

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 COUNTY VOCATIONAL TECHNICAL SCHOOL DISTRICT	School: Atlantic County Institute of Technology
Chief School Administrator: DR. GUENTHER	Address: 5080 Atlantic Avenue Mays Landing NJ 08330
Chief School Administrator's E-mail: pguenther@acitech.org	Grade Levels: 9-12
Title I Contact: Ms. Jamie Moscony	Principal: Mr. Ron DeFelice
Title I Contact E-mail: jmoscony@acitech.org	Principal's E-mail: rdefelice@acitech.org
Title I Contact Phone Number: 609-625-2249 (7001)	Principal's Phone Number: 609-625-2249 (7107)

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.

Ronald J. DeFelice
Principal's Name (Print)


Principal's Signature

4/17/15
Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 6 (number) of stakeholder engagement meetings.
- State/local funds to support the school were **\$3,657,826**, which comprised 18.41 % of the school's budget in 2014-2015.
- State/local funds to support the school will be **\$3,657,826**, which will comprise 16.88 % 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
Co-Teachers for In-Class Support (100-101), After School Tutoring (100-101), SAT Prep Program(100-101), Instructional Aides (100-106), Title I Summer Program (100-101) and Study Island (100-500)	1, 2 & 3	Research-based Interventions, Targeted Professional Development, Common Core Standards/PARC C, Use of Formative Assessment Data, Extended Day and School Opportunities	100-101 100-106 100-500	\$271,710

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Teacher Training (200-100) for PLC's such as PARCC readiness, Special Education modifications and accommodations, Title I Readiness, Co Teaching Strategies, Counselor for Parental Involvement (200-100) and Professional Development Staff training service (200-300)	1, 2, & 3	Research-based Interventions, Targeted Professional Development, Common Core Standards/PARC C, Use of Formative Assessment Data, Extended Day and School Opportunities	200-100 200-300	\$38,860
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SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(ii)

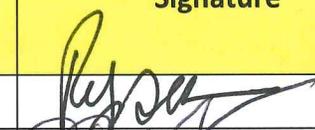
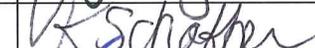
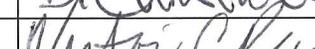
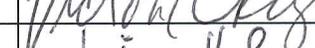
ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described 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
Ronald DeFelice	Principal	X	X	X	
Jamie Moscony	Director of Curriculum	X	X	X	
Kristen Schaffer	Supervisor	X	X	X	
Karen Ludwig	Supervisor	X	X	X	
Dr. Chris Tienken	Learning Consultant	X	X	X	
Victoria Ragone	Guidance Counselor	X	X	X	
Liza Kyle	Mathematics Teacher	X	X	X	
Luann Inman	Special Education/Math	X	X	X	
John Mol	Clergy	X	X	X	
Louisa Vain	Special Education/ELA	X	X	X	

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

Noelle DeFeo	ELA Teacher	X	X	X	Noelle DeFeo
Lauren Mannering	Business Administration	X	X	X	Lauren Mannering
Shakeria McLean	Student Representative	X	X	X	Shakeria McLean
Isabelle Mosca	Parent Representative	X	X	X	Isabelle Mosca
Sonia Cruz	Parent/ACCC Liaison	X	X	X	Sonia Cruz
Jack Glasser	Mayor of Somers Point, NJ	X	X	X	Jack Glasser
Terry Tully	Police Representative	X	X	X	Terry Tully

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
8/25/2014	Atlantic County Institute of Technology, Cafe on Main	Comprehensive Needs Assessment: Informational Session on ACIT Student Supports	X		X	
9/9/2014	Atlantic County Institute of Technology, Principal’s Conference Room	Comprehensive Needs Assessment: Planning for 10/7 Title One Parent Meeting	X		X	
10/7/2014	Atlantic County Alternative High School, cafeteria	Schoolwide Plan Development: Transition to School-wide/Data Overview	X		X	
12/9/2014	Atlantic County Institute of Technology, Cafe on Main	Schoolwide Plan Development: Analysis of ACIT Data	X		X	
3/2/2015	Atlantic County Institute of Technology,	Program Evaluation: Planning for 3/10 Title	X		X	

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

	Principal's Conference Room	One Parent Meeting				
3/10/2015	Atlantic County Institute of Technology, Cafe on Main	Program Evaluation: Overview of CNA & School Profile	X		X	
4/24/2015	Atlantic County Institute of Technology, Principal's Conference Room	Program Evaluation: Planning for Schoolwide application submission	X		X	

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

What is the school's mission statement?

The mission of the Atlantic County Institute of Technology (ACIT) is to prepare and motivate students to pursue entry into the world of work, professional programs or further education through a rigorous specialized curriculum, community-based partnerships, and field-based experiences inspiring students to be life long learners, and socially responsible adults serving society with compassion, skill, and vision.

What is our purpose at ACIT?

- Prepare and motivate students to pursue entry into the world of work.
- Provide professional programs or further education through a rigorous specialized curriculum.
- Develop community-based partnerships.
- Provide field-based experiences inspiring students to be lifelong learners and socially responsible adults.

The students of the Atlantic County Vocational Technical School District will demonstrate personal growth over time in relation to the goals aligned to the Common Core Standards and the New Jersey Core Content Curriculum Standards. We expect students to:

- Transfer or extend content area knowledge
- Demonstrate social growth
- Solve real-world problems
- Apply content knowledge of specific field experience

To foster student achievement ACIT Educators:

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

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provides hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and strong classroom community
- Differentiate instruction
- Know content area, curriculum, and their students
- Integrate technology
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice
- Ensure that students learn and understand important skills that can be applied to real-life lessons
- Aligning Curriculum to Common Core Standards, Next Gen Standards, 21st Century Learning Standards & NJ Technology Standards
- Continue to prepare students for PARCC readiness

The growth and evolution of ACIT highlights the dedication and professional development of the adults who work here. The underlying mission includes providing equitable access to technology to ultimately assist with increasing the achievement gap and opportunities for successful futures for all students. Our collaboration and partnerships with business leaders and members of our six advisory boards--who ultimately provide pathways for internships in the career and technical fields--serve as invaluable staples to our school's vision. This vision, while deeply rooted in reform, continues to evolve and take shape as the needs of our community become more demanding. We are committed to this vision and recurrent improvement as evidenced by year long professional development opportunities for all staff members, including a variety of Professional Learning Communities which are data-driven and "on demand" as a result of teacher practice scores, high stakes assessments and supports, and a collegial environment that remains open to adaptation and committed to teamwork, conversation, best practices, and the students and families we strive to serve.

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?

ACIT implemented the program (Targeted Assistance Program) as planned for the 2014-15 school year.

2. What were the strengths of the implementation process?

The strengths included the Professional Development, Staffing and additional supports that students received to decrease the achievement gap and increase overall student success.

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

Due to ACIT's growing student and staff population, planning and implementation of PD was a challenge due to time constraints. Offering PARCC Readiness and guiding instructional shifts to all staff members was also a challenge due to the background and years of experience per teacher. Some of the barriers included varying student cognitive abilities, time constraints, levels of student/staff motivation, equitable access to technology and time needed to prepare for PARCC.

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

Some of the strengths included ongoing curriculum revisions, professional development, increased collaboration between teachers, increased co-teaching opportunities, supplemental programs and opportunities for students to access rigorous content. Some of the weaknesses included not being to address all the varying abilities of students and poor parental involvement. Some of the weaknesses of our Professional Development would include a flooding of information, and not proper time given to teachers in order to reflect upon the strategies learned.

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

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

ACIT has invited community members, members of clergy, police, higher educators, Family/School Association (FSA) members, parents, students, teachers and administrators to be involved with our Title I programming to move from a Targeted Assistance program to School-wide. Multiple meetings were held during the 2014-15 school year to address parent/student concerns, community needs and barriers to opportunities to attend 2/4 year colleges and/or enter the workforce.

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

Based on results from the parents, students and teacher surveys, results indicate high approval rating for our Title I programs offered at ACIT.

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

The community is very supportive of Title I programs evidenced by their on-going participation in our Advisory Boards, community groups and overall school involvement. Surveys, phone calls, attendance at Open Houses & Back to School Nights and feedback from 27 sending districts has been collected.

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

Multiple meetings and professional development were offered during the 2014-15 school year. PD was offered based on department needs, school wide needs and individually based upon teacher observations and request. "On demand" type PD included after school workshops, in-service days and online video tutorials.

9. How did the school structure the interventions?

Our Title I committees met to review school data analysis from HSPA, SAT, AP, PSAT as well as grades from midterms and finals. Sub-groups were identified and interventions were specific for those students who were not proficient in high stake assessments and/or struggling in core content areas as evidenced by failing grades. Interventions targeted low performing students as often involved consulting with our I&RS Team for additional supports.

10. How frequently did students receive instructional interventions?

Students were offered instructional interventions daily through the use of Study Island, after school tutoring, in-class support and Applied Curricula. Students were also offered opportunities to participate in SAT Boot Camps, college essay writing and peer mediation.

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

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

ACIT utilizes software programs such as Study Island, Educere, NovaNet and hardware such as Chromebooks, Laptops and PCs to support instructional programming.

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

The hardware contributes to the success of our program, yet students from low income families often find themselves at a disadvantage because they do not have this type of technology at home. These students sometimes lack the opportunities to access software intervention programs due to lack of technology use at home.

**Provide a separate response for each question.*

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Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11	3		Applied Curriculum, After School tutoring, HSPA tutoring	Attendance at tutoring, Transportation home, Low cognitive abilities, Lack of parental involvement
Grade 12		1	Applied Curriculum, Study Island, After School tutoring, HSPA tutoring	Attendance at tutoring, Transportation home, Low cognitive abilities, Lack of parental involvement

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11	40		Applied Curriculum, After School tutoring, HSPA tutoring	Attendance at tutoring, Transportation home, Low cognitive abilities, Lack of parental involvement

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Grade 12		22	Applied Curriculum, Study Island, After School tutoring, HSPA tutoring	Attendance at tutoring, Transportation home, Low cognitive abilities, Lack of parental involvement
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**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).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10	W(208) R(165) *# of students below the mean	W(205) R(151) *# of students below the mean	Applied Curriculum, After School tutoring, SAT Boot Camps	Attendance at tutoring, Transportation home, Low cognitive abilities, Lack of parental involvement, Funds to take SAT, Lack of interest, lack of access to technology

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).
Pre-Kindergarten				
Kindergarten				
Grade 1				

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

Grade 2				
Grade 9				
Grade 10	148 *# of students below the mean	146 *# of students below the mean	Applied Curriculum, After School tutoring, SAT Boot Camps	Attendance at tutoring, Transportation home, Low cognitive abilities, Lack of parental involvement, Funds to take SAT, Lack of interest, lack of technology

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	Study Island	Yes	Increased time spent on remedial software program to support curriculum	<p>Increase in student achievement in classroom assessments and proficient scores on the PARCC, SAT, PSAT & AP tests.</p> <p>Grade 9 has spent approximately 149 hours on Study Island, grade 10 about 76 hours and grade 11 about 82 hours from October 2014 to March 2015.</p>
ELA	Students with Disabilities	SAT Boot Camps	No	Improved SAT scores, improved attendance at camps	<p>Although we saw an increase in the number of students participating in the SATs and SAT Boot Camps in the 2014-15 school year (148 students to 189 students), our mean score did not correlate with the national average.</p> <p>In 2013/14, ACIT fell behind the national average by 42 points in reading, 32 points in math and 47 points in writing. In 2014/15, ACIT's overall score average improved by 1.3%, however still fell behind the national average. ACIT scored 33 points lower in reading, 32 points lower in math and 38 points lower in writing when compared to the national average in each category.</p>

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

ELA	Students with Disabilities	After School Tutoring	Yes	Increased attendance at after school tutoring sessions	At ACIT there was an increase in attendance for after school tutoring. From October-March, in 2013/14, a total of 454 students received services. In 2014/15, 792 students received services. This rise represents a 74% increase in the number of students attending after school tutoring sessions.
ELA	Students with Disabilities	Nova Net	Yes	Increased number of students participating in Nova Net credit recovery	The number of student successfully fulfilling their graduation requirements using this program has increased by 50%. In 2013/14, 10 students utilized the software for credit recovery, while in 2014/15, 15 students used the software in the same capacity.
ELA	Students with Disabilities	Mentoring	No	Attendance and participation with counselors	Participation and attendance for Girls Group support the need for additional sessions. Due to student scheduling conflicts, advisor time constraints and lack of staffing, additional sessions did not take place.
Math	Students with Disabilities	Study Island	Yes		Increase in student achievement in classroom assessments and proficient scores on the PARCC, SAT, PSAT & AP tests. Grade 9 has spent approximately 149 hours on Study Island, grade 10 about 76 hours and grade 11 about 82 hours from October 2014 to March 2015.

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

Math	Student with Disabilities	SAT Boot Camps	No	Improved SAT scores, improved attendance at camps	<p>Although we saw an increase in the number of students participating in the SATs and SAT Boot Camps in the 2014-15 school year (148 students to 189 students), our mean score did not correlate with the national average.</p> <p>In 2013/14, ACIT fell behind the national average by 42 points in reading, 32 points in math and 47 points in writing. In 2014/15, ACIT's overall score average improved by 1.3%, however still fell behind the national average. ACIT scored 33 points lower in reading, 32 points lower in math and 38 points lower in writing when compared to the national average in each category.</p>
Math	Students with Disabilities	Applied Curriculum	Yes	Improved overall student achievement in applied courses and pathways courses	An increase in achievement can be evidenced by the amount of students passing the course. During MP 2 of the Fall 2014 semester, 18/22 students had received 70% or higher on their report cards for an Applied course. This represents an 82% success rate.
Math	Students with Disabilities	After School Tutoring	Yes	Increased attendance at after school tutoring sessions	At ACIT there was an increase in attendance for after school tutoring. From October-March, in 2013/14, a total of 454 students received services. In 2014/15, 792 students received services. This rise represents a 74% increase in the number of students attending after

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

					school tutoring sessions.
Math	Students with Disabilities	Nova Net	Yes	Increased number of students participating in Nova Net credit recovery	The number of student successfully fulfilling their graduation requirements using this program has increased by 50%. In 2013/14, 10 students utilized the software for credit recovery, while in 2014/15, 15 students used the software in the same capacity.
Math	Students with Disabilities	Mentoring	No	Attendance and participation with counselors	Participation and attendance for Girls Group support the need for additional sessions. Due to student scheduling conflicts, advisor time constraints and lack of staffing, additional sessions did not take place.
ELA	Homeless	Policy & procedure	Yes	Increased identification	Policy and procedures are posted on the school website.
ELA	Homeless	Referrals to outside agencies	Yes	Outreach and referral	Policy in place for outreach and referral of homeless students.
ELA	Homeless	Coordination of transportation and programming with sending district	Yes	Minimal educational interruption	Policy in place for transportation and programming of homeless students.
Math	Homeless	Policy & procedure	Yes	Increased identification	Policy and procedures are posted on the school website.
Math	Homeless	Referrals to outside agencies	Yes	Outreach and referral	Policy in place for outreach and referral of homeless students.
Math	Homeless	Coordination of	Yes	Minimal educational	Policy in place for transportation and

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

		transportation and programming with sending district		interruption	programming of homeless students.
ELA	Migrant	Policy & procedure	Yes	Increased identification	Policy and procedures are posted on the school website.
ELA	Migrant	Referrals to outside agencies	Yes	Outreach and referral	Policy in place for outreach and referral of homeless students.
ELA	Migrant	Coordination of transportation and programming with sending district	Yes	Minimal educational interruption	Policy in place for transportation and programming of homeless students.
Math	Migrant	Policy & procedure	Yes	Increased identification	Policy and procedures are posted on the school website.
Math	Migrant	Referrals to outside agencies	Yes	Outreach and referral	Policy in place for outreach and referral of homeless students.
Math	Migrant	Coordination of transportation and programming with sending district	Yes	Minimal educational interruption	Policy in place for transportation and programming of homeless students.
ELA	ELLs	District approved curriculum	Yes	Specialized curriculum to include heritage for Spanish Speaking I & II	Curriculum continues to be revised based on NJDOE requirements.
ELA	ELLs	Native speaking counseling staff	Yes	Increased parental involvement via telephone conferences and face to face meetings,	Due to long term maternity position, ACIT was able to provide a native speaking counselor for the 2014-15 school year.

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

				accommodations	
Math	ELLs	District approved curriculum	Yes	Specialized curriculum to include heritage for Spanish Speaking I & II	Curriculum continues to be revised based on NJDOE requirements.
Math	ELLs	Native speaking counseling staff	Yes	Increased parental involvement via telephone conferences and face to face meetings, accommodations	Due to long term maternity position, ACIT was able to provide a native speaking counselor for the 2014-15 school year.
ELA	Economically Disadvantaged	Study Island	Yes	Increased time spent on remedial software program to support curriculum	Increase in student achievement in classroom assessments and proficient scores on the PARCC, SAT, PSAT & AP tests. Grade 9 has spent approximately 149 hours on Study Island, grade 10 about 76 hours and grade 11 about 82 hours from October 2014 to March 2015.
ELA	Economically Disadvantaged	SAT Boot Camps	No	Improved SAT scores, improved attendance	Although we saw an increase in the number of students participating in the SATs and SAT Boot Camps in the 2014-15 school year (148 students to 189 students), our mean score did not correlate with the national average. In 2013/14, ACIT fell behind the national average by 42 points in reading, 32 points in math and 47 points in writing. In 2014/15, ACIT's overall score average improved by 1.3%, however still fell

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

					behind the national average. ACIT scored 33 points lower in reading, 32 points lower in math and 38 points lower in writing when compared to the national average in each category.
ELA	Economically Disadvantaged	After school tutoring	Yes	Increased attendance	At ACIT there was an increase in attendance for after school tutoring. From October-March, in 2013/14, a total of 454 students received services. In 2014/15, 792 students received services. This rise represents a 74% increase in the number of students attending after school tutoring sessions.
ELA	Economically Disadvantaged	Nova Net	Yes	Increased number of students participating in Nova Net credit recovery	The number of student successfully fulfilling their graduation requirements using this program has increased by 50%. In 2013/14, 10 students utilized the software for credit recovery, while in 2014/15, 15 students used the software in the same capacity.
ELA	Economically Disadvantaged	Mentoring	No	Attendance and participation with counselors	Participation and attendance for Girls Group support the need for additional sessions. Due to student scheduling conflicts, advisor time constraints and lack of staffing, additional sessions did not take place.
Math	Economically Disadvantaged	Study Island	Yes	Increased time spent on remedial software program to support curriculum	Increase in student achievement in classroom assessments and proficient scores on the PARCC, SAT, PSAT & AP tests. Grade 9 has spent approximately 149

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

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Math	Economically Disadvantaged	Nova Net	Yes	Increased number of students participating in	The number of student successfully fulfilling their graduation requirements using this program has increased by 50%.

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

				Nova Net credit recovery	In 2013/14, 10 students utilized the software for credit recovery, while in 2014/15, 15 students used the software in the same capacity.
Math	Economically Disadvantaged	Mentoring	No	Attendance and participation with counselors	Participation and attendance for Girls Group support the need for additional sessions. Due to student scheduling conflicts, advisor time constraints and lack of staffing, additional sessions did not take place.
Math	Economically Disadvantaged	Applied Curriculum	Yes	Improved overall student achievement in applied courses and Pathways courses	An increase in achievement can be evidenced by the amount of students passing the course. During MP 2 of the Fall 2014 semester, 18/22 students had received 70% or higher on their report cards for an Applied course. This represents an 82% success rate.

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	Jump Start Summer Program	Yes	Attendance Student Feedback Parent Feedback Staff Feedback	Amount of students participating in the Jump Start program. For the 2014-15 school year, of the 276 students who were eligible to participate in ACIT's summer Jump Start enrichment program, 184 participated.
ELA	Students with	After School tutoring	Yes	Attendance	For the 2014-15 school year, 268 students

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	Disabilities			Student Feedback Parent Feedback Staff Feedback	participated in after school tutoring at ACIT.
Math	Students with Disabilities	Jump Start Summer Program	Yes	Attendance Student Feedback Parent Feedback Staff Feedback	Amount of students participating in the Jump Start program. For the 2014-15 school year, of the 276 students who were eligible to participate in ACIT's summer Jump Start enrichment program, 184 participated.
Math	Students with Disabilities	After School tutoring	Yes	Attendance Student Feedback Parent Feedback Staff Feedback	For the 2014-15 school year, 268 students participated in after school tutoring at ACIT.
ELA	Homeless	Jump Start Summer Program	Yes	Attendance Student Feedback Parent Feedback Staff Feedback	Amount of students participating in the Jump Start program. For the 2014-15 school year, of the 276 students who were eligible to participate in ACIT's summer Jump Start enrichment program, 184 participated.
ELA	Homeless	After School tutoring	Yes	Attendance Student Feedback Parent Feedback Staff Feedback	For the 2014-15 school year, 268 students participated in after school tutoring at ACIT.
Math	Homeless	Jump Start Summer Program	Yes	Attendance Student Feedback Parent Feedback	Amount of students participating in the Jump Start program. For the 2014-15 school year, of the 276 students who were eligible to participate in ACIT's

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				Staff Feedback	summer Jump Start enrichment program, 184 participated.
Math	Homeless	After School tutoring	Yes	Attendance Student Feedback Parent Feedback Staff Feedback	For the 2014-15 school year, 268 students participated in after school tutoring at ACIT.
ELA	Migrant	Jump Start Summer Program	Yes	Attendance Student Feedback Parent Feedback Staff Feedback	Amount of students participating in the Jump Start program. For the 2014-15 school year, of the 276 students who were eligible to participate in ACIT's summer Jump Start enrichment program, 184 participated.
ELA	Migrant	After School tutoring	Yes	Attendance Student Feedback Parent Feedback Staff Feedback	For the 2014-15 school year, 268 students participated in after school tutoring at ACIT.
Math	Migrant	Jump Start Summer Program	Yes	Attendance Student Feedback Parent Feedback Staff Feedback	Amount of students participating in the Jump Start program. For the 2014-15 school year, of the 276 students who were eligible to participate in ACIT's summer Jump Start enrichment program, 184 participated.
Math	Migrant	After School tutoring	Yes	Attendance Student Feedback Parent Feedback Staff Feedback	For the 2014-15 school year, 268 students participated in after school tutoring at ACIT.

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ELA	ELLs	Jump Start Summer Program	Yes	Attendance Student Feedback Parent Feedback Staff Feedback	Amount of students participating in the Jump Start program. For the 2014-15 school year, of the 276 students who were eligible to participate in ACIT's summer Jump Start enrichment program, 184 participated.
ELA	ELLs	After School tutoring	Yes	Attendance Student Feedback Parent Feedback Staff Feedback	For the 2014-15 school year, 268 students participated in after school tutoring at ACIT.
Math	ELLs	Jump Start Summer Program	Yes	Attendance Student Feedback Parent Feedback Staff Feedback	Amount of students participating in the Jump Start program. For the 2014-15 school year, of the 276 students who were eligible to participate in ACIT's summer Jump Start enrichment program, 184 participated.
Math	ELLs	After School tutoring	Yes	Attendance Student Feedback Parent Feedback Staff Feedback	For the 2014-15 school year, 268 students participated in after school tutoring at ACIT.
ELA	Economically Disadvantaged	Jump Start Summer Program	Yes	Attendance Student Feedback Parent Feedback Staff Feedback	Amount of students participating in the Jump Start program. For the 2014-15 school year, of the 276 students who were eligible to participate in ACIT's summer Jump Start enrichment program, 184 participated.

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ELA	Economically Disadvantaged	After School tutoring	Yes	Attendance Student Feedback Parent Feedback Staff Feedback	For the 2014-15 school year, 268 students participated in after school tutoring at ACIT.
Math	Economically Disadvantaged	Jump Start Summer Program	Yes	Attendance Student Feedback Parent Feedback Staff Feedback	Amount of students participating in the Jump Start program. For the 2014-15 school year, of the 276 students who were eligible to participate in ACIT's summer Jump Start enrichment program, 184 participated.
Math	Economically Disadvantaged	After School tutoring	Yes	Attendance Student Feedback Parent Feedback Staff Feedback	For the 2014-15 school year, 268 students participated in after school tutoring at ACIT.

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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	Co-Teachers for In-class support	Yes	Lesson plans, tiered lessons, differentiated instruction	Lesson plans that include differentiated instruction and tiered lesson. Increased amount of Co-teaching opportunities as evidenced by schedule revisions and various workshops.
ELA	Students with Disabilities	Critical Reading & Writing skills	No	Improved student achievement	No increase noted in student achievement with additive assistance for teachers (PD workshops)
ELA	Students with Disabilities	Title I instruction strategies	Yes	PD outside of district, PD in-service days	Increased amount of Title I workshops during school in-service days
ELA	Students with Disabilities	Study Island for homework	Yes	Total number of hours students utilize Study Island software	Grade 9 has spent approximately 149 hours on Study Island, grade 10 about 76 hours and grade 11 about 82 hours from October 2014 to March 2015.
ELA	Students with Disabilities	Assistive Technology	Yes	Lesson plans, improved student achievement, attendance at PD after school, PD outside of district	Increase in student achievement for students with disabilities. Increase in student grades as evidenced by report cards and student transcripts.
ELA	Students with Disabilities	PLAFF	Yes	Staff writing goals and objectives to support IEP	100% of the required staff submitted PLAFF goals and objectives.

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ELA	Students with Disabilities	Special Education training for ICS & SE teachers	Yes	Attendance at PD after school workshops, PD in-service days, PD outside of the district	100% of staff attended the required workshops and professional development.
ELA	Students with Disabilities	Data Analysis	No	Improved student achievement	No increase in student achievement (SAT & PSAT) has occurred as a product of various PD workshops for teachers
Math	Students with Disabilities	Co-Teachers for In-class support	Yes	Lesson plans, tiered lessons, differentiated instruction	Lesson plans that include differentiated instruction and tiered lesson. Increased amount of Co-teaching opportunities as evidenced by schedule revisions and various workshops.
Math	Students with Disabilities	Title I instruction strategies	Yes	PD outside of district, PD in-service days	Increased amount of Title I workshops during school in-service days
Math	Students with Disabilities	Study Island for homework	Yes	Total number of hours students utilize Study Island software	Grade 9 has spent approximately 149 hours on Study Island, grade 10 about 76 hours and grade 11 about 82 hours from October 2014 to March 2015.
Math	Students with Disabilities	Assistive Technology	Yes	Lesson plans, improved student achievement, attendance at PD after school, PD outside of district	Increase in student achievement for students with disabilities. Increase in student grades as evidenced by report cards and student transcripts.
Math	Students with Disabilities	PLAFF	Yes	Staff writing goals and objectives to support IEP	100% of the required staff submitted PLAFF goals and objectives.
Math	Students with Disabilities	Special Education training for ICS & SE	Yes	Attendance at PD after school workshops, PD in-service days, PD outside	100% of staff attended the required workshops and professional

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		teachers		of the district	development.
Math	Students with Disabilities	Data Analysis	No	Improved student achievement	No increase in student achievement (SAT & PSAT) has occurred as a product of various PD workshops for teachers
ELA	Homeless	Guidance posting of resources	Yes	Website posting	Appropriate reporting homeless students
ELA	Homeless	PD & District policy/procedures uploaded to ACIT website	Yes	Website posting	Appropriate reporting homeless students
ELA	Homeless	Data Analysis	No	Improved student achievement	No increase in student achievement (SAT & PSAT) has occurred as a product of various PD workshops for teachers
Math	Homeless	Guidance posting of resources	Yes	Website posting	Appropriate reporting homeless students
Math	Homeless	PD & District policy/procedures uploaded to ACIT website	Yes	Website posting	Appropriate reporting homeless students
Math	Homeless	Data Analysis	No	Improved student achievement	No increase in student achievement (SAT & PSAT) has occurred as a product of various PD workshops for teachers
ELA	Migrant	Guidance posting of resources	Yes	Website posting	Appropriate reporting homeless students
ELA	Migrant	PD & District policy/procedures	Yes	Website posting	Appropriate reporting homeless students

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		uploaded to ACIT website			
ELA	Migrant	Data Analysis	No	Improved student achievement	No increase in student achievement (SAT & PSAT) has occurred as a product of various PD workshops for teachers
Math	Migrant	Guidance posting of resources	Yes	Website posting	Appropriate reporting homeless students
Math	Migrant	PD & District policy/procedures uploaded to ACIT website	Yes	Website posting	Appropriate reporting homeless students
Math	Migrant	Data Analysis	No	Improved student achievement	No increase in student achievement (SAT & PSAT) has occurred as a product of various PD workshops for teachers
ELA	ELLs	Co-Teachers for In-class support	Yes	Lesson plans, tiered lessons, differentiated instruction	Lesson plans that include differentiated instruction and tiered lesson. Increased amount of Co-teaching opportunities as evidenced by schedule revisions and various workshops.
ELA	ELLs	Critical Reading & Writing skills	No	Improved student achievement	No increase noted in student achievement with additive assistance for teachers (PD workshops)
ELA	ELLs	Title I instruction strategies	Yes	PD outside of district, PD in-service days	Increased amount of Title I workshops during school in-service days
ELA	ELLs	Study Island for homework	Yes	Total number of hours students utilize Study	Grade 9 has spent approximately 149 hours on Study Island, grade 10 about 76

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				Island software	hours and grade 11 about 82 hours from October 2014 to March 2015.
ELA	ELLs	Data Analysis	No	Improved student achievement	No increase in student achievement (SAT & PSAT) has occurred as a product of various PD workshops for teachers
Math	ELLs	Co-Teachers for In-class support	Yes	Lesson plans, tiered lessons, differentiated instruction	Lesson plans that include differentiated instruction and tiered lesson. Increased amount of Co-teaching opportunities as evidenced by schedule revisions and various workshops.
Math	ELLs	Title I instruction strategies	Yes	PD outside of district, PD in-service days	Increased amount of Title I workshops during school in-service days
Math	ELLs	Study Island for homework	Yes	Total number of hours students utilize Study Island software	Grade 9 has spent approximately 149 hours on Study Island, grade 10 about 76 hours and grade 11 about 82 hours from October 2014 to March 2015.
Math	ELLs	Data Analysis	No	Improved student achievement	No increase in student achievement (SAT & PSAT) has occurred as a product of various PD workshops for teachers
ELA	Economically Disadvantaged	Co-Teachers for In-class support	Yes	Lesson plans, tiered lessons, differentiated instruction	Lesson plans that include differentiated instruction and tiered lesson. Increased amount of Co-teaching opportunities as evidenced by schedule revisions and various workshops.
ELA	Economically	Critical Reading &	No	Improved student	No increase noted in student

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	Disadvantaged	Writing skills		achievement	achievement with additive assistance for teachers (PD workshops)
ELA	Economically Disadvantaged	Title I instruction strategies	Yes	PD outside of district, PD in-service days	Increased amount of Title I workshops during school in-service days
ELA	Economically Disadvantaged	Study Island for homework	Yes	Total number of hours students utilize Study Island software	Grade 9 has spent approximately 149 hours on Study Island, grade 10 about 76 hours and grade 11 about 82 hours from October 2014 to March 2015.
ELA	Economically Disadvantaged	Data Analysis	No	Improved student achievement	No increase in student achievement (SAT & PSAT) has occurred as a product of various PD workshops for teachers
Math	Economically Disadvantaged	Co-Teachers for In-class support	Yes	Lesson plans, tiered lessons, differentiated instruction	Lesson plans that include differentiated instruction and tiered lesson. Increased amount of Co-teaching opportunities as evidenced by schedule revisions and various workshops.
Math	Economically Disadvantaged	Title I instruction strategies	Yes	PD outside of district, PD in-service days	Increased amount of Title I workshops during school in-service days
Math	Economically Disadvantaged	Study Island for homework	Yes	Total number of hours students utilize Study Island software	Grade 9 has spent approximately 149 hours on Study Island, grade 10 about 76 hours and grade 11 about 82 hours from October 2014 to March 2015.
Math	Economically Disadvantaged	Data Analysis	No	Improved student achievement	No increase in student achievement (SAT & PSAT) has occurred as a product of various PD workshops for teachers
ELA	Student Body	PD to staff on	Yes	Attendance at PD after	Number of I&RS referrals (4)

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		identification and referral services		school, PD outside of district	Increase in student achievement as evidenced by improved grades and number of referrals.
ELA	Student Body	PD for World Language staff and supervisors	Yes	Attendance at PD after school, PD outside of district	Revised World Language curriculum to support new standards.
Math	Student Body	PD to staff on identification and referral services	Yes	Attendance at PD after school, PD outside of district	Number of I&RS referrals (4) Increase in student achievement as evidenced by improved grades and number of referrals.
Math	Student Body	PD for World Language staff and supervisors	Yes	Attendance at PD after school, PD outside of district	Revised World Language curriculum to support new standards.

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	Teacher communication with parents regarding academic progress	Yes	Teacher phone/email logs, Realtime reports, Website counter	Increase in parental communication as evidenced by teacher log.
ELA	Students with Disabilities	Back to School Night	Yes	Back to School Night attendance, FSA sign ups	Increase number of parents participating in Back to School. ACIT offers two Back to School Nights during the school year. In 2013/14, 423 parents attended at least one Back to School night session. In 2014/15, 572 parents attended at least

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					one Back to School Night session.
ELA	Students with Disabilities	All calls	Yes	Phone calls	Increased calls to parents/guardians regarding school events. In the 2014/15 school year a total of 3 all calls were made for our Title I stakeholder meetings. In October, 570 calls were made, 418 in December and 490 in March.
ELA	Students with Disabilities	Parental Involvement	No	Open House attendance, FSA sign ups	Increase in parental involvement in programs such as FSA. Although the number of family members attending Open Houses and Back to School nights at ACIT is well attended, participation in Family School's Association and Title I Parent Committee is minimal.
ELA	Students with Disabilities	CTE Day	Yes	Invitation Media mention in the local paper	Feedback from community members
ELA	Students with Disabilities	Mailings, Health/Human Services referrals & outreach (nursing)	Yes	Nursing Google site Mailings Physical Exams Community Resources School Physician	During the 2014/15 school year, nurses provided outreach to community members on available services as well as the number of students serviced through these organizations such as Family Services Association, Perform-Care, mental health services, dental and housing. Nursing Google site was created and shared with ACIT students and families.
ELA	Students with Disabilities	Provided translators for ELL parents	Yes	Increased parental involvement via telephone conferences	Due to a long term maternity position, ACIT was able to provide a native speaking counselor during the 2014/15

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				and face to face meetings	school year.
ELA	Students with Disabilities	Adult Education Programs	Yes	Attendance sheets at Title I meetings Agendas at Title I meetings All calls Mailings	ACIT offers adult PD workshops for parent and guardians during Title I meetings.
ELA	Students with Disabilities	Advisory Board that include local businesses and colleges	Yes	Advisory Board agendas, minutes, attendance sheets	ACIT currently has 6 advisory boards which consist of various members from the community, higher education, clergy and business owners.
ELA	Students with Disabilities	Business Partner of the Year Awards	Yes	Board of Education minutes, agenda, sign in sheets, press release	ACIT presented our business partner of the year, Kelsey and Kim's with a plaque representing their outstanding service dedication to ACIT
ELA	Students with Disabilities	Surveys	No	Survey Results	ACIT will continue to revise our surveys and procedures for collecting data from community members.
Math	Students with Disabilities	Teacher communication with parents regarding academic progress	Yes	Teacher phone/email logs, Realtime reports, Website counter	Increase in parental communication as evidenced by teacher log.
Math	Students with Disabilities	Back to School Night	Yes	Back to School Night attendance, FSA sign ups	Increase number of parents participating in Back to School. ACIT offers two Back to School Nights during the school year. In 2013/14, 423 parents attended at least one Back to School night session. In 2014/15, 572 parents attended at least one Back to School Night session.

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Math	Students with Disabilities	All calls	Yes	Phone calls	Increased calls to parents/guardians regarding school events. In the 2014/15 school year a total of 3 all calls were made for our Title I stakeholder meetings. In October, 570 calls were made, 418 in December and 490 in March.
Math	Students with Disabilities	Parental Involvement	No	Open House attendance, FSA sign ups	Increase in parental involvement in programs such as FSA. Although the number of family members attending Open Houses and Back to School nights at ACIT is well attended, participation in Family School's Association and Title I Parent Committee is minimal.
Math	Students with Disabilities	CTE Day	Yes	Invitation Media mention in the local paper	Feedback from community members
Math	Students with Disabilities	Mailings, Health/Human Services referrals & outreach (nursing)	Yes	Nursing Google site Mailings Physical Exams Community Resources School Physician	During the 2014/15 school year, nurses provided outreach to community members on available services as well as the number of students serviced through these organizations such as Family Services Association, Perform-Care, mental health services, dental and housing. Nursing Google site was created and shared with ACIT students and families.
Math	Students with Disabilities	Provided translators for ELL parents	Yes	Increased parental involvement via telephone conferences and face to face meetings	Due to a long term maternity position, ACIT was able to provide a native speaking counselor during the 2014/15 school year.

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Math	Students with Disabilities	Adult Education Programs	Yes	Attendance sheets at Title I meetings Agendas at Title I meetings All calls Mailings	ACIT offers adult PD workshops for parent and guardians during Title I meetings.
Math	Students with Disabilities	Advisory Board that include local businesses and colleges	Yes	Advisory Board agendas, minutes, attendance sheets	ACIT currently has 6 advisory boards which consist of various members from the community, higher education, clergy and business owners.
Math	Students with Disabilities	Business Partner of the Year Awards	Yes	Board of Education minutes, agenda, sign in sheets, press release	ACIT presented our business partner of the year, Kelsey and Kim's with a plaque representing their outstanding service dedication to ACIT
Math	Students with Disabilities	Surveys	No	Survey Results	ACIT will continue to revise our surveys and procedures for collecting data from community members.
ELA	Homeless	Teacher communication with parents regarding academic progress	Yes	Teacher phone/email logs, Realtime reports, Website counter	Increase in parental communication as evidenced by teacher log.
ELA	Homeless	Back to School Night	Yes	Back to School Night attendance, FSA sign ups	Increase number of parents participating in Back to School. ACIT offers two Back to School Nights during the school year. In 2013/14, 423 parents attended at least one Back to School night session. In 2014/15, 572 parents attended at least one Back to School Night session.

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ELA	Homeless	All calls	Yes	Phone calls	Increased calls to parents/guardians regarding school events. In the 2014/15 school year a total of 3 all calls were made for our Title I stakeholder meetings. In October, 570 calls were made, 418 in December and 490 in March.
ELA	Homeless	Parental Involvement	No	Open House attendance, FSA sign ups	Increase in parental involvement in programs such as FSA. Although the number of family members attending Open Houses and Back to School nights at ACIT is well attended, participation in Family School's Association and Title I Parent Committee is minimal.
ELA	Homeless	CTE Day	Yes	Invitation Media mention in the local paper	Feedback from community members
ELA	Homeless	Mailings, Health/Human Services referrals & outreach (nursing)	Yes	Nursing Google site Mailings Physical Exams Community Resources School Physician	During the 2014/15 school year, nurses provided outreach to community members on available services as well as the number of students serviced through these organizations such as Family Services Association, Perform-Care, mental health services, dental and housing. Nursing Google site was created and shared with ACIT students and families.
ELA	Homeless	Provided translators for ELL parents	Yes	Increased parental involvement via telephone conferences and face to face meetings	Due to a long term maternity position, ACIT was able to provide a native speaking counselor during the 2014/15 school year.

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ELA	Homeless	Adult Education Programs	Yes	Attendance sheets at Title I meetings Agendas at Title I meetings All calls Mailings	ACIT offers adult PD workshops for parent and guardians during Title I meetings.
ELA	Homeless	Advisory Board that include local businesses and colleges	Yes	Advisory Board agendas, minutes, attendance sheets	ACIT currently has 6 advisory boards which consist of various members from the community, higher education, clergy and business owners.
ELA	Homeless	Business Partner of the Year Awards	Yes	Board of Education minutes, agenda, sign in sheets, press release	ACIT presented our business partner of the year, Kelsey and Kim's with a plaque representing their outstanding service dedication to ACIT
ELA	Homeless	Surveys	No	Survey Results	ACIT will continue to revise our surveys and procedures for collecting data from community members.
Math	Homeless	Teacher communication with parents regarding academic progress	Yes	Teacher phone/email logs, Realtime reports, Website counter	Increase in parental communication as evidenced by teacher log.
Math	Homeless	Back to School Night	Yes	Back to School Night attendance, FSA sign ups	Increase number of parents participating in Back to School. ACIT offers two Back to School Nights during the school year. In 2013/14, 423 parents attended at least one Back to School night session. In 2014/15, 572 parents attended at least one Back to School Night session.
Math	Homeless	All calls	Yes	Phone calls	Increased calls to parents/guardians

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					regarding school events. In the 2014/15 school year a total of 3 all calls were made for our Title I stakeholder meetings. In October, 570 calls were made, 418 in December and 490 in March.
Math	Homeless	Parental Involvement	No	Open House attendance, FSA sign ups	Increase in parental involvement in programs such as FSA. Although the number of family members attending Open Houses and Back to School nights at ACIT is well attended, participation in Family School's Association and Title I Parent Committee is minimal.
Math	Homeless	CTE Day	Yes	Invitation Media mention in the local paper	Feedback from community members
Math	Homeless	Mailings, Health/Human Services referrals & outreach (nursing)	Yes	Nursing Google site Mailings Physical Exams Community Resources School Physician	During the 2014/15 school year, nurses provided outreach to community members on available services as well as the number of students serviced through these organizations such as Family Services Association, Perform-Care, mental health services, dental and housing. Nursing Google site was created and shared with ACIT students and families.
Math	Homeless	Provided translators for ELL parents	Yes	Increased parental involvement via telephone conferences and face to face meetings	Due to a long term maternity position, ACIT was able to provide a native speaking counselor during the 2014/15 school year.
Math	Homeless	Adult Education	Yes	Attendance sheets at Title	ACIT offers adult PD workshops for

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		Programs		I meetings Agendas at Title I meetings All calls Mailings	parent and guardians during Title I meetings.
Math	Homeless	Advisory Board that include local businesses and colleges	Yes	Advisory Board agendas, minutes, attendance sheets	ACIT currently has 6 advisory boards which consist of various members from the community, higher education, clergy and business owners.
Math	Homeless	Business Partner of the Year Awards	Yes	Board of Education minutes, agenda, sign in sheets, press release	ACIT presented our business partner of the year, Kelsey and Kim's with a plaque representing their outstanding service dedication to ACIT
Math	Homeless	Surveys	No	Survey Results	ACIT will continue to revise our surveys and procedures for collecting data from community members.
ELA	Migrant	Teacher communication with parents regarding academic progress	Yes	Teacher phone/email logs, Realtime reports, Website counter	Increase in parental communication as evidenced by teacher log.
ELA	Migrant	Back to School Night	Yes	Back to School Night attendance, FSA sign ups	Increase number of parents participating in Back to School. ACIT offers two Back to School Nights during the school year. In 2013/14, 423 parents attended at least one Back to School night session. In 2014/15, 572 parents attended at least one Back to School Night session.

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ELA	Migrant	All calls	Yes	Phone calls	Increased calls to parents/guardians regarding school events. In the 2014/15 school year a total of 3 all calls were made for our Title I stakeholder meetings. In October, 570 calls were made, 418 in December and 490 in March.
ELA	Migrant	Parental Involvement	No	Open House attendance, FSA sign ups	Increase in parental involvement in programs such as FSA. Although the number of family members attending Open Houses and Back to School nights at ACIT is well attended, participation in Family School's Association and Title I Parent Committee is minimal.
ELA	Migrant	CTE Day	Yes	Invitation Media mention in the local paper	Feedback from community members
ELA	Migrant	Mailings, Health/Human Services referrals & outreach (nursing)	Yes	Nursing Google site Mailings Physical Exams Community Resources School Physician	During the 2014/15 school year, nurses provided outreach to community members on available services as well as the number of students serviced through these organizations such as Family Services Association, Perform-Care, mental health services, dental and housing. Nursing Google site was created and shared with ACIT students and families.
ELA	Migrant	Provided translators for ELL parents	Yes	Increased parental involvement via telephone conferences and face to face meetings	Due to a long term maternity position, ACIT was able to provide a native speaking counselor during the 2014/15 school year.

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ELA	Migrant	Adult Education Programs	Yes	Attendance sheets at Title I meetings Agendas at Title I meetings All calls Mailings	ACIT offers adult PD workshops for parent and guardians during Title I meetings.
ELA	Migrant	Advisory Board that include local businesses and colleges	Yes	Advisory Board agendas, minutes, attendance sheets	ACIT currently has 6 advisory boards which consist of various members from the community, higher education, clergy and business owners.
ELA	Migrant	Business Partner of the Year Awards	Yes	Board of Education minutes, agenda, sign in sheets, press release	ACIT presented our business partner of the year, Kelsey and Kim's with a plaque representing their outstanding service dedication to ACIT
ELA	Migrant	Surveys	No	Survey Results	ACIT will continue to revise our surveys and procedures for collecting data from community members.
Math	Migrant	Teacher communication with parents regarding academic progress	Yes	Teacher phone/email logs, Realtime reports, Website counter	Increase in parental communication as evidenced by teacher log.
Math	Migrant	Back to School Night	Yes	Back to School Night attendance, FSA sign ups	Increase number of parents participating in Back to School. ACIT offers two Back to School Nights during the school year. In 2013/14, 423 parents attended at least one Back to School night session. In 2014/15, 572 parents attended at least one Back to School Night session.
Math	Migrant	All calls	Yes	Phone calls	Increased calls to parents/guardians

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					regarding school events. In the 2014/15 school year a total of 3 all calls were made for our Title I stakeholder meetings. In October, 570 calls were made, 418 in December and 490 in March.
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Math	Migrant	CTE Day	Yes	Invitation Media mention in the local paper	Feedback from community members
Math	Migrant	Mailings, Health/Human Services referrals & outreach (nursing)	Yes	Nursing Google site Mailings Physical Exams Community Resources School Physician	During the 2014/15 school year, nurses provided outreach to community members on available services as well as the number of students serviced through these organizations such as Family Services Association, Perform-Care, mental health services, dental and housing. Nursing Google site was created and shared with ACIT students and families.
Math	Migrant	Provided translators for ELL parents	Yes	Increased parental involvement via telephone conferences and face to face meetings	Due to a long term maternity position, ACIT was able to provide a native speaking counselor during the 2014/15 school year.
Math	Migrant	Adult Education	Yes	Attendance sheets at Title	ACIT offers adult PD workshops for

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

		Programs		I meetings Agendas at Title I meetings All calls Mailings	parent and guardians during Title I meetings.
Math	Migrant	Advisory Board that include local businesses and colleges	Yes	Advisory Board agendas, minutes, attendance sheets	ACIT currently has 6 advisory boards which consist of various members from the community, higher education, clergy and business owners.
Math	Migrant	Business Partner of the Year Awards	Yes	Board of Education minutes, agenda, sign in sheets, press release	ACIT presented our business partner of the year, Kelsey and Kim's with a plaque representing their outstanding service dedication to ACIT
Math	Migrant	Surveys	No	Survey Results	ACIT will continue to revise our surveys and procedures for collecting data from community members.
ELA	ELLs	Teacher communication with parents regarding academic progress	Yes	Teacher phone/email logs, Realtime reports, Website counter	Increase in parental communication as evidenced by teacher log.
ELA	ELLs	Back to School Night	Yes	Back to School Night attendance, FSA sign ups	Increase number of parents participating in Back to School. ACIT offers two Back to School Nights during the school year. In 2013/14, 423 parents attended at least one Back to School night session. In 2014/15, 572 parents attended at least one Back to School Night session.

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

ELA	ELLs	All calls	Yes	Phone calls	Increased calls to parents/guardians regarding school events. In the 2014/15 school year a total of 3 all calls were made for our Title I stakeholder meetings. In October, 570 calls were made, 418 in December and 490 in March.
ELA	ELLs	Parental Involvement	No	Open House attendance, FSA sign ups	Increase in parental involvement in programs such as FSA. Although the number of family members attending Open Houses and Back to School nights at ACIT is well attended, participation in Family School's Association and Title I Parent Committee is minimal.
ELA	ELLs	CTE Day	Yes	Invitation Media mention in the local paper	Feedback from community members
ELA	ELLs	Mailings, Health/Human Services referrals & outreach (nursing)	Yes	Nursing Google site Mailings Physical Exams Community Resources School Physician	During the 2014/15 school year, nurses provided outreach to community members on available services as well as the number of students serviced through these organizations such as Family Services Association, Perform-Care, mental health services, dental and housing. Nursing Google site was created and shared with ACIT students and families.
ELA	ELLs	Provided translators for ELL parents	Yes	Increased parental involvement via telephone conferences and face to face meetings	Due to a long term maternity position, ACIT was able to provide a native speaking counselor during the 2014/15 school year.

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

ELA	ELLs	Adult Education Programs	Yes	Attendance sheets at Title I meetings Agendas at Title I meetings All calls Mailings	ACIT offers adult PD workshops for parent and guardians during Title I meetings.
ELA	ELLs	Advisory Board that include local businesses and colleges	Yes	Advisory Board agendas, minutes, attendance sheets	ACIT currently has 6 advisory boards which consist of various members from the community, higher education, clergy and business owners.
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

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

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Math	ELLs	Surveys	No	Survey Results	ACIT will continue to revise our surveys and procedures for collecting data from community members.
ELA	Economically Disadvantaged	Teacher communication with parents regarding academic progress	Yes	Teacher phone/email logs, Realtime reports, Website counter	Increase in parental communication as evidenced by teacher log.
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

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

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

	Disadvantaged				regarding school events. In the 2014/15 school year a total of 3 all calls were made for our Title I stakeholder meetings. In October, 570 calls were made, 418 in December and 490 in March.
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Math	Economically Disadvantaged	Provided translators for ELL parents	Yes	Increased parental involvement via telephone conferences and face to face meetings	Due to a long term maternity position, ACIT was able to provide a native speaking counselor during the 2014/15 school year.
Math	Economically	Adult Education	Yes	Attendance sheets at Title	ACIT offers adult PD workshops for

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

	Disadvantaged	Programs		I meetings Agendas at Title I meetings All calls Mailings	parent and guardians during Title I meetings.
Math	Economically Disadvantaged	Advisory Board that include local businesses and colleges	Yes	Advisory Board agendas, minutes, attendance sheets	ACIT currently has 6 advisory boards which consist of various members from the community, higher education, clergy and business owners.
Math	Economically Disadvantaged	Business Partner of the Year Awards	Yes	Board of Education minutes, agenda, sign in sheets, press release	ACIT presented our business partner of the year, Kelsey and Kim's with a plaque representing their outstanding service dedication to ACIT
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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.

Ronald J. DeFelice

Principal's Name (Print)



Principal's Signature

4/17/13

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 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	<ul style="list-style-type: none"> • Progress Targets • HSPA LAL: Reading- interpreting and analyzing text • Student Growth Objectives (SGO) • PSAT • SAT • Classroom Assessments 	<p>In analyzing the 2014-2015 HSPA data, 265 students originally took the assessment in March 2014. Of those students, 4 were Not Scored, and 3 were partially proficient (scoring below 200) as opposed to 0 in previous years. These students either dropped from roll or were exempt due to an IEP.</p> <p>With regard to PSAT critical reading scores, however, students did not meet the benchmark of 44, and data reveals weaknesses and a decrease in proficiencies based on a two year trend in critical reading. The mean critical reading score for males was 41.7 and the mean critical reading score for females was 41. In 2014-15, 329 students took the test; the mean critical reading score for males was 37.0 and the mean critical reading score for females was 37.7, representing not only deficiencies when compared against the PSAT benchmarks, but also a drop in critical reading points for both males and females of 2.1 and 3.1, respectively.</p> <p>Student growth in the language arts, as demonstrated on SGO and classroom assessments, shows that students are making typical growth, but areas of concern remain. With our growing population</p>

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

		<p>(estimated school population 1,500+) and progress towards an all-inclusive model, our economically disadvantaged and Special Education students will require a greater need of instructional supports than in the past in addition to students who are not meeting benchmarks in critical reading, specifically, interpreting and analyzing text.</p>
<p>Academic Achievement - Writing</p>	<ul style="list-style-type: none"> • Progress Targets • HSPA LAL: Writing-expository and persuasive • Student Growth Objectives (SGO) • Classroom Assessments 	<p>In analyzing the 2014-2015 HSPA data, 265 students originally took the assessment in March 2014. Of those students, 4 were Not Scored, and 3 were partially proficient (scoring below 200) as opposed to 0 in previous years. These students either dropped from roll or were exempt due to IEP.</p> <p>With regard to PSAT writing scores, however, students did not meet the benchmark of 44, and data reveals weaknesses and a decrease in proficiencies based on a two year trend in writing. In 2013-2014, 337 10th grade students took the test; the mean writing score for males was 36.7 and the mean writing score for females was 38.4. In 2014-15, 329 students took the test; the mean writing score for males was 40.3 and the mean writing score for females was 41.1, representing deficiencies when compared against the PSAT benchmarks. While there was some growth in writing for both males and females from 2012-13 to 2014-15, students still scored below the PSAT benchmark of 42 for writing.</p> <p>Students' PSAT writing scores from 2012-13 to 2014-15, despite growth, still do not meet benchmarks. Student growth in the language arts, as demonstrated on SGO and classroom assessments, shows that students are making typical growth, but areas of concern remain. With our growing population (estimated school population 1,500+) and progress towards an all-inclusive model, our economically disadvantaged and Special Education students will require a greater need of instructional supports than in the past in addition to students who are not meeting benchmarks in writing, specifically, expository,</p>

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

		persuasive, and narrative writing modes.
Academic Achievement - Mathematics	<ul style="list-style-type: none"> • Progress Targets • HSPA Math • Student Growth Objectives • Classroom Assessments • PSAT • SAT 	<p>In analyzing the 2014-15 HSPA Data, 265 students originally took the assessment in March 2014. Of those students, 40 were partially proficient (scoring below 200). In the Fall of 2014, students were retested and 22 of which were partially proficient. Looking into the scores, ACIT Math students are falling behind in areas of Numerical Operations and Geometry and Measurement.</p> <p>As measured by the standardized HSPA assessment for Mathematics, Economically Disadvantaged students represented 75% of the class and 67% scored proficient, while Non Economically Disadvantaged students represented 25% of the class and 74.2% scored proficient on the HSPA Math.</p> <p>Hispanic/Latino students (6.1%) and economically disadvantaged (18.3%) along with the females (7.4%) show the greatest percentage of partially proficient.</p> <p>Though students demonstrate growth, with our growing population (estimated school population 1,500+) and progress towards an all-inclusive model, our economically disadvantaged and Special Education students will require a greater need of instructional supports than in the past.</p>
Family and Community Engagement	<ul style="list-style-type: none"> • Survey Results • Attendance Rates • Sign-in Sheets • Committee Sign-in Sheets • Volunteer enrollment 	<p>Attendance rates at parent meetings demonstrate that when the event includes both the child and parent attendance is stronger. Sign-in sheets demonstrate that few parents are involved in committees. The Red Hawk Family School Association has a small group of committed parents that help to organize events that involve parents into the school academic programs. ACIT also has a Title I parent group that regularly attends meetings, however this group represents</p>

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

		a small percentage of parents at ACIT (average attendance represents 1.07% of school population).
Professional Development	<ul style="list-style-type: none"> • Survey Results • Sign-in Sheets • PLC Agendas • Professional Development • Evaluations • Teacher Portfolios 	<p>Survey results indicate that teachers prefer job-embedded professional development that ends with a tangible product or idea to utilize in the classroom. Teachers enjoy working and learning in a collaborative environment and request professional development in the areas of reading, co-teaching, writing, differentiated instruction, mathematics, smart boards, student engagement. 95% of our teachers answered surveys in regards to their request for professional development.</p> <p>PLC agendas demonstrate that teachers are working in teams to review assessment data and make instructional decisions, discuss curriculum and the Common Core standards.</p> <p>Additionally, each teacher develops two SGO goals throughout the year tied to standards and measure student growth between two points in time. Professional development evaluation forms show that teachers rate the professional development provided at ACIT at high levels. The number of teachers participating in peer observations has increased this year. Teacher summative evaluation scores demonstrate that teachers’ professional development is impacting and influencing classroom instruction.</p>
Leadership	<ul style="list-style-type: none"> • Survey Results • Sign-in Sheets 	Sign-in sheets demonstrate that school administrators are involved/facilitate committee meetings. Teachers report that their administrative team fosters a school culture that is focused on instructional improvement.
School Climate and Culture	<ul style="list-style-type: none"> • Survey Results • Activity Logs • Sign-in Sheets 	At ACIT, student surveys reveal that they feel safe at school; however, since the 2013/14 school year, the number of estimated discipline incidents has gone from 550 to an estimated 778. This change

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

	<ul style="list-style-type: none"> • Discipline Reports • Student/Staff Survey 	<p>represents a growth by at least 40%.</p> <p>The number of estimated suspensions has grown from 49 in the 2013/14 school year to an estimated 74 in 2014/15. This increase represents a growth of approximately 50%.</p> <p>There are several factor that contribute to this rapid growth. One factor would include ACIT’s continual shift to an exclusive full time vocational high school. In two years’ time (as of October), the student population has grown from 999 to 1,397 full time students. This increase represents an approximate 40% growth over the past two years. With the growing population, there has been an increase of students with special needs, including students with unique cognitive, emotional and behavioral disabilities. In some cases students have multiple behavior infractions which could possibly inflate the number of incidents reported.</p>
<p>School-Based Youth Services</p>	<ul style="list-style-type: none"> • Group and Team Rosters • Activity Logs • Sign-in Sheets • Student Focus Groups • In School Youth programs • Counseling Groups • I&RS 	<p>Students are offered the opportunity to participate in various sports and clubs. Over 200 students participate in sports and over 450 students participated in clubs. From September to March, our after school Title I tutoring sessions has seen an 80% increase since 2013/14. The number of total student participants (September-March) has gone from 297 in 2013/14 to 667 in 2014/15. (268 students who attended 1 or more sessions).</p> <p>Also, 28 students participated in the in-school grant program during the 2014/15 school year which focused on social/emotional issues, work readiness and occupational skill development.</p> <p>In the 2014/15 school year, ACIT’s Guidance Department created Girls' Group. The purpose of the group is to promote positive self-concept in adolescent females through a series of team building exercises, modeling, and self-exploration over a six week period. This</p>

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

		counseling group serviced 16 students in the 2014/15 school year; however, with a co-leader, the group would be able to incorporate more members.
Students with Disabilities	<ul style="list-style-type: none"> • Progress Targets • HSPA Math • HSPA LAL • Student Growth Objectives • Classroom Assessments • Survey Results 	State and local data demonstrate that students with disabilities are performing at a lower level than their general education peers. Students with disabilities are making growth on local assessments, but not at the same rate as the general education population. Survey results demonstrate that teachers would benefit from more professional development in the areas of co-teaching and differentiation. ACIT has gone from servicing 123 Special Education students (11% of student population) in 2013/14 to 166 Special Education students (12% of student population) in 2014/15.
Homeless Students	<ul style="list-style-type: none"> • Progress Targets • HSPA Math • HSPA LAL • Student Growth Objectives • Classroom Assessments 	The population of homeless students has been too small to be able to draw any conclusions based upon that particular population. There are no homeless students in the district.
Migrant Students	N/A	N/A
English Language Learners	<ul style="list-style-type: none"> • Progress Targets • HSPA Math • HSPA LAL • Student Growth Objectives • Classroom Assessments • Survey Results 	The population of English Language Learners has been too small to be able to draw any conclusions based upon that particular population. There were no ELL students enrolled during the 2014-2015 academic year.

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

<p>Economically Disadvantaged</p>	<ul style="list-style-type: none"> • Progress Targets • HSPA Math • HSPA LAL • Student Growth Objectives • Benchmark Assessments • Classroom Assessments • Attendance Rates • Power School • Report Cards 	<p>The multiple measures analyzed demonstrate that our economically disadvantaged students are performing at lower levels of proficiency than their more affluent peers. Economically disadvantaged students are demonstrating growth, but at a lower rate. Attendance rates demonstrate that our economically disadvantaged students and their parents do not attend school-wide events (i.e. Back to School, Parent Conferences, Title I meetings) at the same rate as non-economically disadvantaged peers.</p> <p>Also ACIT’s economically disadvantaged students experience hardships relative to technological needs. Students often are unable to complete web-based instructional programs at home and cannot access various Google sites in which teacher’s post information. ACIT has opened its media center during after school hours in an attempt to combat this inequitable circumstance.</p> <p>ACIT has gone from 558 economically disadvantaged students (50% of student population) in 2013/14 to 826 economically disadvantaged students (62% of student population) in 2014/15. This growing number has created a need for supplemental assistance in order to create an equitable learning environment suitable for all learners.</p>
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2015-2016 Comprehensive Needs Assessment Process*

Narrative

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

The district gathered data from multiple sources (e.g. Report Cards, progress reports, statewide testing data, discipline referrals, staff survey, parent feedback, student surveys, and teacher evaluation system) and then presented the data at a School Improvement Committee meeting. Parents, teachers, staff members, and administrator viewed the data and recorded comments or questions. From this data and analysis, the district identified needs.

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

The school disaggregated the data from above for all subgroups of students according to state categories.

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

The school used a mixed methods design to gather data and used multiple measures to analyze each area insuring that not one piece of data was the only consideration. The school used existing measures that have been validated over time.

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

Given that ACIT students come from 27 sending districts with varying curricula, experiences, and abilities--in addition to a lack of academic and expectational consistency--trends indicate that many of our current 9th grade students entering, particularly in 2014-2015 school year, are performing below grade level. Admission trends indicate our Title I enrollment has increased significantly. The data revealed the need of curriculum revisions and additional course offerings to support our varied learners. Once students are here, they are making growth in the classroom, however, this growth is often not enough to get them on grade level by the end of the year. Data revealed that classroom instruction is increasing use of best practices in English and Mathematics, with more specific attention given to Common Core standards and assessment to drive instruction and differentiation. Data also showed that Special Education and economically disadvantaged students lag behind their peers. Classroom instruction can be continually enhanced as teachers add strategies to their practice and academic and expectational consistency become the norm. Curriculum has been revised to include Applied Algebra I and II

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

and Geometry to meet the needs of our varied learners and the English curriculum will be revised this summer to better reflect the CCCS and the differing needs of our students.

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

The data analysis revealed that an achievement gap exists for Title I students and Economically Disadvantaged students and their peers. The achievement gap precipitated the examination of programming and the possible curriculum revisions. The teachers' use of knowledge learned through professional development has increased their use of data suggests a continued PD plan in place would more readily use technology, differentiated instruction, higher level questioning skills, and cooperative learning, though access to technology and continued support is needed.

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

The school identifies educationally at risk- students via progress reports, report cards, previous years high stakes assessment results, and daily grades. The school also identifies educationally at-risk students through its acceptance process. Benchmark scores, IEP reviews, and NJ ASK scores are used to identify students requiring Title I services and/or in-class support. An I&RS process is also in place for students who are struggling. Students are provided after-school tutoring in English, Algebra I, Algebra II, Geometry, and Physics. Although we provide Title I services, it would be beneficial if our students could access these instructional supports at home. It is because of this, ACIT is currently researching and planning to roll out a 1 to 1 initiative for all incoming freshmen.

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

The school provides effective interventions to educationally at-risk students through its guidance counselors, in-class support teachers, after-school tutoring, I& RS, a summer program for incoming freshman, and online programs such Study Island/Nova Net & Educere. We also provide the media center to students who do not have access to technology. The media center stays open late each day which allows students the opportunity to use desktops, lap-tops and Chromebooks that they would not otherwise be able to use due to their lack of technology outside of school.

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

Currently, the school does not have any migrant students.

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

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

Mr. Richard Lees, who acts as the homeless liaison, handles cases of homeless students on an individual basis. Homeless and migrant services are provided based on board-approved policy and procedures.

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

The school continues to engage its teachers in the decision-making process regarding the use of academic assessments, instructional programming, and professional development. Staff surveys, teacher evaluation scores and administrative input drive professional development offerings. During the 2014-15 school year the following PLC groups were formed: differentiated instruction, Smart/Epson boards, co-teaching, peer coaching, routines & procedures, and student engagement were developed to enhance instruction. Additional professional development opportunities have been geared towards questioning, formative assessments, lesson plans, data analysis, modeling, assistive technology, and lesson plan development.

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

The school helps students transition from middle school to high school through a freshman orientation with their peers. Small groups of incoming freshman students are paired for activities with senior peer mentors. A summer “Jump Start” Enrichment Program is also provided for all Title I incoming freshmen, students with disabilities and our AMES (Academy of Math, Engineering, and Science) students.

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

The school selected the priority problems after conducting a needs assessment analysis as part of the work of the School Improvement Committee. Some of the priority problems identified in the 2014-2015 school-wide plan include students performing at partially proficient levels in mathematics and language arts on high stakes assessments, an achievement gap between sub-groups, and equitable access to technology for all. Some of the root causes include increased enrollment, poverty, increases in students with special needs who have multiple disabilities, special needs students transitioning from a self-contained “specialized program” to a fully inclusive in-class support or resource room program, new programming, curriculum revisions, and increased percentage of students (over 60%) qualifying for free or reduced lunch.

****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	Students Performing below national average on PSAT & SAT assessments in Language Arts and Math.	Students performing at a Partially Proficient level in Mathematics and Language High Stakes Assessments.
Describe the priority problem using at least two data sources	<p>ACIT offers the PSATs to all students, grade 10. With regard to state benchmarks, ACIT’s PSAT scores are below the average. PSAT writing scores did not meet the benchmark of 44, and data reveals weaknesses and a decrease in proficiencies based on a two year trend in writing. In 2013-2014, 337 10th grade students took the test; the mean writing score for males was 36.7 and the mean writing score for females was 38.4. In 2014-15, 329 students took the test; the mean writing score for males was 40.3 and the mean writing score for females was 41.1, representing deficiencies when compared against the PSAT benchmarks.</p> <p>PSAT critical reading scores also did not meet the benchmark of 42, and data reveals weaknesses and a decrease in proficiencies based on a two year trend in critical reading. The mean critical reading score for males was 41.7 and the mean critical reading score for females was 41. In 2014-15, 329 students took the test; the mean critical reading score for males was 37.0 and the mean critical reading score for females was 37.7, representing</p>	<p>For 2015/2016, 87 incoming students are scoring partially proficient in the area of Math on NJ ASK and 81 incoming 9th grade students are scoring partially proficient in the area of Language Arts on the NJASK. It should be noted- over the last three years as our enrollment has grown- an increasing number of economically disadvantaged students are not proficient on HSPA assessments as evidenced by our scores.</p> <p>District benchmark data show that although students are making growth they are not demonstrating mastery of grade level standards across the math curriculum.</p>

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	<p>not only deficiencies when compared against the PSAT benchmarks, but also a drop in critical reading points for both males and females of 2.1 and 3.1, respectively.</p> <p>PSAT Math scores also did not meet the state benchmark of 44. In 2013-14 148 students fell below the mean (337 students tested), representing a 44% partially proficient. In 2014-15, 146 students fell below the mean (329 students tested), representing 44% partially proficient.</p> <p>Although we saw an increase in the number of students participating in the SATs and SAT Boot Camps in the 2014-15 school year (148 students to 189 students), our mean score did not correlate with the national average. In 2013/14, ACIT fell behind the national average by 42 points in reading, 32 points in math and 47 points in writing. In 2014/15, ACIT's overall score average improved by 1.3%, however still fell behind the national average. ACIT scored 33 points lower in reading, 32 points lower in math and 38 points lower in writing when compared to the national average in each category.</p>	
<p>Describe the root causes of the problem</p>	<p>Economically disadvantaged students are beginning the school year below grade level. Teachers need to continue to use formative assessment data to individualize reading instruction to the specific needs of students. Teachers must continue to enhance their practices and add new strategies to their repertoire. Teachers must also encourage</p>	<p>Economically disadvantaged students are beginning the school year below grade level. Teachers must continue to implement research-based best practices in math and language arts instruction. Students in grades 9-12 need to gain automaticity of basic facts. Teachers need to continually enhance practices and add new strategies to</p>

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	student attendance at SAT Boot Camps and after school -tutoring sessions.	instruction. Finally, assessment data must be used to individualize instruction.
Subgroups or populations addressed	All students	All students
Related content area missed (i.e., ELA, Mathematics)	ELA & Math	ELA & Math
Name of scientifically research based intervention to address priority problems	<ul style="list-style-type: none"> Research-based Interventions Targeted Professional Development SAT Boot Camps PSAT instruction College Board Resources Study Island Common Core Standards/PARCC Use of Formative Assessment Data Extended Day and School Opportunities After school tutoring Differentiated Instruction Cooperative learning 	<ul style="list-style-type: none"> Research-based Interventions Targeted Professional Development Common Core Standards/PARCC Use of Formative Assessment Data Extended Day and School Opportunities Study Island After School Tutoring Differentiated Instruction Co-Teaching Cooperative Learning
How does the intervention align with the Common Core State Standards?	All instruction is aligned to the Common Core standards via updated curricula, course offerings, and instruction aligned to the Danielson Framework.	All instruction is aligned to the Common Core standards via updated curricula, course offerings, and instruction aligned to the Danielson Framework.

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

	#3	#4
Name of priority problem	Closing the Achievement Gap between economically disadvantaged and non-economically disadvantaged students.	Access to Technology
Describe the priority problem using at least two data sources	The disaggregated HSPA data and district data show that students in the Economically Disadvantaged and Special Education populations are not performing at the same levels of proficiency as their grade level peers.	Based on parent/student survey, many of our economically disadvantaged students lack the necessary technology and accessibility at home. Students are not able to access remedial software programs such as Study Island and/or participate in flipped classroom activities due to their lack of resources. More than half of our students reported that they lack the technology resources at home and would benefit from additional support. Teachers report that their economically disadvantaged students often fail to realize their potential due to economic barriers. They believe by providing equitable access to these resources, student outcomes will improve.
Describe the root causes of the problem	Students are beginning the school year below grade level. Teachers need to continue to use formative assessment data to individualize instruction to the specific needs of students. Teachers must continue to enhance their practices and add new strategies to their repertoire. Finally, more work must be done in the social, emotional and non-cognitive realms to help these students successfully negotiate school.	Poverty levels, unemployment, parental and familial lack of education and involvement, lack of resources

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Subgroups or populations addressed	Economically Disadvantaged and Special Education	Economically Disadvantaged
Related content area missed (i.e., ELA, Mathematics)	ELA & Math	All areas
Name of scientifically research based intervention to address priority problems	<p>Research-based Interventions Targeted Professional Development Common Core Standards/PARCC Use of Formative Assessment Data Extended Day and School Opportunities Four-year new teacher induction program Schoolwide Professional Learning Communities</p>	<p>Research-based Interventions Targeted Professional Development SAT Boot Camps PSAT instruction College Board Resources Study Island Common Core Standards/PARCC Use of Formative Assessment Data Extended Day and School Opportunities After school tutoring Differentiated Instruction Cooperative learning Flipped Classroom activities Google classroom</p>
How does the intervention align with the Common Core State Standards?	All curricula and instruction are aligned to the Common Core standards.	All curricula and instruction are aligned to the Common Core standards, 21st Century and NJ Technology Standards

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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	Co Teachers for In-class support	Administration including Principal & Curriculum supervisors	SGO, statewide test results	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
ELA	Students with Disabilities	After school tutoring	Administration including Principal & Curriculum supervisors	attendance rates at after school tutoring, statewide test results	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
ELA	Students with Disabilities	Study Island for homework	Administration including Principal & Curriculum supervisors	statewide test results, Study Island data	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
Math	Students with Disabilities	Co Teachers for In-class support	Administration including	SGO, statewide test results	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness

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			Principal & Curriculum supervisors		WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
Math	Students with Disabilities	After school tutoring	Administrati on including Principal & Curriculum supervisors	attendance rates at after school tutoring, statewide test results	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
Math	Students with Disabilities	Study Island for homework	Administrati on including Principal & Curriculum supervisors	statewide test results, Study Island data	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
ELA	Homeless	Co Teachers for In-class support	Administrati on including Principal & Curriculum supervisors	SGO, statewide test results	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
ELA	Homeless	After school tutoring	Administrati on including Principal &	attendance rates at after school tutoring, statewide test results	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report

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			Curriculum supervisors		“Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
ELA	Homeless	Study Island for homework	Administration including Principal & Curriculum supervisors	statewide test results, Study Island data	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
Math	Homeless	Co Teachers for In-class support	Administration including Principal & Curriculum supervisors	SGO, statewide test results	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
Math	Homeless	After school tutoring	Administration including Principal & Curriculum supervisors	attendance rates at after school tutoring, statewide test results	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
Math	Homeless	Study Island for homework	Administration including Principal & Curriculum supervisors	statewide test results, Study Island data	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled

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					Study” http://ies.ed.gov
ELA	Migrant	Co Teachers for In-class support	Administrati on including Principal & Curriculum supervisors	SGO, statewide test results	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
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Math	Migrant	After school tutoring	Administrati on including Principal & Curriculum supervisors	attendance rates at after school tutoring, statewide test results	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
Math	Migrant	Study Island for homework	Administrati on including Principal & Curriculum supervisors	statewide test results, Study Island data	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
ELA	ELLs	Co Teachers for In- class support	Administrati on including Principal & Curriculum supervisors	SGO, statewide test results	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
ELA	ELLs	After school tutoring	Administrati on including Principal & Curriculum supervisors	attendance rates at after school tutoring, statewide test results	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
ELA	ELLs	Study Island for	Administrati	statewide test results, Study	Glazerman, S., et.al. (2010)

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		homework	on including Principal & Curriculum supervisors	Island data	Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
Math	ELLs	Co Teachers for In-class support	Administrati on including Principal & Curriculum supervisors	SGO, statewide test results	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
Math	ELLs	After school tutoring	Administrati on including Principal & Curriculum supervisors	attendance rates at after school tutoring, statewide test results	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
Math	ELLs	Study Island for homework	Administrati on including Principal & Curriculum supervisors	statewide test results, Study Island data	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
ELA	Economically Disadvantaged	Co Teachers for In-class support	Administrati on including	SGO, statewide test results	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness

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			Principal & Curriculum supervisors		WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
ELA	Economically Disadvantaged	After school tutoring	Administrati on including Principal & Curriculum supervisors	attendance rates at after school tutoring, statewide test results	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
ELA	Economically Disadvantaged	Study Island for homework	Administrati on including Principal & Curriculum supervisors	statewide test results, Study Island data	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
Math	Economically Disadvantaged	Co Teachers for In-class support	Administrati on including Principal & Curriculum supervisors	SGO, statewide test results	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
Math	Economically Disadvantaged	After school tutoring	Administrati on including Principal & Curriculum	attendance rates at after school tutoring, statewide test results	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive

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			supervisors		Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
Math	Economically Disadvantaged	Study Island for homework	Administration including Principal & Curriculum supervisors	statewide test results, Study Island data	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” http://ies.ed.gov
ELA	Academic Areas	1:1 Initiative*	Administration including Principal & Curriculum supervisors, teachers, parents/guardians	Use of digital content within instruction evidenced by lesson plans, results on state assessments,	<p>Shapley, K. S., Sheehan, D., Sturges, K., Caranikas-Walker, F., Huntsberger, B., & Maloney, C.(2010). Evaluating the fidelity of technology immersion and its relationship with student achievement. <i>Journal of Technology, Learning, and Assessment</i>, 9(4).</p> <p>Lei, J., & Zhao, Y. (2008). One-To-One computing: What does it bring to schools? <i>Journal of Educational Computing Research</i>, 39 (2), 97-122.</p> <p>https://www.amle.org/portals/0/pdf/rmle/rmle_vol36_no6.pdf</p>

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Math	Academic Areas	1:1 Initiative*	Administration including Principal & Curriculum supervisors, teachers, parents/guardians	Use of digital content within instruction evidenced by lesson plans, results on state assessments,	<p>Shapley, K. S., Sheehan, D., Sturges, K., Caranikas-Walker, F., Huntsberger, B., & Maloney, C.(2010). Evaluating the fidelity of technology immersion and its relationship with student achievement. <i>Journal of Technology, Learning, and Assessment</i>, 9(4).</p> <p>Lei, J., & Zhao, Y. (2008). One-To-One computing: What does it bring to schools? <i>Journal of Educational Computing Research</i>, 39 (2), 97-122.</p> <p>https://www.amle.org/portals/0/pdf/rmle/rmle_vol36_no6.pdf</p>
ELA	Social, Emotional & Academic	Support Groups*	Administration including Principal and Department Supervisors Teachers Guidance	Increased collaboration between parents/guardians and school officials.	<p>Dynarski, M., et.al.(2008) <u>Dropout Prevention Practice Guide August 2008</u> Geared toward educators, administrators, and policymakers, this guide provides recommendations that focus on reducing high school dropout rates.</p> <p>http://ies.ed.gov</p>
Math	Social, Emotional & Academic	Support Groups*	Administration including Principal and Department	Increased collaboration between parents/guardians and school officials.	<p>Dynarski, M., et.al.(2008) <u>Dropout Prevention Practice Guide August 2008</u> Geared toward educators, administrators, and</p>

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			Supervisors Teachers Guidance	policymakers, this guide provides recommendations that focus on reducing high school dropout rates. http://ies.ed.gov
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**Use an asterisk to denote new programs.*

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

**Use an asterisk to denote new programs.*

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;</u>					
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	After School tutoring	Administration including Principal and Department Supervisors	Attendance rates at after school tutoring, statewide test results	<p>Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement</u> Practice Guide July 2009 Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/</p>
ELA	Students with Disabilities	Title I summer program	Administration including Principal and Department Supervisors	Attendance rates at summer program, statewide test results	<p>Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement</u> Practice Guide July 2009 Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/</p>

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ELA	Students with Disabilities	Study Island	Administration including Principal and Department Supervisors	Study Island data, course completion	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u> Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
ELA	Students with Disabilities	Novanet	Administration including Principal and Department Supervisors	Statewide test results, course completion	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u> Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
Math	Students with Disabilities	After School tutoring	Administration including Principal and Department Supervisors	Attendance rates at after school tutoring, statewide test results	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u> Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
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ELA	Homeless	After School tutoring	Administration including Principal and Department Supervisors	Attendance rates at after school tutoring, statewide test results	Becket, M., et.al. (2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u> Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
ELA	Homeless	Title I summer program	Administration including Principal and Department Supervisors	Attendance rates at summer program, statewide test results	Becket, M., et.al. (2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u> Out-of-school time programs can enhance academic achievement by helping students learn outside the

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					classroom. http://ies.ed.gov/
ELA	Homeless	Study Island	Administration including Principal and Department Supervisors	Study Island data, course completion	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u> Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
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Math	Homeless	Study Island	Administration including Principal and Department Supervisors	Study Island data, course completion	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u> Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
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ELA	Migrant	After School tutoring	Administration including Principal and Department Supervisors	Attendance rates at after school tutoring, statewide test results	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u> Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
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Math	Migrant	Study Island	Administration including Principal and Department Supervisors	Study Island data, course completion	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u> Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
Math	Migrant	Novanet	Administration including Principal and Department Supervisors	Statewide test results, course completion	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u> Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
ELA	ELLs	After School tutoring	Administration including Principal and Department Supervisors	Attendance rates at after school tutoring, statewide test results	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u> Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
ELA	ELLs	Title I summer program	Administration including Principal and Department Supervisors	Attendance rates at summer program, statewide test results	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u> Out-of-school time programs can

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					enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
ELA	ELLs	Study Island	Administration including Principal and Department Supervisors	Study Island data, course completion	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u> Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
ELA	ELLs	Novanet	Administration including Principal and Department Supervisors	Statewide test results, course completion	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u> Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
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Math	ELLs	Title I summer program	Administration including Principal and Department Supervisors	Attendance rates at summer program, statewide test results	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u> Out-of-school time programs can

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					enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
Math	ELLs	Study Island	Administration including Principal and Department Supervisors	Study Island data, course completion	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u> Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
Math	ELLs	Novanet	Administration including Principal and Department Supervisors	Statewide test results, course completion	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u> Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
ELA	Economically Disadvantaged	After School tutoring	Administration including Principal and Department Supervisors	Attendance rates at after school tutoring, statewide test results	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u> Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
ELA	Economically Disadvantaged	Title I summer program	Administration including Principal and Department	Attendance rates at summer program, statewide test results	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u>

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			Supervisors		Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
ELA	Economically Disadvantaged	Study Island	Administration including Principal and Department Supervisors	Study Island data, course completion	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u> Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
ELA	Economically Disadvantaged	Novanet	Administration including Principal and Department Supervisors	Statewide test results, course completion	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u> Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
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Math	Economically Disadvantaged	Study Island	Administration including Principal and Department Supervisors	Study Island data, course completion	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u> Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
Math	Economically Disadvantaged	Novanet	Administration including Principal and Department Supervisors	Statewide test results, course completion	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement Practice Guide July 2009</u> Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/

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	PARCC readiness	Administration including	At least 10% of the teachers will attain Highly Effective teaching status as measured by	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report

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			Principal and Department Supervisors	the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	“Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
ELA	Students with Disabilities	Google Apps for Education training	Department Supervisors, IT Coordinator	Full utilization of 21 st century skills and NJTECH standards	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement</u> Practice Guide July 2009 Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
ELA	Students with Disabilities	Special Education co-teaching with modifications and accommodations*	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
ELA	Students with Disabilities	Title I strategy training	Administration including	At least 10% of the teachers will attain Highly Effective teaching status as measured by	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report

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			Principal and Department Supervisors	the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	“Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
ELA	Students with Disabilities	Common Core implementation	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
Math	Students with Disabilities	PARCC readiness	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
Math	Students with	Special Education	Administration	At least 10% of the teachers	Glazerman, S., et.al. (2010)

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	Disabilities	co-teaching with modifications and accommodations*	tion including Principal and Department Supervisors	will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
Math	Students with Disabilities	Google Apps for Education training	Department Supervisors , IT Coordinator	Full utilization of 21 st century skills and NJTECH standards	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement</u> Practice Guide July 2009 Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
Math	Students with Disabilities	Title I strategy training	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
Math	Students with	Common Core	Administra	At least 10% of the teachers	Glazerman, S., et.al. (2010)

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	Disabilities	implementation	tion including Principal and Department Supervisors	will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
ELA	Homeless	PARCC readiness	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
ELA	Homeless	Google Apps for Education training	Department Supervisors , IT Coordinator	Full utilization of 21 st century skills and NJTECH standards	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement</u> Practice Guide July 2009 Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/

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ELA	Homeless	Special Education co-teaching with modifications and accommodations*	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	<p>Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study”</p> <p>Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov</p>
ELA	Homeless	Title I strategy training	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	<p>Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study”</p> <p>Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov</p>
ELA	Homeless	Common Core implementation	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	<p>Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study”</p> <p>Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and</p>

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					Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
Math	Homeless	PARCC readiness	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
Math	Homeless	Google Apps for Education training	Department Supervisors , IT Coordinator	Full utilization of 21 st century skills and NJTECH standards	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement</u> Practice Guide July 2009 Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
Math	Homeless	Special Education co-teaching with modifications and accommodations*	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and

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					Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
Math	Homeless	Title I strategy training	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
Math	Homeless	Common Core implementation	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
ELA	Migrant	PARCC readiness	Administration including Principal and Department	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled

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			t Supervisors	Evaluation System.	Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
ELA	Migrant	Google Apps for Education training	Department Supervisors , IT Coordinator	Full utilization of 21 st century skills and NJTECH standards	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement</u> Practice Guide July 2009 Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
ELA	Migrant	Special Education co-teaching with modifications and accommodations*	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
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Math	Migrant	Google Apps for Education training	Department Supervisors, IT	Full utilization of 21 st century skills and NJTECH standards	Becket, M., et.al. (2009) <u>Structuring Out-of-School Time to Improve Academic Achievement</u>

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			Coordinator		Practice Guide July 2009 Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
Math	Migrant	Special Education co-teaching with modifications and accommodations*	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
Math	Migrant	Title I strategy training	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
Math	Migrant	Common Core implementation	Administration including Principal	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive

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			and Department Supervisors	Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
ELA	ELLs	PARCC readiness	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
ELA	ELLs	Google Apps for Education training	Department Supervisors , IT Coordinator	Full utilization of 21 st century skills and NJTECH standards	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement</u> Practice Guide July 2009 Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
ELA	ELLs	Special Education co-teaching with modifications and	Administration including	At least 10% of the teachers will attain Highly Effective teaching status as measured by	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report

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		accommodations*	Principal and Department Supervisors	the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	“Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
ELA	ELLs	Title I strategy training	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
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Math	ELLs	PARCC readiness	Administration	At least 10% of the teachers	Glazerman, S., et.al. (2010)

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			tion including Principal and Department Supervisors	will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
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Math	ELLs	Title I strategy	Administration	At least 10% of the teachers	Glazerman, S., et.al. (2010)

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		training	tion including Principal and Department Supervisors	will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
Math	ELLs	Common Core implementation	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
ELA	Economically Disadvantaged	PARCC readiness	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and

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					Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
ELA	Economically Disadvantaged	Google Apps for Education training	Department Supervisors , IT Coordinator	Full utilization of 21 st century skills and NJTECH standards	Becket, M., et.al. (2009) <u>Structuring Out-of-School Time to Improve Academic Achievement</u> Practice Guide July 2009 Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. http://ies.ed.gov/
ELA	Economically Disadvantaged	Special Education co-teaching with modifications and accommodations*	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
ELA	Economically Disadvantaged	Title I strategy training	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and

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

					Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
ELA	Economically Disadvantaged	Common Core implementation	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
Math	Economically Disadvantaged	PARCC readiness	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
Math	Economically Disadvantaged	Google Apps for Education training	Department Supervisors , IT Coordinator	Full utilization of 21 st century skills and NJTECH standards	Becket, M., et.al.(2009) <u>Structuring Out-of-School Time to Improve Academic Achievement</u> Practice Guide July 2009 Out-of-school time programs can enhance academic achievement

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

					by helping students learn outside the classroom. http://ies.ed.gov/
Math	Economically Disadvantaged	Special Education co-teaching with modifications and accommodations*	Administration including Principal and Department Supervisors	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study” Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov
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Math	Economically Disadvantaged	Common Core implementation	Administration including Principal and Department	At least 10% of the teachers will attain Highly Effective teaching status as measured by the results on the Teacher Practice portion (classroom observation) of the NJ Teacher Evaluation System.	Glazerman, S., et.al. (2010) Teacher and Leader Effectiveness WWC Review of the Report “Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study”

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

			Supervisors		Dee, T., & Wyckoff, J. (2013) “Incentives, Selection, and Teacher Performance: Evidence from IMPACT” http://ies.ed.gov

**Use an asterisk to denote new programs.*

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

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 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.

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

- 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 stakeholder group and administration team will be responsible for evaluating student data, and will be conducted in house.

- 2. What barriers or challenges does the school anticipate during the implementation process?**

Within the implementation process, challenges will include new technology, increased poverty amongst Atlantic County residents, increased enrollment at ACIT (projected 1,500+ 2015-16), budget cuts, time constraints for academic programs, and PARCC assessments.

- 3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?**

To gather stakeholder buy-in, the school will continue to encourage inclusion on committees, offer professional development for teachers/parents, distribute surveys, hold staff meetings, continue open a communication and advocate transparency through a monthly newsletter of programs through use of the school website.

- 4. What measurement tool(s) will the school use to gauge the perceptions of the staff?**

To gauge perception of the staff, our school will use surveys to gather feedback at Title I meetings, faculty meetings, and Professional Learning Committee (PLC) meetings.

- 5. What measurement tool(s) will the school use to gauge the perceptions of the community?**

To gauge perception of the staff, our school will use surveys to gather feedback at Title I meetings, faculty meetings, and Professional Learning Committee (PLC) meetings.

- 6. How will the school structure interventions?**

ACIT will structure interventions by finding the best practices and by aligning interventions.

- 7. How frequently will students receive instructional interventions?**

Students will receive instructional interventions through their daily classroom teaching, availability to increased technology, mentoring and after school tutorials.

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

8. What resources/technologies will the school use to support the schoolwide program?

To support these instructional interventions, our school will use resources/technologies such as Study Island, Novanet, Educere, availability to AP courses, laptops/chromebooks, Smart Boards and Epson boards.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

Our school will use student attendance, records for mentoring and tutoring, student grades, teacher evaluation data, behavior referrals, student achievement results on state mandated assessments, and graduation rates.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

ACIT plans to disseminate the results of our schoolwide program evaluation to appropriate stakeholder groups through our Title I Google Site, interaction/agendas at parent meetings, and through the use of a school newsletter.

**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	Parent Title 1 Meetings	Administrati on including Principal and Department Supervisors, Recruitment Officer	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov/
ELA	Students with Disabilities	Recruitment of Title I Parents at Open Houses, Back to School Nights, Information Sessions	Administrati on including Principal and Department Supervisors, Recruitment Officer	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov/
ELA	Students with Disabilities	FSA Outreach	Parental Involvement:	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent	Parental Involvement: Title I, Part A

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

			Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov	information sessions, and 3) Parent conferences, and (4) Attendance at Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov
Math	Students with Disabilities	Parent Title 1 Meetings	Administrati on including Principal and Department Supervisors, Recruitment Officer	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov/
Math	Students with Disabilities	Recruitment of Title I Parents at Open Houses, Back to School Nights, Information Sessions	Administrati on including Principal and Department Supervisors, Recruitment Officer	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov/
Math	Students with Disabilities	FSA Outreach	Parental Involvement:	Parent participation in selected schoolwide events:	Parental Involvement:

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

			Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov	1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Attendance at Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov
ELA	Homeless	Parent Title 1 Meetings	Administrati on including Principal and Department Supervisors, Recruitment Officer	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post- Secondary Supports	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov/
ELA	Homeless	Recruitment of Title I Parents at Open Houses, Back to School Nights, Information Sessions	Administrati on including Principal and Department Supervisors, Recruitment Officer	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post- Secondary Supports	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov/

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

ELA	Homeless	FSA Outreach	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Attendance at Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov
Math	Homeless	Parent Title 1 Meetings	Administrati on including Principal and Department Supervisors, Recruitment Officer	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov/
Math	Homeless	Recruitment of Title I Parents at Open Houses, Back to School Nights, Information Sessions	Administrati on including Principal and Department Supervisors, Recruitment Officer	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov/

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

Math	Homeless	FSA Outreach	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Attendance at Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov
ELA	Migrant	Parent Title 1 Meetings	Administrati on including Principal and Department Supervisors, Recruitment Officer	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov/
ELA	Migrant	Recruitment of Title I Parents at Open Houses, Back to School Nights, Information Sessions	Administrati on including Principal and Department Supervisors, Recruitment Officer	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Parent “On Demand” Professional Development on PARCC, Real Time,	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov/

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

				Financial Aid, Post-Secondary Supports	
ELA	Migrant	FSA Outreach	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Attendance at Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov
Math	Migrant	Parent Title 1 Meetings	Administrati on including Principal and Department Supervisors, Recruitment Officer	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov/
Math	Migrant	Recruitment of Title I Parents at Open Houses, Back to School Nights, Information Sessions	Administrati on including Principal and Department Supervisors, Recruitment Officer	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Parent “On Demand” Professional Development on PARCC, Real Time,	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov/

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

				Financial Aid, Post-Secondary Supports	
Math	Migrant	FSA Outreach	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Attendance at Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov
ELA	ELLs	Parent Title 1 Meetings	Administrati on including Principal and Department Supervisors, Recruitment Officer	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov/
ELA	ELLs	Recruitment of Title I Parents at Open Houses, Back to School Nights, Information Sessions	Administrati on including Principal and Department Supervisors, Recruitment	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Parent “On Demand”	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov/

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

			Officer	Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	
ELA	ELLs	FSA Outreach	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Attendance at Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov
Math	ELLs	Parent Title 1 Meetings	Administrati on including Principal and Department Supervisors, Recruitment Officer	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov/
Math	ELLs	Recruitment of Title I Parents at Open Houses, Back to School Nights, Information Sessions	Administrati on including Principal and Department Supervisors,	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Parent “On Demand”	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004

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

			Recruitment Officer	Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	http://www2.ed.gov/
Math	ELLs	FSA Outreach	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Attendance at Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov
ELA	Economically Disadvantaged	Parent Title 1 Meetings	Administrati on including Principal and Department Supervisors, Recruitment Officer	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov/
ELA	Economically Disadvantaged	Recruitment of Title I Parents at Open Houses, Back to School Nights, Information Sessions	Administrati on including Principal and Department	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3)	Parental Involvement: Title I, Part A Non-Regulatory Guidance

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

			Supervisors, Recruitment Officer	Parent conferences, and (4) Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Department of Education, 2004 http://www2.ed.gov/
ELA	Economically Disadvantaged	FSA Outreach	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Attendance at Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov
Math	Economically Disadvantaged	Parent Title 1 Meetings	Administrati on including Principal and Department Supervisors, Recruitment Officer	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov/
Math	Economically Disadvantaged	Recruitment of Title I Parents at Open Houses, Back to School Nights,	Administrati on including Principal and	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3)	Parental Involvement: Title I, Part A Non-Regulatory Guidance

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

		Information Sessions	Department Supervisors, Recruitment Officer	Parent conferences, and (4) Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Department of Education, 2004 http://www2.ed.gov/
Math	Economically Disadvantaged	FSA Outreach	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov	Parent participation in selected schoolwide events: 1) Title I meetings, 2) Parent information sessions, and 3) Parent conferences, and (4) Attendance at Parent “On Demand” Professional Development on PARCC, Real Time, Financial Aid, Post-Secondary Supports	Parental Involvement: Title I, Part A Non-Regulatory Guidance Department of Education, 2004 http://www2.ed.gov

**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?**

Greater attendance on the part of parents at key programs will increase communication between parents and teachers/school officials.

This will help to promote more awareness of the various supports available to students at school and provide parents with strategies they can use at home to supplement work done by students at school.

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

Continue to review the parent involvement policy and post on the website. Title I parent involvement policy is adopted annually.

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

Through the school website as well as parent involvement policy sent home in the beginning of year packet.

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

During Title I meetings school officials will present, discuss, and receive parent feedback on the School-Parent compact. It will be reviewed and revised based on parent feedback.

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

School-parent compact mailed home and students are required to return it signed by parent or guardian.

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

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

The reports will be available on the school site, public board of education meeting, and available to parents at Title I meeting.

- 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?**

N/A

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

Through the website and parent meetings.

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

Parent and stakeholder meetings.

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

The data will be summarized and results will be shared among stakeholders by the following measures; school website, progress reports, phone calls home, and the guidance department.

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

Parent professional development, parent and stakeholder meetings, surveys on what parents want to learn for professional development.

**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%	Professional development, collaboration and school culture and environment
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)		
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Attend college job fairs Attend college visits and open houses Advertise in local papers Form collaborative working relationships with local teaching colleges	Administrative Team