

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

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

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

| DISTRICT INFORMATION | SCHOOL INFORMATION |
|--|--|
| District: ATLANTIC CITY | School: New York Avenue School |
| Chief School Administrator: DONNA HAYE | Address: 411N. New York Ave. Atlantic City NJ, 08401 |
| Chief School Administrator's E-mail: Dhaye@acboe.org | Grade Levels: Pre-k - 8 |
| Title I Contact: Joseph Beamen | Principal: James E. Knox Jr. |
| Title I Contact E-mail: Jbeamen@acboe.org | Principal's E-mail: Jknox@acboe.org |
| Title I Contact Phone Number: 609-343-7200 | Principal's Phone Number: 609-343-7280 |

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.

James E. Knox Jr

Principal's Name (Print)

James E. Knox Jr

Principal's Signature

6-1-15

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____9_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ _____, which comprised _____% of the school’s budget in 2014-2015.
- State/local funds to support the school will be \$ _____, which will comprise _____% of the school’s budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

| Item | Related to Priority Problem # | Related to Reform Strategy | Budget Line Item (s) | Approximate Cost |
|-------------------------|-------------------------------|----------------------------|----------------------|------------------|
| After School Program | 1,2 | All | | |
| Summer School | 1,2 | All | | |
| Morning Enrichment | 1,2,3 | All | | |
| Parent Center Workshops | 1,2 | All | | |
| Accelerated Reading | 1 | All | | |
| Mentoring | 1,2,3 | All | | |
| Sat. Stem School | 2,3 | All | | |
| | | | | |

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 |
|--|---|--|----------------------------------|------------------------------------|-----------|
| James E. Knox Jr. Atiba N. Rose Sr. | Administrators | Yes | Yes | Yes | |
| Lori Schwenker | School Staff- Classroom Teacher | Yes | Yes | Yes | |
| Christine Wickward | School Staff- Math Coach | Yes | Yes | Yes | |
| Teonah Thompson | School Staff – Students With Disabilities | Yes | Yes | Yes | |
| Haydeliz Miranda | School Staff - LEP | Yes | Yes | Yes | |
| Tracy Captan | School Staff - Guidance | Yes | Yes | Yes | |
| Dawn Jasper | School Staff - Support | Yes | Yes | Yes | |
| Sonsia Atkinson | School Staff – Para- | Yes | Yes | Yes | |

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

| | | | | | |
|---------------------------|------------------------------|-----|-----|-----|--|
| | professional | | | | |
| Angeliki-Andreatos-Hughes | School Staff - Technology | Yes | Yes | Yes | |
| Peggy McQueen | - 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 |
| October 2, 2014 | NYAS-Media Center | Comprehensive Needs Assessment | x | | X | |
| February 18, 2015 | NYAS- Media Center | Schoolwide Plan Development | x | | X | |
| May20, 2015 | NYAS- Media Center | Program Evaluation | | | | |
| | | | | | | |

**Add rows as necessary.*

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

School's Mission

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

- What is our intended purpose? The purpose is for all stakeholders to implement the mission in order to create a student centered environment that fosters maximum learning.
- What are our expectations for students? The expectations for students are for them to build responsibility and ownership for their learning.
- What are the responsibilities of the adults who work in the school? The responsibilities of the adults are to foster student learning.
- How important are collaborations and partnerships? Collaborations and partnerships are essential to the success of the school.
- How are we committed to continuous improvement? On-going professional development and collaboration between staff and administrators will promote continuous improvement.

| | |
|---|--|
| <p>What is the school's mission statement?</p> | <p>The Mission of New York Avenue School is to provide a quality student-centered environment that fosters maximum learning by promoting creativity, celebrating achievement, and fostering enthusiasm for learning. Our emphasis on attending to individual needs of the whole child will lead to continuous recognition, validations or out devotion to children and to making modifications which enhances the learning environment. Through constant monitoring and evaluation of student progress, grades, and test scores, we can assure to increase the success rate by implementing ongoing professional development of our staff. In addition, our staff shall coordinate the resources of the school and community in such ways that students respect themselves and others, appreciate the value of diversity, recognize the problems and opportunities of change, seek a set of moral standards that permits them to strive in the world they inherit, and experience the joy of learning as a lifelong process. Our success at this task will be realized with constant feedback from all stakeholders using a variety of mediums. We will use innovative technology, the multiple intelligences, varied instructional strategies and interdisciplinary units. To ensure that we are moving in the right direction as it relates to the vision, we will constantly consult with achievement and non-achievement data.</p> |
|---|--|

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

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

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

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? All of the programs were successfully implemented.
2. What were the strengths of the implementation process? The strength of the implementation process was the vision/plan was well communicated, therefore embraced by the staff.
3. What implementation challenges and barriers did the school encounter? The following were the challenges: Budget cuts, inclement weather school closings, high enrollment affected student to teacher ratio, several staff health issues.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? The strengths were evaluation of students' progress and using evaluations to drive instruction. The weaknesses parent involvement.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? The school obtained buy-in from stakeholders through staff meetings, Parent Advisory Committee meetings, and constant progress reports.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? The staff perceptions were positive. A survey from M&E that was filled out by the staff was used.

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

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? The perception of the community was positive. We were not aware of any negative feedback. A survey was used to measure the perceptions.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? The methods included: Whole group, small group, student-teacher conferencing
9. How did the school structure the interventions? The interventions were driven by data, which indicated the needs of the students.
10. How frequently did students receive instructional interventions? The students received the interventions daily.
11. What technologies did the school use to support the program? The technology component was embedded in all of the programs/interventions. The technologies uses were: computers/programs, smart boards, ladybugs, iPads, projectors, and mimio pads.
12. Did the technology contribute to the success of the program and, if so, how? Technology did contribute to the success of the program. With it being embedded within all of our programs/interventions it was an aide and learning tool to the teachers and students.

**Provide a separate response for each question.*

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

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 | 2013-2014 | 2014-2015 | Interventions Provided | Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention). |
|-----------------------|-----------|-----------|---|--|
| Grade 4 | 35 | | Literacy Intervention, BSI, SWD services, ESL services, Extended Day, and Summer school | N/A |
| Grade 5 | 49 | | Literacy Intervention, BSI, SWD services, ESL services, Extended Day, and Summer school | N/A |
| Grade 6 | 25 | | Literacy Intervention, BSI, SWD services, ESL services, Extended Day, and Summer school | N/A |
| Grade 7 | 30 | | Literacy Intervention, BSI, SWD services, ESL services, Extended Day, and Summer school | N/A |
| Grade 8 | 20 | | Literacy Intervention, BSI, SWD services, ESL services, Extended Day, and Summer school | N/A |

| Mathematics | 2013-2014 | 2014-2015 | Interventions Provided | Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention). |
|-------------|-----------|-----------|--|--|
| Grade 4 | 28 | | BSI, 5-E Mathematical program, SWD Services, Extended Day, Summer School | N/A |
| Grade 5 | 30 | | BSI, 5-E Mathematical program, SWD Services, Extended Day, Summer School | N/A |
| Grade 6 | 30 | | BSI, 5-E Mathematical program, SWD Services, Extended Day, Summer School | N/A |
| Grade 7 | 24 | | BSI, 5-E Mathematical program, SWD Services, Extended Day, Summer School | N/A |
| Grade 8 | 22 | | BSI, 5-E Mathematical program, SWD Services, Extended Day, Summer School | N/A |

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

**Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)**

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

| English Language Arts | 2013 - 2014 | 2014 - 2015 | Interventions Provided | Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention). |
|------------------------------|--------------------|--------------------|--|--|
| Kindergarten | 56 | 22 | Basic skills, small group instruction, guided reading, ESL, Extended Day, Summer School | Increased number of students not attending Pre-K. One teacher new to grade level. |
| Grade 1 | 61 | 7 | Basic skills, small group instruction, guided reading, ESL, Extended Day, Summer School, Reading Recovery, Leveled Language Intervention | Increase in number of ESL Students. |
| Grade 2 | 41 | 16 | Basic skills, small group instruction, guided reading, ESL, Extended Day, Summer School | Increased percentage of student mobility rate. |

| Mathematics | 2013 - 2014 | 2014 - 2015 | Interventions Provided | Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention). |
|--------------------|--------------------|--------------------|--|---|
| Kindergarten | N/A | | Basic skills, small group instruction, Extended Day, Summer School | |
| Grade 1 | N/A | | Basic skills, small group instruction, Extended Day, Summer School | |
| Grade 2 | 28 | 34 | Basic skills, small group instruction, Extended Day, Summer School | |

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

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | |
|--------------|----------------------------|---|--------------------------|--|--|----------------|-----------------|
| ELA | Students with Disabilities | BSI, Extended Day Program Summer school, 1 on 1 Struggling Readers, Afterschool Program, SES, Read 180, System 44, Accelerated Reading | Yes | NJASK EPASK District Test Achieve 3000 | The data indicates grade level growth overtime in Language Arts Literacy according to the ePask benchmark assessments. | | |
| | | | | | Grade | ePask 1 | ePask 2 |
| | | | | | 3 | 32% | 41% |
| | | | | | 4 | 39% | 47% |
| | | | | | 5 | 42% | 35% |
| | | | | | 6 | 37% | 41% |
| | | | | | 7 | 42% | 42% |
| | | | | | 8 | 49% | 47% |
| Math | Students with Disabilities | BSI, Extended Day Program Summer school, Afterschool Program, Saturday Stem School | Yes | NJASK District Math Benchmark | The data indicates total school growth overtime in Mathematics according to district developed benchmark tests. | | |
| | | | | | Benchmark | Pre Assessment | Post Assessment |
| | | | | | BM 1 | 28% | 48% |
| | | | | | BM 2 | 21% | 46% |
| | | | | | BM 3 | 23% | 45% |
| BM 4 | PARCC | PARCC | | | | | |
| ELA | Homeless | BSI, Extended Day Program | Yes | NJASK | | | |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|----------------------|--------------------|---|-----------------------------------|---|--|
| | | Summer school, 1 on 1 Struggling Readers, Afterschool Program, SES, Read 180, System 44, Accelerated Reading | | EPASK District Test Achieve 3000 | |
| Math | Homeless | BSI, Extended Day Program Summer school, Afterschool Program Saturday Stem School | Yes | NJASK District Math Benchmark | See above tables |
| ELA | Migrant | BSI, Extended Day Program Summer school, 1 on 1 Struggling Readers, Afterschool Program, SES, Read 180, System 44, Accelerated Reading | Yes | NJASK EPASK District Test Achieve 3000 | See above tables |
| Math | Migrant | BSI, Extended Day Program Summer school, Afterschool Program Saturday Stem School | Yes | NJASK District Math Benchmark | See above tables |
| ELA | ELLs | ELL Program, BSI, Extended Day | Yes | NJASK | See above tables |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|----------------------------|---|--------------------------|--|---|
| | | Program Summer school, 1 on 1 Struggling Readers, Afterschool Program, SES, Read 180, System 44 Accelerated Reading, | | EPASK District Test Achieve 3000 | |
| Math | ELLs | BSI, Extended Day Program Summer school, Afterschool Program Saturday Stem School | Yes | NJASK District Math Benchmark | See above tables |
| | | | | | |
| ELA | Economically Disadvantaged | BSI, Extended Day Program Summer school, 1 on 1 Struggling Readers, Afterschool Program, SES, Read 180, System 44, Accelerated Reading | Yes | NJASK EPASK District Test Achieve 3000 | See above tables |
| Math | Economically Disadvantaged | BSI, Extended Day Program Summer school, Afterschool Program Saturday Stem School | Yes | NJASK District Math Benchmark | See above tables |
| | | | | | |

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

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|----------------------|----------------------------|---|-----------------------------------|---|--|
| ELA | Students with Disabilities | After school Program, Summer School, Morning Enrichment | Yes | District Benchmark test | See Data Above |
| Math | Students with Disabilities | After school Program, Summer School, Morning Enrichment | Yes | District Benchmark test | See Data Above |
| ELA | Homeless | After school Program, Summer School, Morning Enrichment | Yes | District Benchmark test | See Data Above |
| Math | Homeless | After school Program, Summer School, Morning Enrichment | Yes | District Benchmark test | See Data Above |
| ELA | Migrant | After school Program, Summer School, Morning Enrichment | Yes | District Benchmark test | See Data Above |
| Math | Migrant | After school Program, Summer School, Morning | Yes | District Benchmark test | See Data Above |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|----------------------|----------------------------|---|-----------------------------------|---|--|
| | | Enrichment | | | |
| ELA | ELLs | After school Program, Summer School, Morning Enrichment | Yes | District Benchmark test | See Data Above |
| Math | ELLs | After school Program, Summer School, Morning Enrichment | Yes | District Benchmark test | See Data Above |
| ELA | Economically Disadvantaged | After school Program, Summer School, Morning Enrichment | Yes | District Benchmark test | See Data Above |
| Math | Economically Disadvantaged | After school Program, Summer School, Morning Enrichment | Yes | District Benchmark test | See Data Above |

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

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) | | |
|--------------|----------------------------|---|--------------------------|--|---|----------------|-----------------|
| ELA | Students with Disabilities | Literacy Coaches training staff, On-going Literacy Collaborative Training | Yes | Epask Data, SRI Data | The data below shows an increase which indicates the on-going Professional Development was effective. | | |
| | | | | | Grade | ePask 1 | ePask 2 |
| | | | | | 3 | 32% | 41% |
| | | | | | 4 | 39% | 47% |
| | | | | | 5 | 42% | 35% |
| | | | | | 6 | 37% | 41% |
| | | | | | 7 | 42% | 42% |
| | | | | | 8 | 49% | 47% |
| Math | Students with Disabilities | On-going Math Training/Articulation | Yes | Benchmark Data | The data below shows an increase which indicates the on-going Professional Development was effective. | | |
| | | | | | Benchmark | Pre Assessment | Post Assessment |
| | | | | | BM 1 | 28% | 48% |
| | | | | | BM 2 | 21% | 46% |
| | | | | | BM 3 | 23% | 45% |
| BM 4 | PARCC | PARCC | | | | | |
| ELA | Homeless | Literacy Coaches training staff, On- | Yes | Epask Data, SRI Data | See Data Above | | |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|----------------------|----------------------------|---|-----------------------------------|---|--|
| | | going Literacy Collaborative Training | | | |
| Math | Homeless | On-going Math Training/Articulation | Yes | Benchmark Data | See Data Above |
| ELA | Migrant | Literacy Coaches training staff, On-going Literacy Collaborative Training | Yes | Epask Data, SRI Data | See Data Above |
| Math | Migrant | On-going Math Training/Articulation | Yes | Benchmark Data | See Data Above |
| ELA | ELLs | Literacy Coaches training staff, On-going Literacy Collaborative Training | Yes | Epask Data, SRI Data | See Data Above |
| Math | ELLs | On-going Math Training/Articulation | Yes | Benchmark Data | See Data Above |
| ELA | Economically Disadvantaged | Literacy Coaches training staff, On-going Literacy Collaborative Training | Yes | Epask Data, SRI Data | See Data Above |
| Math | Economically Disadvantaged | On-going Math Training/Articulation | Yes | Benchmark Data | See Data Above |

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

Family and Community Engagement Implemented in 2014-2015

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|----------------------|----------------------------|--|-----------------------------------|---|--|
| ELA | Students with Disabilities | Back to School Night, Parent-Teacher Conferences/ Parent Advisory Council/Perception Surveys | Yes | Sign In Sheets, Results from surveys | Based on the sign-in sheets parental involvement increased by 10% |
| Math | Students with Disabilities | Back to School Night, Parent-Teacher Conferences/ Parent Advisory Council/Perception Surveys | Yes | Sign In Sheets, Results from surveys | Based on the sign-in sheets parental involvement increased by 10% |
| ELA | Homeless | Back to School Night, Parent-Teacher Conferences/ Parent Advisory Council/Perception Surveys | Yes | Sign In Sheets, Results from surveys | Based on the sign-in sheets parental involvement increased by 10% |
| Math | Homeless | Back to School Night, Parent-Teacher Conferences/ Parent Advisory Council/Perception Surveys | Yes | Sign In Sheets, Results from surveys | Based on the sign-in sheets parental involvement increased by 10% |
| ELA | Migrant | Back to School | Yes | Sign In Sheets, Results | Based on the sign-in sheets parental |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|----------------------------|---|--------------------------|--|---|
| | | Night, Parent-Teacher Conferences/ Parent Advisory Council/Perception Surveys | | from surveys | involvement increased by 10% |
| Math | Migrant | Back to School Night, Parent-Teacher Conferences/ Parent Advisory Council/Perception Surveys | Yes | Sign In Sheets, Results from surveys | Based on the sign-in sheets parental involvement increased by 10% |
| ELA | ELLs | Back to School Night, Parent-Teacher Conferences/ Parent Advisory Council/Perception Surveys | Yes | Sign In Sheets, Results from surveys | Based on the sign-in sheets parental involvement increased by 10% |
| Math | ELLs | Back to School Night, Parent-Teacher Conferences/ Parent Advisory Council/Perception Surveys | | Sign In Sheets, Results from surveys | Based on the sign-in sheets parental involvement increased by 10% |
| ELA | Economically Disadvantaged | Back to School Night, Parent-Teacher Conferences/ Parent Advisory Council/Perception Surveys | | Sign In Sheets, Results from surveys | Based on the sign-in sheets parental involvement increased by 10% |
| Math | Economically | Back to School | | Sign In Sheets, Results | Based on the sign-in sheets parental |

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

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|---------------|--|--------------------------|--|---|
| | Disadvantaged | Night, Parent-Teacher Conferences/ Parent Advisory Council/Perception Surveys | | from surveys | involvement increased by 10% |

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.

James E. Knox Jr.
Principal's Name (Print)

James E. Knox Jr.
Principal's Signature

5-13-15
Date

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

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

**2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis**

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) | | | | | | | | | | | | | | | |
|------------------------------------|---|---|-----------|----------------|-----------------|------|-----|-----|------|-----|-----|------|-----|-----|------|-------|-------|
| Academic Achievement – Reading | NJASK, SRI, District ELA Assessments | Based upon the measurements analyzed students demonstrated growth. The data suggests that students continued to master several reading levels as indicated by SRI, which is a district formative assessment that encompasses all of the skills/formats that students are expected to master as per the CCS. | | | | | | | | | | | | | | | |
| Academic Achievement - Writing | NJASK, District ELA Assessments | Students continue to maintain growth in their writing. The precision in instruction based on the data has caused a continued upward spiral in writing skills throughout the school. The NJASK scores support this assertion. Total School wide achievement increased by 3.5% according to ePask results. | | | | | | | | | | | | | | | |
| Academic Achievement - Mathematics | NJASK, District Math Benchmark Assessments, , Stem(7 th and 8 th grade) | <p>The Benchmark Data which is strategically designed to offer a true snapshot of students achievement indicates growth in all clusters.</p> <table border="1" data-bbox="1037 1130 1724 1432"> <thead> <tr> <th>Benchmark</th> <th>Pre Assessment</th> <th>Post Assessment</th> </tr> </thead> <tbody> <tr> <td>BM 1</td> <td>28%</td> <td>48%</td> </tr> <tr> <td>BM 2</td> <td>21%</td> <td>46%</td> </tr> <tr> <td>BM 3</td> <td>23%</td> <td>45%</td> </tr> <tr> <td>BM 4</td> <td>PARCC</td> <td>PARCC</td> </tr> </tbody> </table> | Benchmark | Pre Assessment | Post Assessment | BM 1 | 28% | 48% | BM 2 | 21% | 46% | BM 3 | 23% | 45% | BM 4 | PARCC | PARCC |
| Benchmark | Pre Assessment | Post Assessment | | | | | | | | | | | | | | | |
| BM 1 | 28% | 48% | | | | | | | | | | | | | | | |
| BM 2 | 21% | 46% | | | | | | | | | | | | | | | |
| BM 3 | 23% | 45% | | | | | | | | | | | | | | | |
| BM 4 | PARCC | PARCC | | | | | | | | | | | | | | | |

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) |
|---------------------------------|--|--|
| Family and Community Engagement | Focus Groups, Surveys, Sign in sheets | Family and community engagement continues to increase with more parents and family participating in school wide events and being participants in their children’s education. Sign In sheets from multiple community events show an increase in involvement by 10%. |
| Professional Development | Workshop evaluations and reflection journals | According to the staff surveys, 90% of the staff take full advantage of professional development opportunities. |
| Leadership | School Climate Survey | The most current survey states that leadership indicated an overall rating of 4.19 our maximum of 5 points. This is based on M&E Data. |
| School Climate and Culture | School Climate Inventory | The school climate suggests staff is satisfied overall. The most current survey states that the highest rating is a 4.50 for overall satisfaction. It also states that NYAS rated 3.90 which is above the national average of satisfaction at the elementary school level. |
| School-Based Youth Services | Highly Qualified Survey/Certificates. Documentation | All staff is highly qualified. We are particularly happy to note our entire middle school staff is highly qualified content specialists. |
| Students with Disabilities | Reading, Writing, Math - NJASK, SRI, District ELA/Math Assessments | All results indicate at least 3.5% school wide growth in Language Arts Literacy as well as 23% school wide growth in Mathematics. |
| Homeless Students | Reading, Writing, Math - NJASK, SRI, District ELA/Math Assessments | All results indicate at least 3.5% school wide growth in Language Arts Literacy as well as 23% school wide growth in Mathematics. |
| Migrant Students | Reading, Writing, Math - NJASK, SRI, District ELA/Math Assessments | All results indicate at least 3.5% school wide growth in Language Arts Literacy as well as 23% school wide growth in Mathematics. |
| English Language Learners | Reading, Writing, Math - NJASK, SRI, District ELA/Math Assessments | All results indicate at least 3.5% school wide growth in Language Arts Literacy as well as 23% school wide growth in Mathematics. |

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) |
|----------------------------|--|---|
| Economically Disadvantaged | Reading, Writing, Math - NJASK, SRI, District ELA/Math Assessments | All results indicate at least 3.5% school wide growth in Language Arts Literacy as well as 23% school wide growth in Mathematics. |

2015-2016 Comprehensive Needs Assessment Process*
Narrative

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

| Techniques | Procedures |
|---|---|
| SRI (Scholastic Reading Inventory) | Assessment is computerized and is given 3 times per year in grades 3 through 8. Measures text difficulty and reader ability based Lexile increments. After data is analyzed instruction is adjusted to meet the needs of students; (guided reading, shared reading, interactive read aloud, independent reading) Instruction is approached in a differentiated manner. |
| District ELA Assessments (Epask) | Assessments are administered every 9 weeks, grades 3-8. The design mirrors state assessments students will encounter each spring. Instruction is adjusted according to results (Guided Reading groups, Guided Writing, skills-based instruction) |
| Math Benchmarks | Administered 4 times per year (Pretest and Posttest), grades 3-8. Measures whether teachers are teaching within the curriculum and to gauge how well students will do on state assessments. Graphs are created to assess growth or decline. Basic Skills Instruction is incorporated and teachers adjust teaching to meet needs of the students (skills-based instruction). |
| Reading Benchmarks | Administered regularly throughout the academic school year as per teacher discretion. The initial Reading Benchmark's Assessment is administered in September. Students' guided reading levels. Guided Reading groups are established and skills-based reading instruction is ongoing. |
| NJASK Assessments | Administered once a year. Measures how well students have mastered the New Jersey Core Curriculum Content Standards (NJCCCS). Instruction is adjusted according to results. |
| TeenBiz | Assessment is ongoing throughout the academic school year. Measures text difficulty and reader ability using nonfiction texts. After data is analyzed, students receive computer-generated texts based on their |

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

| | |
|--|---|
| | Lexile reading level and ongoing-guided reading instruction. |
| Read 180 | A reading program that systemically adjusts instruction based on students' Lexile reading level. Students are frequently assessed to identify strengths and weaknesses and areas needing improvement. Computer based reports are generated to profile students' progress. This data is used to ensure students are receiving optimum instruction. |
| Staff Climate Survey | Administered to the staff in an effort to get a feel for the school climate. |
| Student Survey | Administered to the students to measure the school's climate from the student's perspective. |
| M & E Re-rostering | This data is used to determine individual student academic levels. It is also used with the re-rostering of students according to ability levels and for class placement. |
| Summary of Objective Level Needs (M&E, Inc) | This data is derived from the clusters of skills based on state assessments (item analysis). The analysis of this data is used as a basis for students' achievement improvement plans. In addition teachers are given a survey to determine what they perceive as important and needed in order to attain the desired student achievement goals. |
| Report Cards | This record of student progress is generated four times a year. It is an invaluable tool for teachers mapping academic needs of their students. Additionally, it is a tracking device for school administrators to examine the success and failure rate of students; thus creating meaningful dialogue as it relates to instruction. |
| Portfolios Assessments | Portfolios are used to assess the authenticity of instruction and learning based upon students' products. |
| ISIPS (BSI) | Provides a comprehensive profile of low achieving students. Based on the data an individualized program is developed utilizing Title I BSI. |
| IEP Special Education | Provides a comprehensive profile of low achieving students. Based on the data an individualized program is developed. |

2. What process did the school use to collect and compile data for student subgroups? Data was compiled through multiple assessments and surveys, staff meetings, grade level meetings. Regular meetings were held and priorities were set.

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

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)?

Validity and reliability for each of the needs assessment data sources is as follows: state and local end of year assessment tests – standard validity and reliability is established by the test publishers; benchmark assessment tests – standard validity and reliability for selected test items is established by the publishers; surveys – standard validity and reliability is established by the survey publishers; face and content validity apply to all other data sources identified above

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

Teachers needed more prescribed methods of instruction utilizing benchmark results, summative assessments, more frequent formative assessments, additional review of results, and development of practical action plans.

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

We identify the educationally at-risk students in a timely matter by benchmarking, CST evaluations, ACEIS, Teacher observations, Reading, ELA, Math, The Brigance Test.

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

We identify the educationally at-risk students in a timely matter by benchmarking, CST evaluations, ACEIS, Teacher observations, Reading, ELA, Math, The Brigance Test.

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

They are given pre and post tests and benchmarked frequently. We use test data to further instruction through coaches. We then use this data to drive instruction in our afterschool programs.

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

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

There are programs such as: Afterschool program, 1 on 1 for Struggling readers, Accelerated Reading, Reading Recovery, Leveled Literacy Intervention, and Basic Skills Instruction.

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

There are programs such as: Afterschool program (dinner is provided), 1 on 1 for Struggling readers, Accelerated Reading, Reading Recovery, Leveled Literacy Intervention, and Basic Skills Instruction.

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? Teachers are engaged in decisions through grade level meetings, monthly staff meetings, educational consultants, vertical and horizontal articulation.

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

1. **The District provides information to parents via the parent centers, schools, media, community providers and collaborations.**

2. **Early Registration for preschool begins in March and is on-going throughout the school year. Registration continues during the summer.**

3. **Preschool Parent (Guardian)/Child Orientation is held during the summer in the perspective schools. An invitational letter is sent to each parent/guardian to bring the child to orientation. Special events are an important part of orientation. (Examples of activities: Preschool and Kindergarten Breakfast, Preschool Kindergarten Tea Party, Preschool and Kindergarten Orientation Games)**

4. ***“Meet the Preschool and Kindergarten Teachers Day Forums”* - During the months of October and May, preschool and kindergarten teachers (including special needs preschool) present a forum and parents (guardians) have the opportunity to meet and discuss Early Childhood Education in Atlantic City Schools. Early Childhood Education staff has the opportunity to meet preschool parent/guardians and answer questions about the preschool program.**

5. ***“My Trip to the Kindergarten School Day”* - During the month of May, students and parents/guardians will travel to a school, meet a kindergarten principal, assistant principal and teacher. Students will participate in a kindergarten classroom activity.**

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

6. Fliers announcing preschool /early registration are disseminated during report card periods.
7. Preschool teachers give parents and guardians tips for preparing their children for kindergarten.
8. The Atlantic City Schools, Early Childhood Program Community Committee meets four times a year to discuss (high quality preschool and kindergarten) curricula, community resources and preschool transition.
9. Preschool student needs are identified and student portfolios are sent to kindergarten teacher.
10. Parent/guardian workshops are given by the District Supervisor of Early Childhood Education, preschool/kindergarten teachers and Parent Resource Centers staff.
11. The preschool curriculum is a prerequisite to and aligned to the kindergarten curriculum. Preschool students making the transition have prior background knowledge for what will be taught in kindergarten.
12. Kindergarten teachers call and/or write letters to parents (guardians) and children before school begins in September.
13. During the school year, open house for kindergarten parents.
14. There is strong communication with elementary principals and the preschool program in Atlantic City Schools. Teams of early childhood education staff members are instrumental in providing transitional activities during the school year.
15. High quality classrooms are provided in preschool and kindergarten.
16. There is strong communication and collaboration with the home, community and school.
17. Questionnaires are sent to parents/guardians about their children, prior to entering kindergarten.

12. How did the school select the priority problems and root causes for the 2015-2016 school-wide plan?

The selection of school priority problems and root causes for the 2014-2015 school-wide plan was conducted by a school-based team, led by the Principal, following district-wide meetings led by the Superintendent, central office administrators and M and E.

**Provide a separate response for each question.*

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

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

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

| | #1 | #2 |
|---|---|--|
| Name of priority problem | English Language Arts | Mathematics |
| Describe the priority problem using at least two data sources | NJASK/Epask results indicate there is a need to continue concentration in the specific genres of each grade level. In addition, students need continued assistance working with text and analyzing texts. | NJASK/Benchmarks as well as observation, suggest there needs to be more stability in staffing and scheduling. Also, there need to be more upward differentiation. According to the common core fluency must be targeted in order to for students achieve automaticity. |
| Describe the root causes of the problem | Lack of transferability; Students reading below grade level; Acquisition for the ESL students and the academic levels of the students in the SWD program are root causes of the problem. | Lack of transferability; Acquisition for the ESL students and the academic levels of the students in the SWD program are root causes of the problem; lack of automaticity. |
| Subgroups or populations addressed | All Students | All Students |
| Related content area missed (i.e., ELA, Mathematics) | Analyzing the Text | Operations and Algebraic Thinking |
| Name of scientifically research based intervention to address priority problems | Literacy Collaborative – researched based instructional model that is language based, student centered, process oriented, and language outcome. The teachers will continue to teach the components of the reading and Writing Workshop as well as the Language/Word Study. The literacy model allows for student centered differentiated instruction. | The 5 E instructional math model provides a format for lessons that builds on what students already know. The 5 E’s sequence the learning experience so that the learners construct their understanding of a concept across time. Each phase of the learning sequence can be described using five words that begin with “E”: engage, explore, explain, extend, and evaluate; this is used for the CCS. The results from the pre and post math benchmarks warrant |

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

| | | |
|---|--|---|
| | | differentiated instruction. |
| How does the intervention align with the Common Core State Standards? | The Literacy Collaborative language and literacy framework has been aligned with the CCS. The model used addresses the essential components of reading instruction as described in the National Reading Panel report: phonemic awareness, phonics instruction, fluency instruction, vocabulary instruction, and comprehension instruction. | The design of the 5E math model is aligned to the CCS. Research reports from the institution such as the National Research Center support the effectiveness of the 5E Model |

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

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

| | #3 | #4 |
|---|--|----|
| Name of priority problem | Parental/Community Involvement | |
| Describe the priority problem using at least two data sources | Increasing parental involvement within school related family activities 55 % of the parents attended the 2014/15 open house | |
| Describe the root causes of the problem | Work schedule, single parent households, educational experience | |
| Subgroups or populations addressed | All | |
| Related content area missed (i.e., ELA, Mathematics) | N/A | |
| Name of scientifically research based intervention to address priority problems | Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes. Studies have also shown that parental involvement is associated with student outcomes such as lower dropout and truancy rates. | |
| How does the intervention align with the Common Core State Standards? | N/A | |

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

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

2015-2016 Interventions to Address Student Achievement

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

| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------------|--|--|--|--|
| ELA | Students with Disabilities | ELA 90 minute block (guided reading, conferencing, buddy study, reading & writing mini-lessons) Read 180, System 44, LLI, Reading Recovery, Accelerated Reading | Principal, Assistant Principal, Teachers of classrooms/programs Coaches | Administrative walkthroughs, EPASK, SRI, Benchmark Assessments | <p>A description of foundation skills interventions for struggling middle-grade readers In four urban Northeast and Islands region school districts.</p> <p>http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2008042.pdf</p> <p>To have students engaged in academic activities that will further strengthen their skills and understanding of concepts in both ELA and Math</p> <p>https://www.doe.k12.de.us/rttt/lea_pages/files/EngagingWholeChild.pdf</p> |
| Math | Students with Disabilities | Math 90 minute block (fluency intervention packets, small group instruction, basic skills instruction) | Principal, Assistant Principal, Teachers of classrooms/programs Coaches | Administrative walkthroughs, Benchmark Assessments | <p>To have students engaged in academic activities that will further strengthen their skills and understanding of concepts in both ELA and Math</p> <p>https://www.doe.k12.de.us/rttt/lea_pages/files/EngagingWholeChild.pdf</p> |

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) |
| ELA | Homeless | ELA 90 minute block (guided reading, conferencing, buddy study, reading & writing mini-lessons) Read 180, System 44, LLI, Reading Recovery, Accelerated Reading | Principal, Assistant Principal, Teachers of classrooms/programs | Administrative walkthroughs, EPASK, SRI, Benchmark Assessments | A description of foundation skills interventions for struggling middle-grade readers In four urban Northeast and Islands region school districts. http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2008042.pdf |
| Math | Homeless | Math 90 minute block (fluency intervention packets, small group instruction, basic skills instruction) | Principal, Assistant Principal, Teachers of classrooms/programs | Administrative walkthroughs, Benchmark Assessments | To have students engaged in academic activities that will further strengthen their skills and understanding of concepts in both ELA and Math https://www.doe.k12.de.us/rttt/lea_pages/files/EngagingWholeChild.pdf |
| ELA | Migrant | ELA 90 minute block (guided reading, | Principal, Assistant Principal, Teachers of classrooms/programs | Administrative walkthroughs, EPASK, SRI, Benchmark | A description of foundation skills interventions for struggling middle-grade readers In four urban Northeast and Islands region school districts. |

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) |
| | | conferencing, buddy study, reading & writing mini-lessons) Read 180, System 44, LLI, Reading Recovery, Accelerated Reading | | Assessments | http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2008042.pdf To have students engaged in academic activities that will further strengthen their skills and understanding of concepts in both ELA and Math https://www.doe.k12.de.us/rttt/lea_pages/files/EngagingWholeChild.pdf |
| Math | Migrant | Math 90 minute block (fluency intervention packets, small group instruction, basic skills instruction) | Principal, Assistant Principal, Teachers of classrooms/programs | Administrative walkthroughs, Benchmark Assessments | To have students engaged in academic activities that will further strengthen their skills and understanding of concepts in both ELA and Math https://www.doe.k12.de.us/rttt/lea_pages/files/EngagingWholeChild.pdf |
| ELA | ELLs | ELA 90 minute block (guided reading, conferencing, buddy study, reading & writing mini- | Principal, Assistant Principal, Teachers of classrooms/programs | Administrative walkthroughs, EPASK, SRI, Benchmark Assessments | A description of foundation skills interventions for struggling middle-grade readers In four urban Northeast and Islands region school districts. http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2008042.pdf |

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

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

| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------------|--|---|--|---|
| | | lessons) Read 180, System 44, LLI, Reading Recovery, Accelerated Reading | | | |
| Math | ELLs | Math 90 minute block (fluency intervention packets, small group instruction, basic skills instruction) | Principal, Assistant Principal, Teachers of classrooms/programs | Administrative walkthroughs, Benchmark Assessments | To have students engaged in academic activities that will further strengthen their skills and understanding of concepts in both ELA and Math https://www.doe.k12.de.us/rttt/lea_pages/files/EngagingWholeChild.pdf |
| ELA | Economically Disadvantaged | ELA 90 minute block (guided reading, conferencing, buddy study, reading & writing mini-lessons) Read 180, System 44, LLI, Reading | Principal, Assistant Principal, Teachers of classrooms/programs | Administrative walkthroughs, EPASK, SRI, Benchmark Assessments | A description of foundation skills interventions for struggling middle-grade readers In four urban Northeast and Islands region school districts. htt To have students engaged in academic activities that will further strengthen their skills and understanding of concepts in both ELA and Math https://www.doe.k12.de.us/rttt/lea_pages/files/EngagingWholeChild.pdf p://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2008042.pdf |

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

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

| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------------|--|---|--|---|
| | | Recovery, Accelerated Reading | | | |
| Math | Economically Disadvantaged | Math 90 minute block (fluency intervention packets, small group instruction, basic skills instruction) | Principal, Assistant Principal, Teachers of classrooms/programs | Administrative walkthroughs, Benchmark Assessments | To have students engaged in academic activities that will further strengthen their skills and understanding of concepts in both ELA and Math https://www.doe.k12.de.us/rttt/lea_pages/files/EngagingWholeChild.pdf |

**Use an asterisk to denote new programs.*

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

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

| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------|----------------------|---------------------------------|--|---|
| ELA | Students with | Afterschool Program, | School/District Administration/ | SRI Results/Epask | U.S. Department of Health and Human Services Administration |

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) |
|--------------------|----------------------------|--|--|--|--|
| | Disabilities | Summer School, Morning Enrichment, Saturday Stem School | Teachers | Benchmarks | <p>for Children and Families. (June 2010). Afterschool.gov. Retrieved from http://www.afterschool.gov/</p> <p>To have students engaged in academic activities that will further strengthen their skills and understanding of concepts in both ELA and Math</p> <p>https://www.doe.k12.de.us/rttt/lea_pages/files/EngagingWholeChild.pdf</p> |
| Math | Students with Disabilities | Afterschool Program, Summer School, Morning Enrichment, Saturday Stem School | School/District Administration/ Teachers | Benchmarks | <p>U.S. Department of Health and Human Services Administration for Children and Families. (June 2010). Afterschool.gov. Retrieved from http://www.afterschool.gov/</p> <p>To have students engaged in academic activities that will further strengthen their skills and understanding of concepts in both ELA and Math</p> <p>https://www.doe.k12.de.us/rttt/lea_pages/files/EngagingWholeChild.pdf</p> |
| ELA | Homeless | Afterschool Program, Summer School, Morning Enrichment Saturday | School/District Administration/ Teachers | SRI Results/Epask Benchmarks | <p>U.S. Department of Health and Human Services Administration for Children and Families. (June 2010). Afterschool.gov. Retrieved from http://www.afterschool.gov/</p> <p>To have students engaged in academic activities that will further strengthen their skills and understanding of concepts in both ELA and</p> |

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) |
|--------------------|----------------------|--|--|--|--|
| | | Stem School, | | | Math https://www.doe.k12.de.us/rttt/lea_pages/files/EngagingWholeChild.pdf |
| Math | Homeless | Afterschool Program, Summer School, Morning Enrichment Saturday Stem School, | School/District Administration/ Teachers | Benchmarks | U.S. Department of Health and Human Services Administration for Children and Families. (June 2010). Afterschool.gov . Retrieved from http://www.afterschool.gov/ To have students engaged in academic activities that will further strengthen their skills and understanding of concepts in both ELA and Math https://www.doe.k12.de.us/rttt/lea_pages/files/EngagingWholeChild.pdf |
| ELA | Migrant | Afterschool Program, Summer School, Morning Enrichment Saturday Stem School, | School/District Administration/ Teachers | SRI Results/Epask Benchmarks | U.S. Department of Health and Human Services Administration for Children and Families. (June 2010). Afterschool.gov . Retrieved from http://www.afterschool.gov/ To have students engaged in academic activities that will further strengthen their skills and understanding of concepts in both ELA and Math https://www.doe.k12.de.us/rttt/lea_pages/files/EngagingWholeChild.pdf |
| Math | Migrant | Afterschool | School/District | Benchmarks | U.S. Department of Health and Human Services Administration |

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) |
|--------------------|----------------------|--|--|--|--|
| | | Program, Summer School, Morning Enrichment Saturday Stem School, | Administration/ Teachers | | for Children and Families. (June 2010). Afterschool.gov . Retrieved from http://www.afterschool.gov/ To have students engaged in academic activities that will further strengthen their skills and understanding of concepts in both ELA and Math https://www.doe.k12.de.us/rttt/lea_pages/files/EngagingWholeChild.pdf |
| ELA | ELLs | Afterschool Program, Summer School, Morning Enrichment, Saturday Stem School | School/District Administration/ Teachers | SRI Results/Epask Benchmarks | U.S. Department of Health and Human Services Administration for Children and Families. (June 2010). Afterschool.gov . Retrieved from http://www.afterschool.gov/ To have students engaged in academic activities that will further strengthen their skills and understanding of concepts in both ELA and Math https://www.doe.k12.de.us/rttt/lea_pages/files/EngagingWholeChild.pdf |
| Math | ELLs | Afterschool Program, Summer School, Morning Enrichment Saturday | School/District Administration/ Teachers | Benchmarks | U.S. Department of Health and Human Services Administration for Children and Families. (June 2010). Afterschool.gov . Retrieved from http://www.afterschool.gov/ To have students engaged in academic activities that will further strengthen their skills and understanding of concepts in both ELA and |

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) |
|--------------------|----------------------------|--|--|--|--|
| | | Stem School, | | | Math https://www.doe.k12.de.us/rttt/lea_pages/files/EngagingWholeChild.pdf |
| ELA | Economically Disadvantaged | Afterschool Program, Summer School, Morning Enrichment Saturday Stem School, | School/District Administration/ Teachers | SRI Results/Epask Benchmarks | U.S. Department of Health and Human Services Administration for Children and Families. (June 2010). Afterschool.gov . Retrieved from http://www.afterschool.gov/ To have students engaged in academic activities that will further strengthen their skills and understanding of concepts in both ELA and Math https://www.doe.k12.de.us/rttt/lea_pages/files/EngagingWholeChild.pdf |
| Math | Economically Disadvantaged | Afterschool Program, Summer School, Morning Enrichment, Saturday Stem School | School/District Administration/ Teachers | Benchmarks | U.S. Department of Health and Human Services Administration for Children and Families. (June 2010). Afterschool.gov . Retrieved from http://www.afterschool.gov/ To have students engaged in academic activities that will further strengthen their skills and understanding of concepts in both ELA and Math https://www.doe.k12.de.us/rttt/lea_pages/files/EngagingWholeChild.pdf |

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

2015-2016 Professional Development to Address Student Achievement and Priority Problems

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

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------------|--|--|--|---|
| ELA | Students with Disabilities | On-going Literacy Collaborative Training, District Professional Development days | Central office staff, Principal, and staff | Evaluations, Walk-through Data, Achievement Data | Professional Development http://www.edweek.org/ew/issues/professional-development/ |
| Math | Students with Disabilities | Math Articulation, District Professional Development days | Central office staff, principal, and staff | Evaluations, Walk-through Data, Achievement Data | Professional Development http://www.edweek.org/ew/issues/professional-development/ |
| ELA | Homeless | On-going Literacy Collaborative Training, District Professional Development days | Central office staff, principal, and staff | Evaluations, Walk-through Data, Achievement Data | |
| Math | Homeless | Math Articulation, District Professional Development days | Central office staff, principal, | Evaluations, Walk-through Data, Achievement Data | |
| ELA | Migrant | On-going Literacy Collaborative Training, District Professional Development days | Central office staff, principal, and staff | Evaluations, Walk-through Data, Achievement Data | |
| Math | Migrant | Math Articulation, | Central | Evaluations, Walk-through | |

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

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| 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) |
|--------------------|----------------------------|--|--|--|---|
| | | District Professional Development days | office staff, principal, and staff | Data, Achievement Data | |
| ELA | ELLs | On-going Literacy Collaborative Training, District Professional Development days | Central office staff, principal, Assoc | Evaluations, Walk-through Data, Achievement Data | |
| Math | ELLs | Math Articulation, District Professional Development days | Central office staff, principal, and staff | Evaluations, Walk-through Data, Achievement Data | |
| ELA | Economically Disadvantaged | On-going Literacy Collaborative Training, District Professional Development days | Central office staff, principal, and staff | Evaluations, Walk-through Data, Achievement Data | |
| Math | Economically Disadvantaged | Math Articulation, District Professional Development days | Central office staff, principal, and staff | Evaluations, Walk-through Data, Achievement Data | |

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

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic

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

standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

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

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? The administrators along with the School Leadership Team will conduct the evaluation of all programs at the New York Avenue School. In addition, the review of programs will be conducted collaboratively at the school site as well as central administration to ensure consistency and alignment with the district-wide vision.
2. What barriers or challenges does the school anticipate during the implementation process? ? The challenges continue to be the authentic buy-in of all stakeholders. This is vital in that failure to gain the support will stifle the programs needed to meet the expected outcomes.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? The school secures buy-in by including stakeholders in all meetings, communications, and special events. We will utilize the school websites, connect-ed and our newsletter to keep parents/stakeholders informed.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? The school will continue to use the climate surveys facilitated by the district's data company M & E to measure the staff's perception.
5. What measurement tool(s) will the school use to gauge the perceptions of the community? The community's perceptions will be measured by surveys, interactions at Parent Advisory Council Meetings (PAC) as well as daily conversations during arrival and dismissal of students.
6. How will the school structure interventions? Interventions will be structured via student needs and scheduling. The master schedules and teachers' schedules will be constructed to accommodate all interventions students may require.
7. How frequently will students receive instructional interventions? Students, based on data, teacher input and overall scheduling will

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

receive interventions preferably daily. However, the goal will be to address students who require support every day and/or as many opportunities as possible.

8. What resources/technologies will the school use to support the school-wide program? Atlantic City is rich in resources and technologies. It is required that any and all available resources are considered during the planning of instruction.
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? New York Avenue School frequently consults with formative and summative assessments to measure the effectiveness of interventions, i.e., math and ELA benchmarks, NJASK, etc.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? PAC meetings, newsletters, and the school website will be used to disseminate the results of the school-wide program evaluations to its stakeholders.

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

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

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

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

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------------|---|----------------------|--|--|
| ELA | Students with Disabilities | PAC Meetings, Parent Resource Workshops, Parent-Teacher conferences, Back to school night | Principal/VP/Teacher | Attendance at meetings Parent Surveys | DOE Parent and Community Engagement Framework http://www.ed.gov/blog/2014/04/department-of-education-releases-new-parent-and-community-engagement-framework/ |
| Math | Students with Disabilities | PAC Meetings, Parent Resource Workshops, Parent-Teacher conferences, Back to school night | Principal/VP/Teacher | Attendance at meetings Parent Surveys | Same as above |
| ELA | Homeless | PAC Meetings, Parent Resource Workshops, Parent-Teacher conferences, Back to school night | Principal/VP/Teacher | Attendance at meetings Parent Surveys | Same as above |
| Math | Homeless | PAC Meetings, Parent Resource Workshops, Parent-Teacher conferences, Back to school night | Principal/VP/Teacher | Attendance at meetings Parent Surveys | Same as above |
| ELA | Migrant | PAC Meetings, Parent Resource Workshops, | Principal/VP/Teacher | Attendance at meetings Parent Surveys | Same as above |

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) |
|---------------------------|-----------------------------|---|---------------------------|---|--|
| | | Parent-Teacher conferences, Back to school night | | | |
| Math | Migrant | PAC Meetings, Parent Resource Workshops, Parent-Teacher conferences, Back to school night | Principal/VP/Teacher | Attendance at meetings Parent Surveys | Same as above |
| ELA | ELLs | PAC Meetings, Parent Resource Workshops, Parent-Teacher conferences, Back to school night | Principal/VP/Teacher | Attendance at meetings Parent Surveys | Same as above |
| Math | ELLs | PAC Meetings, Parent Resource Workshops, Parent-Teacher conferences, Back to school night | Principal/VP/Teacher | Attendance at meetings Parent Surveys | Same as above |
| ELA | Economically Disadvantaged | PAC Meetings, Parent Resource Workshops, Parent-Teacher conferences, Back to school night | Principal/VP/Teacher | Attendance at meetings Parent Surveys | Same as above |
| Math | Economically Disadvantaged | PAC Meetings, Parent Resource Workshops, Parent-Teacher conferences, Back to school night | Principal/VP/Teacher | Attendance at meetings Parent Surveys | Same as above |

**Use an asterisk to denote new programs.*

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

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? A strong partnership with the parents will link our school efforts with the home. The school parents and community work together meeting the needs of our school and more specifically the learners.

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

The school will engage parents in the development of the written parent involvement policy by:

- Conducting a parent survey for all parents seeking their input
- Holding several public meetings at flexible times for parents to plan and develop the policy
- Convening an annual District Parent Advisory Council (DPAC) meeting in the spring to share, review and improve upon current policy for the following year

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

The school will distribute the written parent involvement policy:

- During Fall Open House, the first school-based Parent Advisory (PAC) and District Parent Advisory Council meetings
- Making it readily available through the school offices and the Title I Parent Resource Centers
- Posting the policy on the school's web site
- At parent conferences, workshops and activities

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

The school will engage parents in the development of the school-parent compact by:

- Conducting a parent survey for all parents seeking their input
- Developing the school-parent compact jointly with parents at the first Parent Advisory Council meeting. The school-parent compact will define the shared responsibility for improving student academic achievement

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

- Holding a special PAC meeting to review and adopt the school-parent compact as agreed upon by parents
- Placing a suggestion box in a visible location for continued communication between parents and school throughout the year
- Having teachers discuss the impact and importance of the compact with each parent at conferences

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

The school will ensure that parents receive and review the school-parent compact by

- Distributing the school parent-compact during all parent meetings, conferences and to new incoming parents. Parents will be given time to review and encouraged to and sign at that time
- Using the student database to cross reference parent's names with signed contracts
- Utilizing the connect-ed system to remind parents that copies are available for pick up in the school office

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

We will report the data at school board meetings, and through report cards at parent teacher conferences.

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? We will send a letter in English and the native language to the homes.

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

Notices will be sent home to all parents notifying them that the district has not met its annual measurable objectives for Title III.

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

Parents and community members will be invited to attend PAC meetings that will discuss the development of the Title 1 School wide Plan.

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

- 10.** How will the school inform families about the academic achievement of their child/children? Parents will be invited to attend academic achievement and student growth assemblies. Parents will also be informed through report cards and parent teacher conferences.
- 11.** On what specific strategies will the school use its 2015-2016 parent involvement funds? The funds for parent involvement will be used for “based on needs” workshops.

**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 | 100% | On-Going Professional Development Human Resource Department/Personnel File Evaluation. |
| | 68 | |
| Teachers who do not meet the qualifications for HQT, consistent with Title II-A | 0 | |
| | | |
| Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test) | 100% | On-Going Professional Development Human Resource Department/Personnel File Evaluation. |
| | 12 | |
| Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)* | 0 | |
| | | |

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

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

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

| Description of strategies to attract highly-qualified teachers to high-need schools | Individuals Responsible |
|--|-------------------------|
| The Human Resource Department is responsible for the screening of all applicants to ensure that employees (educators) are highly qualified. | Human Resources |