



Orange Preparatory Academy of Inquiry & Innovation Title I Parent Meeting

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MEETING AGENDA



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TITLE I

What is it?

Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

How does it help students?

Schools in which children from low-income families make up at least 40 percent of enrollment are eligible to use Title I funds to operate schoolwide programs that serve all children in the school in order to raise the achievement of the lowest-achieving students.

OUR SCHOOL'S TITLE I PLAN

SMART GOAL 1

By June 2024, Orange Preparatory Academy of Inquiry & Innovation students will demonstrate at least a 5% proficiency growth from the baseline Diagnostic Assessment to the Endpoint Interim 2 Assessment in their attainment of grade level standards or higher in reading comprehension.

INTERIM GOALS

NOV. 15: By the end of Cycle 1, the ELA Diagnostic Baseline Assessment will be administered, data analyzed, and data driven small group instruction planned. Identified students in need of assistance will be enrolled in intervention programs. Initial staff development and support will occur. Staff will also encompass SIOP strategies as designed.

FEB. 15: By the end of Cycle 2, students will demonstrate at least an average of 2.5% proficiency growth from the Diagnostic Baseline Assessment to the Midpoint Interim 1 Assessment in their growth towards grade level standards or higher in reading comprehension. Continued staff development, regular feedback, and job-embedded support will be provided to staff.

APR. 15: By the end of Cycle 3, ELA staff will implement interventions in small group for at least 85% of the students not attaining expected growth on the Midpoint Interim 1 Assessment. Continued staff development, regular feedback, and job-embedded support will be provided to staff.

OUR SCHOOL'S TITLE I PLAN

SMART GOAL 2

By June 2024, Orange Preparatory Academy of Inquiry & Innovation students will demonstrate at least a 5% proficiency growth from the baseline Diagnostic Assessment to the Endpoint Interim Assessment in their attainment of grade level standards or higher in mathematics.

INTERIM GOALS

NOV 15: By the end of Cycle 1, the Math Diagnostic Baseline Assessment will be administered, data analyzed, and data driven small group instruction planned. Identified students in need of assistance will be enrolled in intervention programs. Initial staff development and support will occur.

FEB 15: By the end of Cycle 2, students will demonstrate at least an average of 2.5% proficiency growth from the Diagnostic Baseline Assessment to the Midpoint Interim 1 Assessment in their growth towards grade level standards or higher in mathematics. Continued staff development, regular feedback, and job-embedded support will be provided to staff.

APR 15: By the end of Cycle 3, Math staff will implement interventions in small group for at least 85% of the students not attaining expected growth on the Midpoint Interim 1 Assessment. Continued staff development, regular feedback, and job-embedded support will be provided to staff.

OUR SCHOOL'S TITLE I PLAN

SMART GOAL 3

By June 2024, Orange Preparatory Academy of Inquiry & Innovation students will demonstrate at least a 5% proficiency growth from the baseline Diagnostic Assessment to the Endpoint Interim Assessment in their attainment of grade level standards or higher in science.

INTERIM GOALS

NOV 15: By the end of Cycle 1, the Science Diagnostic Baseline Assessment will be administered, data analyzed, and data driven small group instruction planned. Identified students in need of assistance will be enrolled in intervention programs. Initial staff development and support will occur.

FEB 15: By the end of Cycle 2, students will demonstrate at least an average of 2.5% proficiency growth from the Diagnostic Baseline Assessment to the Midpoint Interim 1 Assessment in their growth towards grade level standards or higher in science. Continued staff development, regular feedback, and job-embedded support will be provided to staff.

APR 15: By the end of Cycle 3, Science staff will implement interventions in small group for at least 85% of the students not attaining expected growth on the Midpoint Interim 1 Assessment. Continued staff development, regular feedback, and job-embedded support will be provided to staff.

OUR SCHOOL'S TITLE I PLAN

SMART GOAL 4

By June 2024, Orange Preparatory Academy students with severe and chronic behavior/chronic absences will decrease by at least 10% from Cycle 1 data as evidenced by conduct and chronic absenteeism data.

INTERIM GOALS

NOV 15: By the end of Cycle 1, Orange Preparatory Academy will develop an Restorative Justice Team led by the Restorative Justice (RJ) Coordinator and a Climate & Culture Committee (CC&C) led by the School Counselor and School Social Worker that will use data and implement action plans for improvement of school climate and culture, improving relationships, SEL across the curriculum, and establishing positive reinforcement programs in connection with the VILS and LATIC program initiatives. Training as well as opportunities to collaborate will be provided. At-risk students would have been identified and targeted based on prior year data and/or Cycle 1 data.

FEB 15: By Social Emotional Learning (SEL)/Attendance Team will engage families in the school community, arrange face-to-face conferences for students with chronic absenteeism, as well as develop school-wide SEL instruction for implementation across the curriculum. Referrals will be used to ensure Restorative Circles and Parent Engagement Meetings are conducted. At least two parent engagement meetings/contacts would have occurred by this point for at risk students.

APR 15: The data will show at least a 5% decrease in severe and chronic behavior/chronic absences. At least three parent engagement meetings/contacts would have occurred by this point for at risk students. Work of the SEL/Attendance Team, RJC Team, and Climate & Culture Committee continues. At least three parent engagement meetings/contacts would have occurred by this point for at risk students.



TITLE I DISTRICT AND SCHOOL PARENT ENGAGEMENT POLICIES

District Policy

School Policy

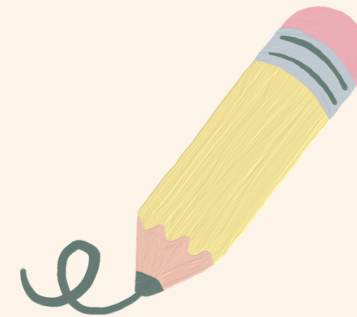




TITLE I HOME SCHOOL PARENT COMPACT

Home School Compact

CURRICULUM

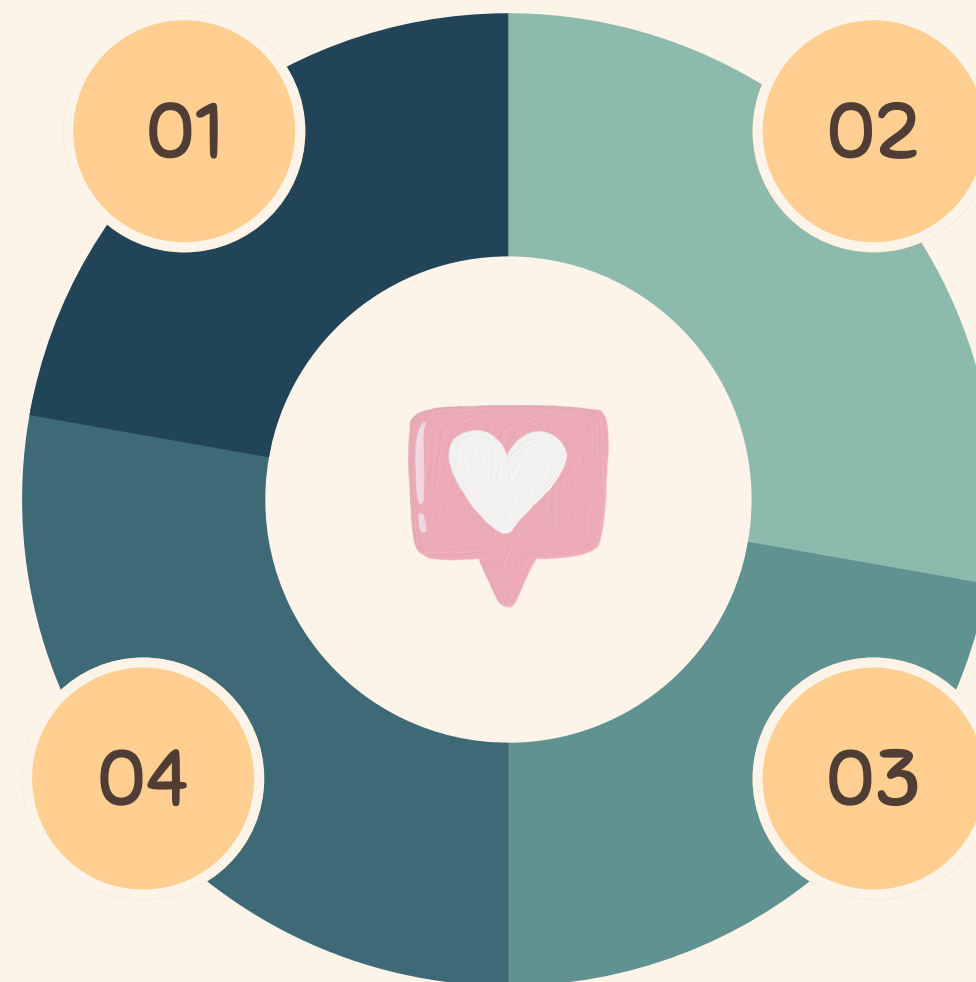


English Language Arts (ELA)

Houghton Mifflin Harcourt (HMH)
Grade 8 Curriculum Guide

Social Studies

Savvas Online – myWorld
Interactive American History
Grade 8 Curriculum Guide



Mathematics

Illustrative Math
Grade 8 Curriculum Guide

Science

Discovery Education & STC
Carolina Science online
Grade 8 Curriculum Guide

New Jersey Student Learning Standards

ASSESSMENTS

01

Acadience

ELA resource to assess student reading progress

03

IREADY

Provide tailored instructional pathway to develop student growth in mathematics

02

District Benchmark

English Language Arts (ELA), Mathematics, Social Studies, and Science

04

PSAT

Honors Algebra I only for college readiness

New Jersey Student Learning Assessment (NJSLA) ELA, Math & Science



TITLE I FUNDS FOR PARENT INVOLVEMENT

These funds are used to support the activities OPA II will design to engage parents throughout the year to partner in their work with all students.



HOW YOU CAN GET INVOLVED

- Volunteering opportunities
- Participate on committees established by the school/district (i.e. School Leadership Council, District Parent Council)
- Attend parent meetings facilitated by the district and/or school
 - PTO Meetings
 - District Bilingual Advisory Council
 - District Special Education Parent Advisory Council
 - Principal Chat & Chew
- Participate in family engagement activities planned at the school & district levels
 - District Parent Conference
 - District PTO Conference
 - Parent University
 - Family Math/Science Events



KNOW YOUR RIGHTS

- Request the qualifications of your teacher
- Request opportunities for meetings with staff in order to make suggestions
- Participate in decisions relating to the education of your child





Thank You