



Title I Schoolwide Diagnostic

Holton Elementary School

Holton Public Schools

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Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. 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?

Each year, Holton Elementary School completes a detailed school comprehensive needs assessment as outlined in the Title I Schoolwide Diagnostic. The comprehensive needs assessment serves a variety purposes, including, but not limited to: (1) identifying the strengths and weaknesses of our school from varying viewpoints and aspects, (2) serving as an initial starting point for prioritizing areas of concern, (3) focusing efforts for improving student achievement and meeting challenging academic content standards, and (4) helping further drive decision making and continuous school improvement with the use of data from each of the data types.

This assessment and analysis helps guide our staff toward continual school improvement in each of these areas and ensures that we as a staff stay focused on our vision, mission, and goals within our school plan. Annually, we collect and analyze data in regards to the school process rubrics, achievement data in all core academic areas such as with the use of M-STEP and MI-Access results, CBM Math pre and post assessment results, Literably F and P results, and Accelerated Reader results. This year Lexia RAPID Reading assessment results are also used to further assess students' reading skills as a supplemental measure to accurately depict student reading proficiency.

We further analyze this student achievement data and disaggregate results into subgroups, where 10 or more students are assessed within a particular subgroup. Additional data sets including, school climate data from student, staff, and parent surveys are analyzed, Brigance results for special education students and the IEP's, and attendance and behavioral data are analyzed and disaggregated by gender, disabilities, economically disadvantaged, race, and ethnicity. Using the information and sources of data as outlined above, we then compile a school improvement plan with goals in each of the core areas, special education, parental involvement, and student services based upon the data analysis that has suggested where our areas of strength and weakness are. Areas of concern are outlined in further detail within the building level school improvement plans. Improvement goals have been identified within the core content areas, and include additional goals in parental involvement and positive behavior supports.

The process follows the state's school improvement process whereby, we gather data, study the data, plan for the implementation of the improvement plan, and then implement the plan followed by monitoring and evaluation.

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?

Achievement Data - At the elementary school, in reviewing the MEAP assessment data for the fall 2012 assessment administration, fifth grade reading scores saw an increase from 52% proficient to 65% proficient, while the 4th grade MEAP writing scores improved from 18% proficient to 34% proficient from the fall of 2011 to the fall of 2012. In comparison, the mathematics scores for the fall 2012 administration of the MEAP assessment improved for fourth grade from 27% proficient to 39% proficient from the fall of 2011 to the fall of 2012, and fifth grade scores improved from 20% proficient to 34% proficient in mathematics during this same assessment period. In addition, the science MEAP scores improved from 4% proficient to 12% proficient from the fall of 2011 to the fall of 2012 at the elementary.

Process Data - In reviewing the process data collected and analyzed through the school process rubrics, shared leadership, professional learning, and parent and family involvement were areas that were identified as areas targeted or improvement. Each of these areas were identified as areas of concern in each of the buildings within our school district.

Perception Data - The findings of the perceptions data can be found within the school data analysis section.

Demographic Data - Students with disabilities and economically disadvantaged students underperformed and did not meet state performance targets. In addition, the bottom 30% subgroup did not meet state performance targets either. These areas require additional support to assist each of these subgroups in meeting proficiency standards and state performance targets.

An emphasis needs to be placed upon improving mathematics, reading, and writing achievement data at all grade levels, as well as targeting students with disabilities, economically disadvantaged students, and the students in the bottom 30% subgroup. Intensive interventions need to be implemented in order to assist in closing the achievement gap in this area. Further, as a result of the perceptions data and surveys, improving the culture and climate of the school system must be addressed. In addition, a strengthened curriculum process must be employed within the school building and district.

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.

The goals within the plan emphasize improving achievement in each of the core content areas, while focusing intentionally on each of the specific subgroups where deficiencies result. Further, an intentional focus is being placed on improving the culture and climate of the school building through the training of students in strategies to decrease aggressive behaviors and bullying tactics. A strong focus and emphasis is being placed on improving the bottom 30% subgroup performance in all assessed subject areas. The goals developed within the school improvement plan of Holton Elementary School are based upon an intense review and analysis of multiple sources of data, which include: achievement, demographic, perception, and process data.

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?

An intentional focus is being placed on all students; however, the plan is specific to meeting the needs of students within the subgroups of the school that have been identified as being below state performance targets. These subgroups are namely students with disabilities, economically disadvantaged students, and the bottom 30%.

Component 2: Schoolwide Reform Strategies

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

Improved MTSS / Response to Intervention process, new curriculum resources in mathematics, reading, and writing, Positive Behavior Intervention System, Aggression Prevention Rubric, testing/progress monitoring, intervention classes for students most at-risk in all core content areas, daily intervention for all K-3 students in the area of reading, integration of technology into learning.

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).

Intervention classes in all four core content areas are scheduled throughout the day to reteach/enrich instruction those defined as the most at-risk and in the bottom 30%. Addressing behavior and cultural issues in the building to increase the amount of instruction time. Mentoring time to help support social emotional aspects of the students and communicate grades through one on one mentoring with the our DHS workers, school social worker, or school pscyologist. In addition, new resources have been adopted by Holton Elementary School in mathematics, reading, and writing. Each of these resources align with the district's curriculum maps, scope and sequence documents, and pacing guides, which are aimed at improving the quality and quantity of instruction in these areas. A focus will be on the new Science standards and the scope and sequence for these lessons.

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

The areas of mathematics, reading, and writing were areas of focus within the needs assessment. As a result, new resources have been adopted by Holton Elementary School in mathematics, reading, and writing. Each of these resources align with the district's curriculum maps, scope and sequence documents, and pacing guides, which are aimed at improving the quality and quantity of instruction in these areas. These resources will allow for a greater differentiation of student instruction so that we are more able to meet the needs of students at levels that are most appropriate for their learning.

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 student support team meets on a regular basis to discuss and analyze the interventions that have been tried for each student, especially those students who struggle the most. Professional discussion and dialogue occurs within these meetings, which are centered on ensuring that we are providing the best interventions that we can to students who are struggling. Furthermore, the recent adoption of a new reading and writing series that is highly differentiated to meet the unique needs of individual students, will assist in ensuring that each student is receiving instruction at a level that is appropriate for their own learning.

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

The student assistance team meets on a regular basis to discuss and analyze the interventions that have been tried for each student, especially those students who struggle the most. Professional discussion and dialogue occurs within these meetings, which are centered on ensuring that we are providing the best interventions that we can to students who are struggling. If the data from these meetings suggest that students are continuing to struggle, a new series of interventions is tried to assist in meeting the students needs.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>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?</p> <p>NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	<p>Holton Public Schools employs paraprofessionals that meet the requirement of NCLB to be highly qualified. Although a large number of these staff members do not provide instructional support in a program funded with Title I, Part A funds, 100% of our support staff members have either earned an Associate's Degree or higher or have taken the WorkKeys Assessment, which has been approved by the Michigan State Department of Education, as a formal assessment by which paraprofessionals can demonstrate competence. All 100% of our paraprofessionals have demonstrated competence on the WorkKeys assessment</p>	

Label	Assurance	Response	Comment	Attachment
	<p>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?</p> <p>NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	<p>Holton Public Schools has a long history of hiring teaching staff that are qualified because they are Michigan certified teachers who have college majors or minors in the areas they are assigned to teach. We are pleased to report that all teachers at Holton Public Schools are both certified and highly qualified in their current teaching assignments as defined by the No Child Left Behind Act of 2001. 100% of our professional staff has met the requirements for being highly qualified in each of the areas that they teach. Furthermore, Holton Public Schools only hires State certified teachers.</p>	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Teaching staff for the 2017-2018 school year has changes slightly. We had one teacher retire in the Summer and we had two teachers take positions elsewhere. Holton Elementary has been able to hire two additional teachers to support the two who took other positions, and will be adding a third new teacher before the school year to help with increased enrollment.

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

Twenty-one (21) staff members are employed by Holton Elementary School with an average experience of approximately eleven (11) years of experience within the school district.

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

Holton Public Schools offers competitive and cutting edge programs for staff members to participate in as they work to enhance the lives of the children that they serve. A competitive compensation package is offered based upon credentials and experience, and state of the art technology is provided to staff in the district. Partnerships have been formed with local universities to assist in the attraction of candidates to the district, and multiple sites are used to post positions so that the district is competitive with other schools looking to fill similar positions. Turnover is not an issue with Holton Elementary School.

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

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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?

Holton Elementary School does not have a high turnover rate , thus has not implemented initiatives that are specific to lowering the

turnover rate amongst staff.

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.

The district has developed an intense professional development plan that is attached to the school improvement plan to support the goals of the school improvement plan and the learning needs of our staff.

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

Professional development opportunities that are developed and outlined within the professional development plan that is attached to the school improvement plan outline professional development opportunities that build upon one another creating a sustained effort of implementation. In addition, staff members turn in lesson plans to support the integration of the professional development, and staff members are responsible for completing an evaluation process of the professional development that assists the district in holding staff members accountable for professional development that takes place so that there is a level of assurance that the professional development will be sustained.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

Component 6: Strategies to Increase Parental Involvement

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

Staff will host parent involvement opportunities during the school year. These opportunities include but are not limited to: Parent/Teacher Conferences, Kindergarten Round-Up, Meet the Teacher Night, Parent Internet Safety Night, Reproductive Health Parent Meetings, and Family Literacy and Numeracy Nights. In addition, an annual open house and parent teacher conferences will be held semi-annually. The parent club will work with the school to support the needs of the building.

The schoolwide plan was designed with the support of parents, who will also assist with the implementation and plan evaluation. Joyce Epstein's body of work will serve as a foundation for parental involvement. A school level and district parent involvement policy is used at Holton Elementary School, and the parent involvement plan is attached to the building's school improvement plan. A Parent Involvement Survey was distributed and evaluated by staff in the spring to gather program suggestions to be used for the development of the plan.

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

Parents will be vital to the implementation of the school improvement plan. Staff will host parent involvement opportunities during the school year that parents will participate in. These opportunities include but are not limited to: Parent/Teacher Conferences, Kindergarten Round-Up, Meet the Teacher Night, Reproductive Health Parent Meetings, MSTEP Interpretation Meeting, and Family Literacy and Numeracy Nights. In addition, an annual open house and parent teacher conferences will be held semi-annually. The use of a Parent Club will also ensure parent involvement in the decision making of the school improvement plan. The schoolwide plan was designed with the support of parents, who will also assist with the implementation and plan evaluation. Joyce Epstein's body of work will serve as a foundation for parental involvement. A school level and district parent involvement policy is used at Holton Elementary School, and the parent involvement plan is attached to the building's school improvement plan. A Parent Involvement Survey was distributed and evaluated by staff in the spring to gather program suggestions to be used for the development of the plan.

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

The parent involvement program will be evaluated after each activity for success and suggested changes by the parents. The end of the year parent survey will also capture future ideas for parental involvement and determine if parental needs are being met. Joyce Epstein's model will be further used to support program evaluation. As a result of the activity and survey findings, the parent involvement plan may be altered to meet the needs of all stakeholders.

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		

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

The parent involvement plan breaks down each activity within the plan under each subsection of the ESEA Section 1118, as outlined above. Please reference the parent involvement plan for greater details on ESEA Section 1118 compliance.

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

Parents complete evaluation surveys after each event, as well as are provided an opportunity to complete parent involvement plan evaluation surveys after the completion of the plan.

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

Based upon the results, the plan will be altered and modified to better meet the needs of all parents and families so that we continually work to build sustainable partnerships between the school and the families that we serve.

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

An annual open house was held where students met with individual teachers to discuss the development of the compact, and parents also had an opportunity to provide input on the compact's development through our Parent Club meetings which are held monthly at Holton Elementary School.

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

The compact is a tool that is used to assist staff members and parents in better understanding how they can work together to better serve and meet the needs of the students that the school system serves. Parents continually review the compact and discuss the compact at length during the first set of conferences to ensure that all stakeholders are on the same page as one another regarding the responsibilities of each individual who has signed the compact.

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

The compact is often mailed to parents at the middle school and high school, but is also used in a similar manner as the compact is used at the elementary school.

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

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

All families of Holton Public Schools are English speaking families, and thus, assessment results are effectively communicated in a manner in which parents can understand. If language barriers were to exist, interpretative services and other methodologies would be employed to assist families. Family nights are also provided to families to further help parents understand the assessment results and how to better meet the needs of their children.

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?

Holton Elementary's plan for connecting with the families of preschool-age children includes a Kindergarten Round-Up in February. At this meeting parents are given an extensive packet of information pertaining to the kindergarten curriculum and expectations for kindergarten students. Parents are also provided a Parent Version of Michigan Grade Level Content Expectations for kindergarten students. Also, a Kindergarten Meet-the-Teacher Day is held prior to the start of school. This opportunity includes a 45-minute classroom session for the parents and students with the kindergarten teacher.

During the school year, Holton Elementary will continue to provide a preschool teacher to kindergarten teacher transition plan for students entering kindergarten. Meetings between the staffs will include one meeting in the fall and one spring meeting. Meetings will focus on the following areas: planning of student visits in the kindergarten classroom, curricular issues, and how to connect with families. Also included in our transition plan are teacher observations between the two programs. In the fall of the year, teachers will visit each other's program. Included in our plan, preschool students will visit a kindergarten classroom two times. These visits will occur in February and late April of each school year. During these visits, the students will observe and participate in all classroom activities such as calendar, reading buddies, recess and Zoo-phonics. This will enhance and instill confidence in the upcoming transition.

Annually both preschool teachers and kindergarten teachers will receive training in early childhood development as well as best common practices. All families in programs such as Head Start, GSRP, and area day care centers are made aware of the kindergarten program through the following means: Newspaper advertising, District and school newsletters, Muskegon Area Intermediate School District Cooperative Advertising Campaign, District website, Letters sent home with current preschool students.

Additional student screenings include the following:

- Hearing and vision screening in the spring of the year
- Speech and Language observation once the school year has begun
- Student profiles completed by the preschool teacher are provided to the kindergarten teacher

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?

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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 participate in the decision making process through the development of building level leadership teams, school and district improvement plan teams, through staff surveying, and through the evaluation of programs and services on a regular basis. Staff meetings and district level professional development exercises also provide multiple opportunities for staff to provide feedback and guidance on the decision making process.

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

Professional development, release times, common planning times, and staff meetings have reserved time within them to address the analysis of data on a regular and routine basis as members of professional learning communities.

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 student assistance team meets on a regular basis to discuss and analyze the interventions that have been tried for each student, especially those students who struggle the most. Professional discussion and dialogue occurs within these meetings, which are centered on ensuring that we are providing the best interventions that we can to students who are struggling.

Timely and additional supplemental interventions offered for at-risk students not mastering the State's academic standards at an advanced or proficient level at Holton Elementary School include:

Title I Reading Specialist provides additional support in literacy.

Additional supports are provided in all core content areas.

Paraprofessionals provide instructional support in reading, writing and math to identified students.

Before and after school supports are available to students upon request.

Preschool (Great Start Readiness Program - GSRP) is a district program offered to families for students that are age four to help them prepare for school.

Head Start

Differentiated instructional strategies for staff and students are integrated across the curriculum to address the needs of ALL learning styles include the following:

- Modification of assignments (fewer problems, adaptive materials)
- Small group instruction
- Hands-on learning activities
- Ready-made skill specific activities
- Use of computer-based literacy programs (Lexia, Read Naturally, and Accelerated Reader)
- Peer tutoring
- Addressing the child's individual learning style

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?

Timely and additional supplemental interventions offered for at-risk students not mastering the State's academic standards at an advanced or proficient level at Holton Elementary School include:

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- Peer tutoring
- Addressing the child's individual learning style

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

All teachers have all been trained in differentiated instruction by Dr. Kathie Nunley and use the Layered Curriculum design to increase choice in their classrooms. In addition, the implementation of our new resources in mathematics, reading, and writing are based upon the differentiation of instruction to students.

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.

The programs at Holton Elementary are intended to provide staff, parents, and students with the skills and resources necessary to be successful in the educational process.

Title 1: K-2 and Grades 3-5 Reading and Writing Intervention Support, Sci/SS content reading support.

At Risk 31(a): Reading and Math Intervention, Behavior and attendance support

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.

HES uses Title I and other sources to support reading, writing, mathematics, science, and social studies intervention supports to improve the performance of students who are most at-risk. We discovered this as a need based on our Comprehensive Needs Assessment. These supports work to strengthen core academic programs in the school using scientifically based research and are all supplemental. All teachers are Highly Qualified. This is also used to support high quality PD.

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.

HES uses the Responsible Thinking Process to address student behavior, and will develop and implement an aggression rubric next year to deal with aggressive behaviors more specifically. Through health and science classes nutrition programs are taught. We also have a Department of Human Services satellite office on campus for our families to get help with housing, jobs and education.

Evaluation:

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

A detailed program evaluation plan has been developed based upon the model of program evaluation by Joyce Epstein. In addition, surveys and other evaluation instruments are used to ensure that the school wide program is evaluated at least on an annual basis.

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.

We use MEAP results, Dibels assessment results, and STAR assessment scores to compare against indicators of achievement. The district will implement the NWEA MAP assessment system this coming school year.

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.

Based upon the analysis of the multiple source of data that was outlined above.

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?

At the start of the year, we consider what the needs of the students are and the evaluation results to inform our program.