Describe the priority problem using at least two data sources	In 2014 our graduation rate was 83.8%, which is lower than the state average of 88% but higher than the national average of 80% according to NJ.com. The causes for the low graduation rate can be attributed to: -Poor student attendance. -Scheduling conflicts. -Students not utilizing summer school and credit recovery opportunities.	The 2014 PARCC proficiency for Algebra was 6.9%. There is a correlation between freshman & sophomore failures and dropout rate. The causes for the low PARCC proficiency level could have been due to: -The PARCC being a new test. -Students not being aware that PARCC would be a graduation requirement. -Insufficient exposure to PARCC-like assessments where students are being asked to drag and drop, select and rank test items.
Describe the root causes of the problem		
Subgroups or populations addressed	LEP, Students with Disabilities, Economically Disadvantaged	LEP, Students with Disabilities, Economically Disadvantaged
Related content area missed (i.e., ELA, Mathematics)	No content area missed	ELA
Name of scientifically research based intervention to address priority problems	PowerSchool graduation tracker. Use on-line learning, alternative course work, and credit recovery options. Targeted mentoring from alumni and community programs to engage students in post-high school career and college opportunities.	Repeated exposure to PARCC-like assessments. Cross-curricular learning opportunities between mathematics and science.
How does the intervention align with the Common Core State Standards?	Alternative course offerings must be aligned to the Common Core. Credit recovery programs must be implemented based on time requirements and specific Common Core-based tasks.	It reinforces the Common Core standards.

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

**2016-2017 Comprehensive Needs Assessment Process**  
**Description of Priority Problems and Interventions to Address Them (continued)**

	#3	#4
Name of priority problem	To raise the PARCC Language Arts proficiency level from 12.3% to 15%	Climate and Culture/Parental Involvement: to increase average parent involvement from 24.12% to 30%
Describe the priority problem using at least two data sources	The 2014 PARCC proficiency for Language Arts was 12.3%. There is a correlation between freshman & sophomore failures and dropout rate.	Looking at Student of the Month dinners, PTA meetings and student orientations, the average participation rate is 24.12%
Describe the root causes of the problem	The causes for the low PARCC proficiency level could have been due to: -The PARCC being a new test. -Students not being aware that PARCC would be a graduation requirement. Insufficient exposure to PARCC-like assessments where students are being asked to drag and drop, select and rank test items.	Causes for the low parental involvement may be due to: -Not translating materials into native languages. -Not giving enough notice to parents so that they can take time off from work.
Subgroups or populations addressed	LEP, Students with Disabilities, Economically Disadvantaged	LEP, Students with Disabilities, Economically Disadvantaged
Related content area missed (i.e., ELA, Mathematics)	Mathematics	
Name of scientifically research based intervention to address priority problems	Repeated exposure to PARCC-like assessments. Cross-curricular learning opportunities between history and literature.	Continue to host dinners that encourage students and their families to attend events in the evening. Utilize the robo-call system to notify parents of events. Have invitations and other documents translated into Spanish when Spanish is the primary language spoken at home. Give adequate notice of events so that parents may request the day off.
How does the intervention align with the Common Core State Standards?	It reinforces the Common Core standards.	Indirect support by increasing student and parent engagement in total school community.



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

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

### 2016-2017 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	On-line learning, graduation tracker, alternative course work, credit recovery	Schwartz	Improved scores on PARCC. Correlation between freshmen and sophomore dropout rate decreased.	Aligned to Common Core Interleaved English
Math	Students with Disabilities	Credit recovery, on-line learning, graduation tracker, alternative course work	Striplet	Improved scores on I Ready and PARCC. Correlation between freshmen and sophomore dropout rate decreased.	Aligned to Common Core Interleaved Math
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Credit recovery, on-line learning, graduation tracker, alternative course work	Schwartz	Improved scores on PARCC. Correlation between freshmen and sophomore dropout rate decreased.	Aligned to Common Core Interleaved English
Math	ELLs	Credit recovery, on-line learning, graduation tracker, alternative course work	Striplet	Improved scores on I Ready and PARCC. Correlation between freshmen and sophomore dropout rate decreased.	Aligned to Common Core Interleaved Math

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		work		.decreased	
ELA	Economically Disadvantaged	Credit recovery, on-line learning, graduation tracker, alternative course work	Schwartz	Improved scores on PARCC. Correlation between freshmen and sophomore dropout rate decreased.	Aligned to Common Core Interleaved English
Math	Economically Disadvantaged	Credit recovery, on-line learning, graduation tracker, alternative course work	Striplet	Improved scores on I Ready and PARCC. Correlation between freshmen and sophomore dropout rate decreased.	Aligned to Common Core Interleaved Math
ELA					
Math					

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

<i>2016-2017 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement</i>					
<i>ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Extended School Year Credit Recovery Graduation Portfolio Requirement Mentoring	Schwartz	Improved graduation rate Decreased dropout rate Improved PARCC scores	Slot spaced learning over time Repeated exposure to PARCC like assessments Cross curricular reinforced common core standards



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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Students with Disabilities	-Extended School Year -Credit Recovery -Graduation Portfolio Requirement -Mentoring	Striplet	Improved graduation rate. Decreased dropout rate. Improved PARCC scores.	Slot spaced learning over time. Repeated exposure to PARCC-like assessments. Cross-curricular reinforced Common Core standards.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	-Extended School Year -Credit Recovery -Graduation Portfolio Requirement -Mentoring	Schwartz	Improved graduation rate. Decreased dropout rate. Improved PARCC scores.	Slot spaced learning over time. Repeated exposure to PARCC-like assessments. Cross-curricular reinforced Common Core standards.
Math	ELLs	-Extended School Year -Credit Recovery -Graduation Portfolio Requirement -Mentoring	Striplet	Improved graduation rate. Decreased dropout rate. Improved PARCC scores.	Slot spaced learning over time. Repeated exposure to PARCC-like assessments. Cross-curricular reinforced Common Core standards.
ELA	Economically Disadvantaged	-Extended School Year -Credit Recovery -Graduation Portfolio Requirement -Mentoring	Schwartz	Improved graduation rate. Decreased dropout rate. Improved PARCC scores.	Slot spaced learning over time. Repeated exposure to PARCC-like assessments. Cross-curricular reinforced Common Core standards.
Math	Economically Disadvantaged	-Extended School Year	Striplet	Improved graduation rate.	Slot spaced learning over time.



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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
	Disadvantaged	Credit Recovery -Graduation Portfolio Requirement -Mentoring		Decreased dropout rate. Improved PARCC scores.	Repeated exposure to PARCC-like assessments. Cross-curricular reinforced Common Core standards.
ELA					
Math					

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

### 2016-2017 Professional Development to Address Student Achievement and Priority Problems

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	- More inclusion -General ed PDs - Emphasizing UDL - Cross-curricular with history and ELA	Schwartz	Staff exit surveys are positive.	Cast.org
Math	Students with Disabilities	- More inclusion -General ed PDs - Emphasizing UDL - Cross-curricular with history and ELA	Striplet	Staff exit surveys are positive.	Cast.org

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	<ul style="list-style-type: none"> <li>- More inclusion</li> <li>- General ed PDs</li> <li>- Emphasizing UDL</li> <li>- Cross-curricular with history and ELA</li> </ul>	Schwartz	Staff exit surveys are positive.	Cast.org
Math	ELLs	<ul style="list-style-type: none"> <li>- More inclusion</li> <li>- General ed PDs</li> <li>- Emphasizing UDL</li> <li>- Cross curricular with science and math</li> </ul>	Striplet	Staff exit surveys are positive.	Cast.org
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> <li>- More inclusion</li> <li>- General ed PDs</li> <li>- Emphasizing UDL</li> <li>- Cross-curricular with history and ELA</li> </ul>	Schwartz	Staff exit surveys are positive.	Cast.org
Math	Economically Disadvantaged	<ul style="list-style-type: none"> <li>- More inclusion</li> <li>- General ed PDs</li> <li>- Emphasizing UDL</li> <li>- Cross-curricular with history and ELA</li> </ul>	Striplet	Staff exit surveys are positive.	Cast.org

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

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

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

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

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

### Evaluation of Schoolwide Program\*

(For schools approved to operate a schoolwide program beginning in the 2016-2017 school year)

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

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?  
**The review will be conducted internally by the SLT, administration, and all other stakeholders throughout the year.**
2. What barriers or challenges does the school anticipate during the implementation process?

**Barriers anticipated include, but are not limited to: funding for resources, 100% participation by staff members and appropriate technology supports. This includes ongoing participation and support by school counseling staff.**

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

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?  
**New goals will be presented to staff and all other stakeholder groups. Comments and ideas will be solicited from them and staff will be encouraged to volunteer based on individual skill and experience.**
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?  
**Both summative and formative assessments will be used to gauge staff perceptions. An updated climate and culture survey based on a prior regional survey will be developed by the SLT. Small group and individual conversations will also be employed. Sign-in sheets will be used for verification.**
5. What measurement tool(s) will the school use to gauge the perceptions of the community?  
**Community perceptions will be measured using both summative and formative assessments. These will be similar to assessments used to gauge staff perceptions. Conversations with community stakeholders will also be held, verified with sign-in sheets.**
6. How will the school structure interventions?  
**The IR&S process will continue to structure interventions. In addition, students will meet quarterly with their counselors. Peer-to-peer mentoring will be implemented through the VIP program.**
7. How frequently will students receive instructional interventions?  
**Instructional interventions will be provided to students at least one time per quarter with their counselor. Additional interventions will be conducted as needed.**
8. What resources/technologies will the school use to support the schoolwide program?  
**Internet-based applications will be used to assist students in testing techniques. Teacher websites will be used to support class content. A climate and culture specialist, school counselors, and conduct cards will be utilized for at-risk students.**

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

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?  
**Effectiveness of interventions will be gauged by multiple assessments. These will include student progress data, SRI and SMI data, number of suspensions, passing and graduation rate and number of students going on to two- and four-year colleges and/or technical schools.**
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?  
**SLT meetings, staff meetings, common planning meetings and community meetings will be used to distribute data and disseminate and discuss results.**

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



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

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

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

### **2016-2017 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems**

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Prioritize contact through IEP Team		Higher attendance Increase family participation	Feeding families
Math	Students with Disabilities	Prioritize contact through IEP Team		Higher attendance Increase family participation	Feeding families
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Prioritize contact through ELL and bilingual department		Higher attendance Increase family participation	Feeding families
Math	ELLs	Prioritize contact through ELL and bilingual department		Higher attendance Increase family participation	Feeding families
ELA	Economically Disadvantaged	Prioritize contact through SAC counselor and FACE		Higher attendance Increase family participation	Feeding families
Math	Economically Disadvantaged	Prioritize contact through SAC counselor and FACE		Higher attendance Increase family participation	Feeding families

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	African American, LEP, and SPED				
Math	African American, LEP, and SPED				

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



**SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §11114 (b)(1)(F)**

**2016-2017 Family and Community Engagement Narrative**

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

**Parental involvement is necessary to support interventions initiated at the school level. Parents and family in general are necessary to relay the importance of PARCC testing to students and support the students in preparing.**

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

**PTSO members; together with parents attending orientations, Back-to-School Night, parent conferences, award activities, etc., will be encouraged to participate in this.**

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

**The school-parent compact will be printed in both English and Spanish. It will be distributed via US mail, the TCHS West webpage parent portal and at all activities/events where parents are present.**

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

**The development of the school-parent compact will be accomplished by soliciting comments via the website. In addition, school-night and activity surveys will be used both online and through mailed and e-mailed invitations. Results and comments will be utilized in any revisions.**

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

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

Parent stakeholders will receive and have the opportunity to review the school-parent compact both on the website and at school events. Copies will be mailed and emailed with comment cards, attached. Award ceremonies and small group decisions will provident additional opportunities for feedback.

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

TCHS West will communicate achievement data to families and the community by sending letters home to parents throughout the year spotlighting the positives. The TCHS West website will also display this data.

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

Families will be notified through the TCHS West website, PTSA meetings and a School Report card that will be mailed to parents.

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

The disaggregated assessment data will be shared on the overall School Report card.

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

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

The school will involve families and the development of the school-wide plan by gathering data from the school climate survey and making decisions based on the data.

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

TCHS West will communicate achievement data to families and the community by sending letters home to parents throughout the year spotlighting the positives. The TCHS West website will also display this data.

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

Parental involvement funds will be utilized to provide refreshments at parental activities.

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

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

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

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

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

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	67 100%	Mentoring for first year teachers and embedded professional development
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by ESEA (education, passing score on ParaPro test)		
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, passing score on ParaPro test)*		

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<p><b>Use of Applitrack, computer based recruitment and application process. Use of varied media outlets. College recruitment and job-fairs.</b></p>	<p>Human Resources, Executive Director</p>