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: GREATER EGG HARBOR REGIONAL HS DISTRICT	School: Oakcrest High School
Chief School Administrator: JOHN KEENAN	Address: 1824 Dr. Dennis Foreman Drive, Mays Landing, NJ 08330
Chief School Administrator's E-mail: jkeenan@gehrhsd.net	Grade Levels: 9-12
Title I Contact: Margaret M. Doran	Principal: Joseph Carruth
Title I Contact E-mail: mdoran@gehrhsd.net	Principal's E-mail: jcarruth@gehrhsd.net
Title I Contact Phone Number: 609-909-2664	Principal's Phone Number: 609-909-2601

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.

Joseph D. Carruth
Principal's Name (Print)

Principal's Signature

7-9-2015
Date

SCHOOLWIDE SUMMARY INFORMATION - *ESEA§1114*

Critical Overview Elements

- The School held _____4_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ 21,162,822, which comprised 98.10 % of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 21,161,182, which will comprise 98.33 % 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
Staffing for College and Career Readiness Course	1 and 2	Credit bearing CCR Intervention	100-100	50,000
Staffing for Career Educational Technology Course	3	Credit bearing technology access and instruction	100-100	30,000
Staffing for Academic Foundations	1 and 2	Credit bearing Academic Foundations Intervention	100-100	35,739
Staffing for Rhetoric	2	Credit Bearing Literacy instruction	100-100	30,000
Benefits for staffing new programs	1, 2, and 3	Credit Bearing Courses	200-200	37,892
Software and supplies for CCR, CET, Academic Foundations and Rhetoric courses and homeless students	1,2 and 3	Support new schoolwide credit bearing courses	100-600	8,500
LAL Consultant Services for students	2	LAL Consultant	100-300	2,100

Staffing for Summer Enrichment Program	1 and 2	Summer Enrichment – Math and English	100-100	2,310
Benefits for Summer Enrichment	1 and 2	Summer Enrichment – Math and English	200-200	177
Transportation for Summer Enrichment Program	1 and 2	Summer Enrichment – Math and English	200-300	2,782
Supplies for Summer Enrichment Program	1 and 2	Summer Enrichment – Math and English	100-600	1,500
Parent Involvement Supplies	1,2 and 3	Parent Involvement (Title I Reserve)	100-600	1,549

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
Joseph Carruth	School Staff: Administration	X	X		Signatures On File X
Joseph Costal Jason Brown	School Staff: Supervisors	X	X		X
Beth Hamilton	School Staff: English Teacher	X	X		X
Leah McDonnell	School Staff: Math Teacher	X	X		X
Brenda Backanskas Lauren Bond	Parents	X	X		X
Nicole Nelson, Officer	Community Member: Hamilton Twp. Police Dept.				
Rebecca Miller-Murphy	Community Member: Director of the	X	X		X

	AtlantiCare Teen Center				
Margaret Doran	District Staff: District Supervisor, GEHR Ed Foundation VP	X	X		X
Taylor Phy	Student	X	X		X
Maren Ross	Student	X	X		X

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
12/15/2014	District Annex Conference Room	Comprehensive Needs Assessment	X		X	
1/15/2015	District Annex Conference Room	Comprehensive Needs Assessment	X		X	
4/22/2015	District Annex Office	Comprehensive Needs Assessment, Plan Development	X		X	
6/22/2015	District Annex Conference Room	Schoolwide Plan Development	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 Oakcrest High School community strives to instill in its students: character, integrity and a life-long love of learning in a safe, nurturing and academically-stimulating environment. We achieve this by upholding the highest ethical and academic standards, promoting shared decision-making among all our stakeholders and committing to a "whole student" approach to education. We seek to not only understand, but also celebrate our differences, provide students with the most relevant educational tools, foster each student's individual responsibility for his/her education, cultivate curricula and programming that promotes life-long commitment to self-improvement, service and citizenship, emphasize the physical and mental well-being that is integral to real learning and support a school and community spirit and shared experience that turns our students, faculty and staff into a single "Falcon family."

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)

This page is not applicable for Oakcrest High School to Complete.

1. Did the school implement the program as planned?
2. What were the strengths of the implementation process?
3. What implementation challenges and barriers did the school encounter?
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
9. How did the school structure the interventions?
10. How frequently did students receive instructional interventions?
11. What technologies did the school use to support the program?
12. Did the technology contribute to the success of the program and, if so, how?

Provide a separate response for each question.

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

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 *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

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

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

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

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

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				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

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

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

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

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

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.

***** This page is not applicable for Cedar Creek High School to sign as we did not run with Title I Schoolwide Funds in 2014-15.***

Joseph D. Carruth		7-9-2015
Principal's Name (Print)	**Principal's Signature**	**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	HSPA, PARCC, PSAT, NJASK8, Failure Rate Analysis, Read 180 Data, SRI & gender and subgroup analyses of all of the above	Identification of at risk students: Push-in and Supplemental Pull-out Program, Course Placement; Parent/guardian programs; at risk teacher/administrator planning committee results. These interventions are designed to provide a comprehensive view of need and success potential throughout the district and in accordance with the CCCS.
Academic Achievement - Writing	HSPA, PARCC, PSAT, NJASK8, Failure Rate Analysis, Read 180 Data, SRI & gender and subgroup analyses of all of the above	Identification of at risk students: Push-in and Supplemental Pull-out Program, Course Placement; Parent/guardian programs; at risk teacher/administrator planning committee results. These interventions are designed to provide a comprehensive view of need and success potential throughout the district and in accordance with the CCCS.
Academic Achievement - Mathematics	HSPA, NJASK8, Failure Rate Analysis, Read 180 Data & SMI.	Identification of at risk students: Pull out Program, Course Placement; Continue inquiry based programs; consider and pilot benchmark assessment software programs. These interventions are designed to provide a comprehensive view of need and success potential throughout the district and in accordance with the

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		CCCS.
Family and Community Engagement	Attendance for all parent/guardian events; written notification for all title I program documentation; Principal Advisory Com. Mtgs., Administrative Review Summary IEP Meetings, Title I School-wide Stakeholders meetings	Fall, Winter & Spring Open Houses, Back to School Night, EPP Parent meetings, Guidance, parent/guardian meetings, Title I parent/guardian meetings, web notification of parent meetings, Orientation Parent Meeting, Bio-Medical/ROTC Magnet Open Houses & Informational nights.
Professional Development	Sign-In Sheets	Regular professional development exists to address immediate, and annual, on-going staff needs. Teachers are encouraged to attend in-house and out-of-district PD in addition to required in-service and training. PD is based on established school and district plans, both individually and collectively. Input is garnered though staff surveys. Out-of-district PD attendance requires "turn-key" & "train the trainers" style development subsequently shared with an entire school or department faculty.
Homeless	Enrollment forms, change in address forms and Genesis	Guidance, CST, VPs and other district staff meet with this population. Students receive free lunch, supplies and other necessary materials. The school also monitors and reviews this population's coursework to assess achievement.
Migrant	Enrollment records	Three Migrant students are currently enrolled. Student needs are met through services needed such as: Title I academic support, summer enrichment, language services, Child Study Team if applicable
Students with Disabilities	IEP Direct & Read 180	Students with disabilities have specific IEP goals written in exact accordance to their individual needs. These goals are regularly assessed, discussed and reported. Parents are included in updating and assessing these goals as per state law.

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
English Language Learners	ACCESS Testing	In addition to this assessment, ELL student needs are assessed and discussed with specific teachers. Read 180 program is also utilized.
Economically Disadvantaged	Free & Reduced lunch	Addressed and facilitated as per state law.
School Climate and Culture	Student attendance, student discipline, student participation, Extra-curricular, tutorials, credit completion, freshman transition programs & summer enrichment	Freshman Transition Program; Anti-Bullying Coordinator; Teen Center; staff work with students keep log of activities and attendance
Leadership	Parent Advisory Council Meetings; School liaison committee meetings, Content area articulation meetings, cross-curricular team meetings, DEAC meetings	Administration conducted periodic walk-throughs of classroom instruction as well as at least 3 formal classroom observations. Pre and Post-observation meetings served to analyze data, monitor assessment, and discuss instructional strategies used to drive instruction.
School-Based Youth Services	Guidance records, Teen Center Attendance/sign in sheets	Guidance Curriculum and Child Study Team Services

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

2015-2016 Comprehensive Needs Assessment Process*

Narrative

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

   The school gathered key members of the building, district and community in order to identify the needs assessment at Oakcrest High School. This group included parents, teachers, students, administration and local businesspeople. Data was collected and shared. Brainstorming sessions were coordinated and executed. Productive discussion was facilitated.

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

   Data collection for subgroups begins the summer prior to freshman year for incoming students. OHS compiles test and grade information from our sending district. The primary sources are student demographics and NJASK8 results. This will transition to analysis of PARCC scores. Supervisors use this data to identify need and create appropriate subgroups and recommend academic level and instructional support. Then, as student progress through high school, supervisors and district administrators continue to compile a combination of grades, state assessments and teacher recommendations/narratives. Student designations are adjusted accordingly and cross-referenced with demographic information. Additional service decisions (i.e. summer enrichment programs, pull-out, etc.) are then determined.

   This process allows for timely and consistent address of "at-risk" students, and it allows for the creation of progressive and pro-active intervention services. Often these interventions, including push-in & pull-out programming, have been driven by data and proven accurate predictors of need.

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)?

State-wide testing data is provided to us semi-annually by the NJ Department of Education. This data is publicly reported and accessible in accordance to state law. As a school and district, we aggregate and cross-reference this data using a series of internal checks and balances. The data is discussed at annual meetings that occur department, school and district-wide. Further, the data is discussed with key members of the both the faculty and community (where applicable).

Besides the data verified through reporting-processes of state-wide testing, our district is also phasing common assessments into our instructional designs. This process will provide new data-reporting options for assessing student achievement, especially in light of transitional demands presented by the new PARCC exam. As we refine this assessment innovation, so too will we be able to refine the validation of subsequent data. Our district also utilizes both the Scholastic Reading Inventory and Scholastic Math Inventory. These processes, along with the diligence of faculty members designated as their purveyors, allow us to identify lexile scores for our students, which in turn, provide quantifiable reading and math designations.

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

Data reveals that specific attention to instructional best practice, with emphasis on differentiation and formative assessment. We have made excellent strides, but we must continue to evolve to provide our students with the best possible tools for success beyond our walls. Most specifically, the data reveals skill-development need in mathematics for our general population. And language arts skill development in particular sub-groups. To better attain this, we are shifting away from pull-out and push-in programming interventions to make way for credit-bearing course options. These courses will insure that remediation is free of social and behavioral stigma, while also providing more observable alignment with the CCCS. The district will also transition from the Danielson observation model to the Marshall model which should provide increased flexibility in instructional monitoring and planning. Curriculum updates will place increased emphasis on 21st Century Technology strategies, and classroom lesson planning will promote the use of digital tools to enhance engagement and technological skills.

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

Staff surveys, administrative observations and data analysis reveals increased need for PD in areas of student engagement and discussion facilitation. Last year's emphasis on formative assessment has had significant effect on instruction this year as evinced by evaluations and faculty feedback. Emphasis on SGO completion and PARCC preparation has helped, but it should continue in coming years.

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

   Please see the answer to question number two. Besides the general philosophy and process described above, the school also uses report card grades, interim reports, teacher observations, summative assessments, common assessments, guidance/faculty recommendations, administrative/faculty meetings, parent conferences, faculty professional development, outside referrals, Scholastic Math/Reading Inventories and state-wide assessments to drive both scope and sequence of intervention.

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

   Please see the answer to question number two. Besides this, faculty adopts responsibility for the I&RS process, and play an active role in assisting the Child Study team with pro-actively identifying, addressing and accommodating "at-risk" students.

8. How does the school address the needs of migrant students? **OHS typically has few Migrant students. This year OHS has three Migrant students enrolled. Guidance and Child Study Team members meet with students and/or teachers and parents to identify needs specific to the students.**

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

   In cooperation with our School Resource Officer, Child Study Team, district-level administration, we are able to identify and offer pervasive support service opportunities for these families.

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?

    Please see the answer to question number six for a comprehensive list of collaborative strategies.

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

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

Please see the answer to question number two for a comprehensive explanation of our transitional support process.

12. How did the school select the priority problems and root causes for the 2014-2015 school-wide plan?

The school identified these needs by bringing together a group of key stakeholders including administrators, faculty, students, community members, parents and local business people. Data was shared. Intentions were outlined. Then, the committee was encouraged, over several meetings, to brainstorm identification of particular needs assessment and then prioritize them.

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	Close the achievement gap in OHS mathematics test scores.	Close the achievement gap in OHS LAL test scores, including, but not limited to, specific sub-groups like special education.
Describe the priority problem using at least two data sources	1. Oakcrest students scored an average of six percent points lower than the average Greater Egg Harbor Regional High School district students, in Mathematics, over the past three school years. 2. In 2014, 72% of Oakcrest High School students passed the HSPA Math section. Though this was the exact Atlantic County average, NJ's overall average was 79% (SOURCE: NJ Department of Education).	1. In a study of three years of data, Oakcrest special education students scored an average of 35 percentage points lower than the total student population on LAL state-wide assessments. 2. In a study of three years of data, Oakcrest special education students scored an average of 15 percentage points lower than average score of Greater Egg Harbor Regional High School District students on the total student population on LAL state-wide assessments.
Describe the root causes of the problem	According to the National Center for Educational Statistics, "the percentage of students in New Jersey who performed at or above the NAEP Proficient level was 33 percent in 2013." While New Jersey has historically scored above the national average in both LAL & mathematics, the overall U.S. score is closer to *basic,* than *proficient.* This is particularly relevant in light of career trends towards development of math and science skill sets. While pull-out/push-in programs have been marginally effective, there is an apparent need for credit-bearing, CCCS-aligned coursework in math and LAL remediation. (SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics,	According to the National Center for Educational Statistics, "the percentage of students in New Jersey who performed at or above the NAEP Proficient level was 33 percent in 2013." While New Jersey has historically scored above the national average in mathematics, the overall U.S. score is closer to *basic,* than *proficient.* According to the Journal of Disability Policy Studies, new interventions for special education students, especially in terms of vocational transitions, require attention in credit-bearing, skills building environments. NJ Department of Education Transitional Services documentation specifically calls for special education student enrollment in a Career & Educational Technology course in assist students with post-secondary success.

	National Assessment of Educational Progress, 2009 and 2013 Mathematics Assessments).	While pull-out/push-in programs have been marginally effective, there is an apparent need for credit-bearing, CCCS-aligned coursework in math and LAL remediation. (SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress, 2009 and 2013 Mathematics Assessments).
Subgroups or populations addressed	Students with Disabilities Limited English Proficient Students White African-American Asian/Pacific Islander American Indian/Native American Hispanic Others Economically Disadvantaged	Students with Disabilities Limited English Proficient Students White African-American Asian/Pacific Islander American Indian/Native American Hispanic Others Economically Disadvantaged
Related content area missed		
Name of scientifically research based intervention to address priority problems	Transition all non-credit-bearing interventions into credit-bearing remediation programs conducted by highly-qualified teachers. Creation of both an "academic foundations" course specifically designed to target special education students and a "college and career readiness" program for general education students representing all sub- groups. According to the University of Illinois-Chicago Research on Urban Education Policy Initiative, a 2013 study promotes the use of credit-bearing interventions for remediation because non-credit courses "have negative effects on students' mathematics learning experiences and threatening psychosocial impacts on students." Besides developmental effects, credit-bearing experiences in mathematic remediation also allow for more consistent student assessment, student growth data and closer alignment to the CCRS. (SOURCE: Larnell, G. (2013). *UIC Research on Urban Policy Initiative Policy Brief*. http://c-stemec.org/wp-	Transition all non-credit-bearing interventions into credit-bearing remediation programs conducted by highly-qualified teachers. Creation of both an "academic foundations" course specifically designed to target special education students and a "college and career readiness" program for general education students representing all sub- groups. According to the University of Illinois-Chicago Research on Urban Education Policy Initiative, a 2013 study promotes the use of credit-bearing interventions for remediation because non-credit courses "have negative effects on students' mathematics learning experiences and threatening psychosocial impacts on students." Besides developmental effects, credit-bearing experiences in mathematic remediation also allow for more consistent student assessment, student growth data and closer alignment to the CCRS. (SOURCE: Larnell, G. (2013). *UIC Research on Urban Policy Initiative Policy Brief*. http://c-stemec.org/wp-

	content/uploads/2013/08/Toward-Reforming-Non-Credit-Bearing-Remedial-Mathematics-Courses-in-Four-Year-Universities.pdf)	content/uploads/2013/08/Toward-Reforming-Non-Credit-Bearing-Remedial-Mathematics-Courses-in-Four-Year-Universities.pdf)
How does the intervention align with the Common Core State Standards?	See above	See above

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

2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Provide appropriate technological access, instruction and assessment to support curriculum for all OHS students.	
Describe the priority problem using at least two data sources	1. 100% of current computers are used during the PARCC administration. The administration of the test took five weeks of the school year based on technological restrictions. 2. Oakcrest High School experienced, approximately, a five percent drop in enrollment during the 2014-2015 school year. Despite this drop, there is only one available computer per every five students during a regular instructional day (20% technological capacity).	
Describe the root causes of the problem	The school battles pervasive infrastructure issues that relate to difficulties in increasing band-width throughout the building. Technological upgrades have been continually deferred due to more pressing budgetary concerns (old infrastructure, programming needs). As NJ tests transition to 100% digital interfaces, and the CCCS calls for a seismic increase in 21st Century skills, Oakcrest must increase technological availability in order to compete with area schools and provide appropriate tools and services to our students.	
Subgroups or populations addressed	Students with Disabilities Limited English Proficient Students White African-American Asian/Pacific Islander American Indian/Native American Hispanic Others Economically Disadvantaged	
Related content area missed (i.e., ELA, Mathematics)		

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

Name of scientifically research based intervention to address priority problems	According to the Journal of Computers & Education, integration of digital-based learning tools and interventions holds a singular importance in terms of both increasing "educational effectiveness and student motivation." Possibly more important, the journal's study also showed that technological motivation did not differ greatly in terms of gender or race. (SOURCE: Papastergiou, M. (2009) Digital Game-Based Learning in high school Computer Science education: Impact on educational effectiveness and student motivation. *Computer & Education.* Vol. 52, Issue 1. http://www.sciencedirect.com/science/article/pii/S0360131508000845)	
How does the intervention align with the Common Core State Standards?	21st Century Skills & increased emphasis on digital skills. Necessity for credit-bearing course focused on computer skills, especially in terms of educational and vocational readiness.	

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

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

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(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	Academic Foundations - Grade levels 10-12* *– credit bearing intervention course that provides additional support for special education students enrolled in English courses or that have not yet met state proficiency requirements for mathematics or ELA.* READ 180	English Supervisor Special Education supervisor	*ELA:* Scholastic Reading inventory (SRI) lexile score over academic year. English Course grades for students enrolled in CCR. Common assessment grades for students enrolled in CCR. Student Lexile (SRI) results (growth)	US Department of Education supports the use of intervention programs to supplement instruction of cohesive curriculum for student lacking adequate prerequisite skills or to reduce disparities due to income and/or race. *http://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf* Nationally recognized program with research conducted by the US Dept. of Educ. Scholastic Research and Results Study What Works Clearinghouse Alignment to the CCSS
Math	Students with Disabilities	Academic Foundations - Grade levels 10-12* *– credit bearing intervention course that provides additional support for special education students enrolled in math courses or that have not yet met state proficiency requirements for mathematics or math.*	Math Supervisor Special Education supervisor.	*Math:* Scholastic Math inventory (SMI) quantile score over academic year. Passing Math Course grades for students enrolled in CCR. Passing Common assessment grades for math course(s) Passing Student results on benchmark assessments and standardized tests.	US Department of Education supports the use of intervention programs to supplement instruction of cohesive curriculum for student lacking adequate prerequisite skills or to reduce disparities due to income and/or race. *http://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf*

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

		Math Lab 1 – Algebra 1 Intervention Course – grade 9			
ELA	Homeless	See Below for all sub-groups			
Math	Homeless	See Below for all sub-groups			
ELA	Migrant	See below for all sub-groups			
Math	Migrant	See below for all sub-groups			
ELA	ELL	READ 180 System 44	ELL & Special Education supervisors	Student Lexile (SRI) results (growth) Passing Student results on benchmark assessments and standardized tests.	Nationally recognized program with research conducted by the US Dept. of Educ. Scholastic Research and Results Study What Works Clearinghouse Alignment to the CCSS
Math	ELL (9th grade only)	Math Lab 1 – Algebra 1 Intervention Course – grade 9	Math & Special Education supervisors	Scholastic Math inventory (SMI) results demonstrating growth. Passing Algebra 1 common assessments and course grades.	What Works Clearinghouse Alignment to the CCSS

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

ELA	Economically Disadvantaged	See Below for all sub-groups			
Math	Economically Disadvantaged	See Below for all sub-groups			
ELA	All Students (9th grade across all sub-groups)	Rhetoric* - new credit-bearing, semester course designed to provide heightened writing ability, rhetorical skills, study skills and high school organizational proficiencies. Will serve in the same vein as a freshman seminar.	English supervisor	Passing Grade in Rhetoric	According to well-published literary theorist Sheldon George: "...the psychological and academic challenges confronting freshmen recently placed in a new social/academic environment may be abated by a pedagogy (rhetoric course) that highlights a poststructuralist approach to teaching writing." These benefits have been illustrative of cross-curricular academic success in a myriad of other academic studies. *George, S. (2012). The Performed Self in College Writing. Pedagogy, 12(2), 319-341. doi:10.1215/15314200-1503613*
ELA	All Students (10th – 12th grade across all sub-groups except **Student with Disabilities**)	College and Career Readiness Grade levels 10-12* – *credit bearing intervention course that provides additional support for students enrolled in all English courses. Course will also serve students who have not yet met state proficiency requirements for ELA. & Murphy Writing Program**	English supervisor	Scholastic Reading Inventory (SRI) lexile scores over academic year. Passing English Course grades for students enrolled in CCR.	US Department of Education supports the use of intervention programs to supplement instruction of cohesive curriculum for student lacking adequate prerequisite skills or to reduce disparities due to income and/or race. *http://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf*

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

Math	All Students (10th – 12th grade across all sub-groups except **Student with Disabilities**)	College and Career Readiness Grade levels 10-12* – *credit bearing intervention course that provides additional support for students enrolled in all math courses through Algebra II. Course will also serve students who have not yet met state proficiency requirements for mathematics.*	Math supervisor	Scholastic Math Inventory (SMI) quantile scores over academic year. Passing Math Course grades for students enrolled in CCR.	US Department of Education supports the use of intervention programs to supplement instruction of cohesive curriculum for student lacking adequate prerequisite skills or to reduce disparities due to income and/or race. *http://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf*
Math	All students (9th grade across all sub-groups)	Career Educational Technology* (CET) - new credit-bearing, semester course designed to provide heightened students access to and proficiency in digital tools and 21st century skills.	Math Supervisor	Passing Grade in CET portfolio assessment	US Department of Education indicates that "the use of computers and the Internet by students is commonplace and begins early. In upper grade levels, nearly all students use computers and a substantial majority use the Internet. Differences between groups by family income and parental education are as large as 33 and 36 percent, respectively, making students from the most advantaged backgrounds about twice as likely to use the Internet as those from the least advantaged backgrounds." Source: http://nces.ed.gov/pubs2005/2005111rev.pdf

Use an asterisk to denote new programs.

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

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

ELA/Math	Students with Disabilities	Extended School Year (ESY)	Supervisor of Special Education	Attendance Reports; IEPs, use of assessment tools such as System 44/Read 180	Special Education Law requires ESY What Works Clearinghouse
ELA/Math	All Students (Across all sub-groups)	After school tutorial sessions	English & Math supervisors	Attendance Records Attending students grades in supported subject areas, including analysis of changes in MP grades Teacher records	Research shows that the importance and benefits of after school activities: • Improved Test Scores and Grades (21st CCLC participants nationwide - 43% improved reading scores, 42% improved math scores). • Improved School Attendance, Engagement in Learning More likely to come to school, stay in school and graduate. • Improved Social and Emotional Behavior (Lower truancy, drug use, violence, teen pregnancy, Develop leadership, critical thinking, self-confidence, teamwork). • Improved Health and Wellness (Structured physical activities, healthy snacks help prevent weight gain tied to inactivity after school and during summer). *Source: NJDOE, Importance of Afterschool Programs and Activities).*

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

ELA/Math	All Students (Across all sub-groups)	AM/PM library and computer lab access	Math and English Sueprvisors	Attendance Records Attending students EOY grades in supported subject areas, including analysis of changes in MP grades	Research shows that the importance and benefits of after school activities: • Improved Test Scores and Grades (21st CCLC participants nationwide - 43% improved reading scores, 42% improved math scores). • Improved School Attendance, Engagement in Learning More likely to come to school, stay in school and graduate. • Improved Social and Emotional Behavior (Lower truancy, drug use, violence, teen pregnancy, Develop leadership, critical thinking, self-confidence, teamwork). • Improved Health and Wellness (Structured physical activities, healthy snacks help prevent weight gain tied to inactivity after school and during summer). *Source: NJDOE, Importance of Afterschool Programs and Activities).*
ELA/Math	All Students (incoming 9th graders across all sub-groups)	Title 1 Summer Enrichment Program	Math and English supervisors	Attendance Records Student and Teacher survey Student grades in applicable content area	For students transitioning from Middle School to High School – program with assistance and remediation to bring students to grade level and meet 9th grade coursework with greater success in math and English. *(Source:*

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

					http://www.adlit.org/article/32116/ #research)
ELA/Math	All Student subgroups	Peer Tutoring	Guidance Director	Increased scores in academic areas	Research supports that students who struggle academically need more time on task and may make academic gains by receiving instruction from their peers. *(SOURCE: Cardenas, J. A., Harris, R., del Refugio Robledo, M., and Supik, J. D. Valued Youth Program Dropout Prevention Strategies for At-Risk Students. Paper presented at the annual meeting of the American Education Research Association, Chicago, Ill., April 2003. http://www.nea.org/tools/35542.htm)*

Use an asterisk to denote new programs.

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

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

ELA/Math	Students with Disabilities	Academic Foundations* course articulation and curricular planning sessions (three days professional development sessions)	Special Education Director	Developed curriculum Faculty survey feedback Final course evaluations	Staff given opportunity to discuss and understand in "learning groups" or small-setting, social articulation, and who collaborated on the goal of designing curriculum. "What made this professional learning powerful was the careful planning and intersection of articulation and professional development. Teachers were energized, much more knowledgeable...and (student learning) was more cohesive across schools, grade levels, and departments." Goldberg, G. (2015). Learning through articulation and application. *Journal Of Staff Development*, *36*(2), 18.
ELA/Math	Homeless	Education for Homeless Children and Youth Program Statewide Technical Assistance Session offered to applicable staff.	School Psychologist	Completion of workshop evaluation, turnkey content to appropriate staff. Staff/Faculty survey results	This NJDOE technical assistance session is being held to ensure the successful implementation of the federal McKinney-Vento Education for Homeless Children and Youth Program and New Jersey's Administrative Code (N.J.A.C. 6A:17) for the education of homeless children.

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

ELA	ELL	2015-2016 Sheltered Instruction 6 day Institute Workshop*	ELL Supervisor	Program will introduce teachers to research based strategies that will help them plan lessons that integrate language and content so that ELL's are prepared to meet the state's core curriculum content and the CCS, as well as the English language proficiency standards. Benchmark assessments will be analyzed as indicators of success.	Program funded through NJDOE and based on The Sheltered Instruction Program. Research conducted in 1997-98 and again in 1998-99 showed that English language learners in classes with teachers who had been trained in sheltered instruction under the SIOP model outperformed similar students in control classes(Echevarria, Vogt, & Short, 2004).
Math	ELL	2015-2016 Sheltered Instruction 6 day Institute Workshop*	ELL Supervisor	Program will introduce teachers to research based strategies that will help them plan lessons that integrate language and content so that ELL's are prepared to meet the state's core curriculum content and the CCS, as well as the English language proficiency standards. Benchmark assessments will be analyzed as indicators of success.	Program funded through NJDOE and based on The Sheltered Instruction Program. Research conducted in 1997-98 and again in 1998-99 showed that English language learners in classes with teachers who had been trained in sheltered instruction under the SIOP model outperformed similar students in control classes(Echevarria, Vogt, & Short, 2004).
ELA/Math	All students (all sub groups except Students with Disabilities)	College & Career Readiness / Rhetoric & Computers & Educational Technology Course articulation and curricular planning sessions* (Five day professional	District Curriculum Director	Developed curriculum Faculty survey feedback Final course evaluations	Staff given opportunity to discuss and understand in "learning groups" or small-setting, social articulation, and who collaborated on the goal of designing curriculum. "What made this professional

		development sessions)			learning powerful was the careful planning and intersection of articulation and professional development. Teachers were energized, much more knowledgeable...and (student learning) was more cohesive across schools, grade levels, and departments." Goldberg, G. (2015). Learning through articulation and application. *Journal Of Staff Development*, *36*(2), 18.
ELA/Math	All Students	Interactive Technology Workshops	District Curriculum Director	Faculty Surveys/Feedback Increase in instructional tech use per classroom observations	In *Language Arts Journal,* a compelling case is made for teacher-led professional development: "(It) values us as professionals and allows us to use our collected talents and experiences to increase student achievement through increasing our knowledge as professionals." The article went on to celebrate a district's willingness to "empower teachers" to demonstrate their own ideas for overall improvement. Lesson Study: Teacher-Led Professional Development in Literacy Instruction Hurd, J. and Licciardo-Musso, L. (May 2005) Teacher-Led Professional in Literacy Instruction.

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

					Language Arts, Vol. 82, No. 5, pp. 388-395.
ELA/Math	All students	As part of our school-wide professional development plan teachers will work throughout the year to use research based strategies to analyze and evaluate current practices in instruction, grading, and assessment using standardized test data and common assessments scores as markers to drive instruction.	Principal	Standardized test math scores and common assessment data will be analyzed. As will SMI results. Staff survey results	Decision based on the need for improvement and research findings. Creating a Climate for Achievement (February 2015 | Volume **72** | Number **5 Improving Schools: What Works?** Pages 56-59).
ELA/Math	All students	Work with staff members to provide continued support in the use of interactive technology in the classroom and identify curricular areas where interactive technology can be utilizes. Promote the use of Google Docs, Sheets, Hangouts, etc. as viable and free resources for students and teachers.	Principal	Teacher-facilitated, district interactive technology workshops. Access to online professional develop courses such as Power PD: 15 Minute professional workshops; Microsoft and Google online PD Teacher surveys to determine if proficiency was achieved.	The use of technology is becoming increasingly more important in the classroom and instruction should utilize such resources to collect data, for student collaboration, for research, and deepening of content knowledge. **Resource:** National Education Technology Plan http://tech.ed.gov/netp/

Use an asterisk to denote new programs.

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

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

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

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

   The school principal, curricular supervisors (Math, ELA, Special Education), and Title 1 Schoolwide Committee (with parent/community and teacher representation) will be responsible for evaluating the schoolwide program. The review will be conducted internally, by school staff once a year.

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

   The primary barrier, as will any systemic change, will be the implementation and fine tuning of the new intervention programs. As these programs are more wide-reaching than the previous targeted assistance programs, the buy-in and participation of all stakeholders is key. Additionally, the on-going support of the programs, and the educators teaching the courses, both in resources and in professional development, is equally important to its success. The transition to PARCC computer-based assessments will continue to present challenges in terms of dedicated technology, loss of instructional time, and management of student data. Having two years of experience (one pilot year and one implementation year) with the assessment and through reflection, we feel confident moving forward that we are prepared to meet these challenges.

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

   Representatives of all stakeholder groups participated in the needs assessments and contributed to the development of the plan. As we prepare for implementation of the program, we will continue to share and involve all stakeholders in the process, progress and monitoring of the interventions. Throughout the year stakeholders will have opportunity for continued input, questions, and feedback at planned meetings.

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

   Surveys, in an online format, will be administered to the staff throughout the school year. Additionally, through dialogue in teacher conferences and departmental/faculty meetings, staff perceptions will be gauged.

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

   A community survey will be administered to the parents and local community stakeholders. This will be delivered via an online survey with text alerts, email and postal mailings will notify parents of the survey.

6. How will the school structure interventions?

   The interventions as outlined in the priority problems are structured in the following manner:

   -All 9th grade students will be scheduled into the Career and Educational Technology (CET) course. This is a one semester course that meets 5 days per week for 45 minutes per day.
   -All identified sub-groups of students will be scheduled into Math Lab 1, which meets 5 days per week, for 45 minutes per day for the entire school year.
   -All identified sub-groups of students will be scheduled into College and Career Readiness (CCR) based on grade level. Students will rotate between Math and English intervention. The course will meet 5 days per week, 45 minutes per day for the entire school year.
   -Identified incoming 9th grade students are invited to participate in the Summer Enrichment program for Math and English skill building, as well as programs to help them transition successfully from middle school to high school.

7. How frequently will students receive instructional interventions?

   See response to # 6 above for details of program.

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

   The school will utilize staff resources, educational supplies and rooms to instruct the additional intervention programs. The building will also make extensive use of existing technology resources and expand those resources when opportunities arise.

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

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

   As noted in plan, and referenced in the minutes of the June 25, 2015 minutes stakeholder meeting minutes, the following will be utilized as data sources to evaluate the schoolwide plan: SMI, SRI, MP and final Course grades, PARCC results, PSAT, SAT, common course assessments, attendance records, tutorial databases, and survey results.

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

    After considering the input from all stakeholders, the results will be disseminated in multiple ways. We will present the information at a public board meeting. Information will also be disseminated in mailed and electronic versions of a Title 1 Newsletter that will have a data section to highlight and explain data results each quarter. The entire results, as presented at the public BOE meeting, will also be posted on the school website.

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	Create a Parent Resource Center* and institute a series of parent information workshops and meetings to offer assistance on topics pertinent to parents of Special Education students such as Genesis, Free and Reduced Lunch on line applications and technology applications. Parent involvement activities will be offered such as: Parent Open Meetings in the Community, Principal's Advisory Committee, and Community Center Tutorials* *This expansion of the tutorial program will aim at bringing or regularly scheduled program out of the school and into recreational and community areas inside our neediest*	English and Math Supervisors	Parent Attendance Documentation of Parent Accessing technology Meeting Agendas and Sign in Sheets Parent Surveys	US DOE - http://www.ed.gov/parent-and-family-engagement IES Practice Guide: Recommendation #2: Maximize Student Attendance in OST programs Recommendation #4: Provide engaging learning experiences Intervention Guide April 2007: Involving Parents in School Work

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		areas; thereby better including parents and community leaders in the academic process.			
Math	Students with Disabilities	Create a Parent Resource Center* and institute a series of parent information workshops and meetings to offer assistance on topics pertinent to parents of Special Education students such as Genesis, Free and Reduced Lunch on line applications and technology applications. Parent involvement activities will be offered such as: Parent Open Meetings in the Community, Principal's Advisory Committee, and Community Center Tutorials* *This expansion of the tutorial program will aim at bringing or regularly scheduled program out of the school and into recreational and community areas inside our neediest areas; thereby better*	English and Math Supervisors	Parent Attendance Documentation of Parent Accessing technology Meeting Agendas and Sign in Sheets Parent Surveys	US DOE - http://www.ed.gov/parent-and-family-engagement IES Practice Guide: Recommendation #2: Maximize Student Attendance in OST programs Recommendation #4: Provide engaging learning experiences Intervention Guide April 2007: Involving Parents in School-Work

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		including parents and community leaders in the academic process.			
ELA	Homeless	See Above			
Math	Homeless	See Above			
ELA	Migrant	See Above			
Math	Migrant	See Above			
ELA	ELLs	See Above			
Math	ELLs	See Above			
ELA	Economically Disadvantaged	See Above			
Math	Economically Disadvantaged	See Above			
ELA		See Above			
Math		See Above			

Use an asterisk to denote new programs.

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

2015-2016 Family and Community Engagement Narrative

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

   The parent engagement programs will assist in providing parents and community members with more information. Lead by the parents and community members of the School-wide Transition Committee, engagement efforts will focus on providing a greater breath of information with increased clarity and enhanced access through the use of digital tools. The programs will focus on bolstering parent & community attendance at informational meetings. This will keep external groups better informed and more capable of supporting our students outside of the school day. This includes providing additional access to technology as well as providing access to transportation and resources to help students attend supplemental and enrichment programs. Research has demonstrated that strong parental involvement has significant impact on student achievement.

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

   Through increased input from the parent members of our stakeholders committee, we will be able to convene physical meetings for parents at convenient times and maximize attendance at meetings during which parents will be informed of the school's participation in the school-wide program, and the ramifications of such a transition. We will hold meetings that accommodate the widest number of parent participants by providing a variety of times, services (such as transportation and child care). Our parent stake-holders even discussed holding meetings outside of the school and in community centers to facilitate increased parent involvement. We will also solicit the help and input of the Principal Advisory Committee, a well-attended monthly meeting of parents and community members.

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

The parent involvement policy will be posted on the school website. It will also be mailed home, shared at meetings (including all Title I meetings, Back to School Night, Open House, Orientation and at the Principal's Advisory Committee). It will be presented in the most clear and readable language. It will provided in English and Spanish.

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

Please see question number 2. The process for revising our school-parent compact will be exactly like our parent involvement policy strategy. Additionally, at the aforementioned meetings, we will review the previous school-parent compact and use it as a spring-board to introduce and discuss the new compact parameters. The school's academic interventions and reform strategies will also be discussed. We will engage parents and encourage their input.

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

The parent involvement policy will be posted on the school website. It will also be mailed home, shared at meetings (including all Title I meetings, Back to School Night, Open House, Orientation and at the Principal's Advisory Committee). It will be presented in the most clear and readable language. It will provided in English and Spanish.

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

- **BOE meeting presentations**
- **Newspapers**
- **OHS School Report Card**
- **School Website**
- **Update letters from the school principal**
- **Principal's Advisory Committee**

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

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?

   See above.

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

   See above.

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

   Stakeholders, including parents and community members, are represented on the Title 1 School-wide committee. Their involvement includes, but is not limited to, the development of needs assessment, school-parent compact, written parent involvement policy, and presentations to the Principal's Advisory Committee. .

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

    Parents and families are informed about the academic progress through report cards, interim reports and on-going teacher communication. Parents also have 24 hour access to student grades, assignments and comments through the Genesis Parent Portal.

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

    These funds will be utilized to fund meeting and communication supplies and refreshments. In some cases, it may be utilized to assist parents with attending Title I or other pertinent meetings (i.e. transportation, child care). Otherwise, the funds will provide parents with educational development and information.

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	88	Teachers are provided in-district professional development and new teacher mentor programs; Teachers are encouraged to attend outside professional development workshops which are district funded Teachers are encouraged to continue their education and receive tuition reimbursement, as well as, contractual stipend for additional degrees.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	11	Paraprofessionals are provided in-district professional development to enhance their skills and encourage professional growth.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	
	0%	

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

* 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.

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
To attract highly qualified teachers, the district offers a competitive pay scale and benefit package. In addition, recruitment strategies to assist in this process include advertisement in local newspapers, online at NJ Hire, AppliTrack, and the county office, as well as referrals and local job fairs.	All building and district level administration, as well as, administrative assistant(s) to the superintendent

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

Oakcrest High School Schoolwide Planning Team Meeting
Monday, December 15, 2014 at 11:30 AM
AGENDA AND GUIDING QUESTIONS

I. Introduction:

- Provide General Information on Schoolwide Programs
- Clarify the Roles and Responsibilities of the Schoolwide Planning Team
- Clarify and Develop the School's Vision
- 2015-2016 *Intent to Operate a Schoolwide Program* form to NJDOE

II. Providing General Information on Schoolwide Programs

- What is a schoolwide program?
- How does a schoolwide differ from a targeted assistance program?
- How would our school benefit from a schoolwide program?

III. Clarifying Roles and Responsibilities of the Planning Team

- Do any school-level planning teams currently exist?
- How will members be recruited?
- Do we have members from each required constituent group on the team?
- Which members will organize/oversee needs assessment process?
- Which members will lead the development of the schoolwide plan?
- Which members will conduct/oversee schoolwide program evaluation?

IV. Clarifying the School's Vision

- What is our purpose?
- What are our expectations for ALL students?
- What are the responsibilities of ALL adults working in the school?
- How important are collaboration and partnership in the comprehensive needs assessment process?
- How is school staff committed to continuous improvement?

V. Create the School Profile

- What is the school's present state regarding: student achievement; curriculum and instruction; professional development; family and community engagement; and school climate and culture?

VI. Good of the Group

- Establish Future Schoolwide Planning Team meeting dates

Oakcrest High School Schoolwide Planning Team Meeting #1
Monday, December 15, 2014
Sign-In Sheet

Name	Stakeholder Group	Signature
Daniel Money OHS Principal	Administrator	
Jason Brown Math Supervisor (Title 1)	Administrator	
Joseph Costal Math Supervisor (Title I)	Administrator	
Margaret Doran District Supervisor of Special Projects	District Staff	Margaret Doran
Beth Hamilton	School Staff: Title I English Teacher	Beth Hamilton
Leah McDonald	School Staff: Title I Math Teacher	L McDonald
Brenda Backanskas	Parent	
Lauren Bond	Parent	
Rebecca Miller Murphy Atlanticare Teen Center, Director	Community Member	
Taylor Phy OHS Senior	Student	Taylor Phy
Maren Ross OHS Junior	Student	Maren E. Ross

Oakcrest High School Schoolwide Planning Team Meeting
Monday, December 15, 2014 at 11:30 AM
Minutes

In attendance were: Joe Costal, OHS Supervisor
Jason Brown, OHS Supervisor
Beth Hamilton, OHS English Teacher
Leah McDonald, OHS Math Teacher
Brenda Backanskas, Parent of OHS student
Taylor Phy, Student
Maren Ross, Student

I. Introduction:

Mrs. Doran provided an overview of the Schoolwide Planning process sharing the following information particularly as it related to the Schoolwide Comprehensive Needs Assessment:

OHS is moving forward to apply to the state to change our form of how we provide Title I services.

Currently, OHS receives $140,600 in Title I funds of which almost $110,000 is spent on Title I Math and English teacher's salaries.

Those teachers can only provide supplemental instruction for identified low performing students either in a pull out or in class support setting. It's what the state calls a Targeted Assistance Program.

II. Providing General Information on Schoolwide Programs

With the recession and high unemployment in the area, OHS' Free and Reduced lunch count is up to over 51%. With any amount over 40%, the state allows schools to apply to become a School-wide Program where we could then provide English and Math instruction to ALL students to help them ALL Work toward proficiency or move to Advanced Proficient in Math and English classes. And a School-wide Program allows our teachers to teach credit bearing stand-alone courses.

III. Clarifying Roles and Responsibilities of the Planning Team

The committee was asked for input into the following:

For assistance into applying to the state to become Schoolwide. Tasks involved include:

- Create a Schoolwide Planning Committee made up of parents, community members, administrators, students and teachers.
- Perform a comprehensive needs assessment (identify our strengths and weaknesses)
- Develop a Schoolwide Plan that includes a system of annually evaluating that plan

Parents asked how we provide the Title I program now. Mr. Brown and Mr. Costal explained the push in and pull out Targeted Assistance Programs in the math and English classes.

IV. Clarifying the School's Vision Part of the activities will be to consider our school's vision or mission.

- The committee reviewed and discussed the OHS School Profile
- Do you agree with going Schoolwide? The committee members agreed that being able to spend the funds for all students for special programs would be better than just Targeted Assistance.

V. Good of the Group

The next meeting date was discussed that it would be held in January. Date TBD.

The plan will be to discuss strengths and concerns, we will have more information then as well for developing the Plan.

Oakcrest High School Schoolwide Planning Team Meeting
Thursday, January 15, 2015 at 11:30 AM
AGENDA

I. Focus:

- Conducting the Comprehensive Needs Assessment (CNA)
- Analyzing CNA Data

II. Guiding Questions for Conducting the CNA

- What is the purpose of the CNA?
- How will the CNA help the school reach its vision?
- What areas should the school assess?
    - Student achievement
    - Professional development
    - School climate and culture
    - Family/Community Needs
    - Curriculum and Instruction
- What type of data does the school need to assess:
    - Student achievement of all students and student subgroups (e.g., English language learners, homeless students, migrant students, students with disabilities, economically disadvantaged students, racial/ethnic groups)?
        - State and local assessment data
        - Grades
        - Benchmark assessment results
        - College and career readiness measures
    - Professional development?
        - Staff certification/years of experience
        - Surveys
        - District and school professional development plan
    - School climate and culture?
        - Student demographics
        - Disciplinary data (e.g., suspensions)
        - Attendance data
        - Surveys (students, staff, families)
        - School plans, vision, mission
    - Family and community engagement?
        - Surveys
        - Community partnerships
        - Parent groups (e.g., PTA)

    - Curriculum and instruction?
        - Inventory of instructional supplies/materials
        - Current curriculum
- What data currently exists?
- What data do we need to collect?
- Do we have both qualitative and quantitative data?
- Do we have multiple sets of data for each area being assessed?
- Do we need to design data collection instruments (e.g., surveys)?

III. Guiding Questions for Analyzing the CNA Data…

- Based on the CNA data, what are the school's strengths and challenges? Which challenges are the most critical?
- Does the student achievement data align with our school's vision?
- What gaps in student achievement have we identified?
- What gaps in professional capacity of staff have we identified?
- Have we identified 'root' causes for all priority problems?
- Have we disaggregated and triangulated the data?
- What needs/areas should we elevate to priority status?

IV. Good of the Group

Oakcrest High School Schoolwide Planning Team Meeting
Thursday, January 15, 2015
Sign-In Sheet

Name	Stakeholder Group	Signature
Daniel Money OHS Principal	Administrator	
Jason Brown Math Supervisor (Title 1)	Administrator	
Joseph Costal Math Supervisor (Title I)	Administrator	
Margaret Doran District Supervisor of Special Projects	District Staff	Margaret M. Doran
Beth Hamilton	School Staff: Title I English Teacher	Beth Hamilton
~~Leah McDonald~~ Leah McDonnell	School Staff: Title I Math Teacher	Leah McDonnell
Brenda Backanskas	Parent	
Lauren Bond	Parent	Lauren Bond
Rebecca Miller Murphy Atlanticare Teen Center, Director	Community Member	
Taylor Phy OHS Senior	Student	Taylor Phy
Maren Ross OHS Junior	Student	

Oakcrest High School Schoolwide
January 15, 2015 at 11:30 – 12:45 PM
MINUTES

In attendance: Jason Brown, OHS Supervisor; Joe Costal, OHS Supervisor; Margaret Doran, District Supervisor; Beth Hamilton, English Teacher; Leah McDonnell, Math Teacher; Brenda Backanskas, Parent; Lauren Bond, Parent; Rebecca Miller-Murphy, Teen Center Director; Taylor Phy, Student.

The following was discussed as part of the Comprehensive Needs Assessment (CNA):

Mr. Costal gave an overview of the last meeting & State mandates for schoolwide application. The Stakeholder Committee must continue to review assessment data to develop priority problems with the intent to have schoolwide funding assist a broader spectrum of students.

The Student, Taylor Phy, wrote the following needs assessment information from each of the Stakeholders onto a Memo Board. Discussion of needs/ strengths with suggestion for data to gather to review for plan:

Needs
Tech (inventory): Graphing calculators, Computers
Class Size too high
Testing – too much
Facilities Update
Emotional Support
    Guidance/Teen Center
    Try to address student anxiety
    Freshman Transition
Programming (monthly events)
Student Achievement Data
Professional Development
Tutorials- Expand and Review current form and funding

Strengths
Planned revisions to curriculum (course book)
    Ed Council meeting ppt
Meeting Basic Needs
    Student microwaves
Plans for peer to peer
Great Communication among staff Next OHS Meeting 2/19/2015 at 11:00am.

Plan to have data there for further developing plan in spring.

Oakcrest High School Schoolwide Planning Team Meeting
April 22, 2015 at 10:00 AM
AGENDA

I. Focus

- **Finalizing CNA process**
- **Developing the Schoolwide Plan**
- **Developing the Evaluation Plan**

II. Guiding Questions for Finalizing CNA Process:

- **Does the CNA connect the school's strengths and challenges to specific priorities for addressing student achievement?**
- **What additional sources of data need to be collected? Who will be responsible?**
- **Have we identified and summarized the priority needs for student achievement?**
- **How will the identified priority needs be reflected in the schoolwide plan?**
- **How will we disseminate the results of the comprehensive needs assessment?**
- **Have we identified all relevant stakeholders, including stakeholders outside the planning team, to whom we will disseminate the information?**

III. Guiding Questions for Developing the Schoolwide Plan

- **What has to be written for inclusion in the plan?**
    - **Summary of comprehensive needs assessment process and outcomes**
    - **Description of how the team selected scientifically researched-based strategies to address identified needs**
    - **Description of how the team selected priority problems?**
    - **Action steps for priority problems**

IV. Developing the Evaluation Plan:

- **How often will we collect data to evaluate the effectiveness of the plan?**
- **What type of data will we collect to evaluate the effectiveness of the plan's implementation?**
- **What type of data will we collect to measure the plan's impact on the academic outcomes of the lowest achieving students as well as all students?**

Oakcrest High School Schoolwide Planning Team Meeting
Reviewing the Schoolwide Plan and Developing Evaluation Plan
April 22, 2015
Sign-In Sheet

Name	Stakeholder Group	Signature
Joe Costal	Supervisor of LAC OHS	
Jason Brown	Supervisor of Math	
Margaret Doran	District Supervisor	Margaret Doran
Joe Carroll	Administration	

Oakcrest High School Schoolwide Planning Team Meeting
Finalizing the Needs Assessment Document
April 22, 2015 at 10:00-10:30 AM
Minutes

In attendance: Joseph Carruth, Principal
Joe Costal, English Supervisor
Jason Brown, Math Supervisor
Margaret Doran, District Supervisor, GEHR Ed Foundation Vice President

The committee members reviewed the gathered documentation, data and finalized plans to submit the final documentation this week to the NJDOE by April 24th.

Comments on assuring the best plans are included ensued, based on the comprehensive needs assessment.

Mr. Costal led the discussion while reviewing the needs assessment data, what Priority Problems and research based programs might be best to measure student progress and program effectiveness. Replacing Targeted Assitae Programs with Credit Bearing Courses to address content areas in English, Mathematics and Technology were pursued.

The committee agreed to meet tomorrow if needed.

Oakcrest High School Schoolwide Planning Team Meeting
Monday, June 22, 2015 at 1:00 PM
AGENDA

I. Focus:

- Finalizing the Schoolwide Plan
- Finalizing the Evaluation Plan
- Submitting the Schoolwide Plan to the NJDOE

II. Guiding Questions for Developing the Schoolwide Plan

- What has to be written for inclusion in the plan? o Summary of comprehensive needs assessment process and outcomes
    - Description of how the team selected scientifically researched-based strategies to address identified needs
    - Description of how the team selected priority problems?
    - Action steps for priority problems

II. Developing the Evaluation Plan:

- What is the purpose of the evaluation?
- Who should conduct the evaluation? The planning team? Central office staff? Third-party?
- How often will we collect data to evaluate the effectiveness of the plan?
- What type of data will we collect to evaluate the effectiveness of the plan's implementation?
- What type of data will we collect to measure the plan's impact on the academic outcomes of the lowest achieving students as well as all students?
- How will we determine which programs/services/activities to continue or to discontinue implementing?

III. Guiding Questions for Finalizing the Schoolwide Plan:

- Does our plan address/describe/explain the following required components:
  1) Comprehensive need assessment?
  2) Reform strategies (including citation for scientifically based research to validate the strategies' effectiveness)?
  3) Instruction by Highly Qualified / Highly Effective Teachers?
  4) Strategies to recruit and retain highly qualified teachers?
  5) Professional development to address the needs of students and staff?
  6) Strategies to increase family and community engagement?
  7) Strategies for transition from preschool to elementary school, elementary school to middle school and/or middle school to high school?
  8) Strategies to include teachers in decision making around assessment results?
  9) Activities, programs and/or services to provide assistance to students experiencing academic difficulty?
  10) Coordination of federal, state and local services/programs to support implementation of the schoolwide plan?

IV. Guiding Questions for Finalizing the Evaluation Plan:

- Does our plan have enough detail (e.g., who will conduct evaluation, timeline for evaluation, responsible persons, data to be collected, process for evaluating data, public reporting on evaluation plan)?

V. Guiding Questions for Submitting the Schoolwide Plan:

- What is the deadline for submission of the district's ESEA-NCLB application in the NJDOE's Electronic Web-Enabled Grant system (EWEG)?
- Who in the district's central office needs to review our plan for submission via the EWEG system?
- What is the district's internal deadline for submission of the plan for review?

VI. Good of the Group

Oakcrest High School Schoolwide Planning Team Meeting
Finalizing the Schoolwide Plan
June 22, 2015
Sign-In Sheet

Name	Stakeholder Group	Signature
Brenda Bacanskas	Parent	[illegible]
Beth Hamilton	English Teacher	Beth Hamilton
Jason Brown	Supervisor of Math & Science	[illegible]
Joe COSTA	Supervising LAC	[illegible]
Margaret Doran	Administration	Margaret Doran
Lauren Bond	Parent	Lauren Bond
Joseph Carruth	Principal	[illegible]

Oakcrest High School Schoolwide Planning Team Meeting
Monday, June 22, 2015 at 1:00 PM
Minutes

I. Focus:

Mrs. Doran informed the Oakcrest High School Stakeholder Committee that on Wednesday, June 17, 2015, the NJDOE announced the award to Oakcrest HS to move forward with applying for Schoolwide for the 2015-16. One addition however must be made immediately that while we did have a community member , Rebecca Miller-Murphy, Director of the Teen Center, AtlantiCare on the committee they request3ed that we also add a police member of the community. Oakcrest had already reached out and has added Nicole Nelson, Hamilton Township Police Officer, to the Stakeholder Committee. While she was not able to attend the meeting today, Mr. Costal will fill her in and get her input into the plan.

II. Developing the Evaluation Plan:

Mr. Costal reviewed components of the plan starting with Pages 7-14 which are all evaluation pages. Plans are to work on them together in the beginning and winter of this school year. This committee is in charge of doing a self-assessment.
At our last Spring Meeting we identified some needs, built a comprehensive needs assessment by collecting data and decided that we would address the following as priority problems in three areas:

#1 Academic Achievement – was broken into Reading Writing and Math: Looking At Risk students, helping them achieve in coursework and in statewide assessment – addressing failure rate and addressing failure rate in specific sub groups.
Mr. Costal then discussed Page 21 and the breakdown into three specific priority problems:

#2 Achievement Gap – for every subgroup, Low performing students, traditionally under privilege students and also minority to achieve better. The intent will be to close achievement gap in Math & LA in a rise in test scores. In LAL there is not specifically choosing one sub group. The whole idea of Schoolwide is our programs meet all the student's needs.
He emphasized that we will need to tie the priority problems to the programs that we are going to be using to address the students and how the funding will be spent. To make it very closely related to the grant.

#3: To address Technological access and instruction and the ability for students to be assessed in technology, not to say we would be using the funds to purchase technology, but using the funds towards better access to technology through credit bearing courses.

We have reason to believe there are developmental benefits to credit bearing remediation in Math and LAL. We are moving away from Pull out and Push in remediation. In the past we would go into English 1 and identify those students and pull them out for tutoring and then bring them back in. We used our grant money to pay for Targeted assistance in the past. According to University of Illinois this is ineffective, student feelings are targeted. It can be damaging to the student socially and to keep them from performing better. Another study by NEA with credit bearing courses indicates that you are removing the element of the student being able to feel they can brush off the remediation. We have struggled getting kids to come to the service – to help pass assessments. We could not get Freshman & Sophomores to the Pull Out programs because they didn't need to participate in the state graduation tests until later on. They didn't see the big picture or value until they were a senior in December when they realized they may not graduate. When doing this needs assessment we could see more success if we provide students with credit bearing options. Last year 72% passed HSPA Math at OHS, with the County average of 79%. We are planning to use this money for next year and hoping through the creation of CCR and Academic Foundations (special ed) to close that gap of 7%. We are hoping to see a rise in the Special Education student scores. OHS is about 6 points behind the average GEHRHSD student.

LAL has been above or about county average. So we have focused on a rise in our special ed population which has been a little lower, we scored 35 percent/points lower than our regular ed population did here at OHS last year. We had strong LA numbers vs the county's numbers for HSPA but we did not do well in the attainment of closing the gap between our special education population and our regular education population.

PARCC however, won't be applicable to use data like HSPA. In CCR, CET and Academic Foundations, we may use final exams or move towards pre-post tests.

Academically we will be checking for Measurable outcomes.

III. Guiding Questions for Finalizing the Schoolwide Plan:

Mr. Costal then directed the committee to Page 32 in the Community and Family Engagement section asking the committee for input on how we can make the broader community aware of what we are doing?

The plan will include examples of extended learning time such as after school tutoring, before and after school library time new this year, summer enrichment program that Jason and Joe will be offering in the summer are the kind of interventions we have in place already. The Teen Center Summer Program is also great for student enrichment.

During next school year, we will also need to survey staff and community, perhaps as a google survey. A parent indicated that her husband would love to mentor students after school like a recent Hamilton police officer did, being there for the three students at graduation where the police officer really helped.

Mrs. Doran also informed the committee that approximately $5000 will be set aside for parental involvement such as workshops or brochures, supplies for parent meetings, etc.

Mr. Costal indicated that during next year we need to have a set of documents that we could distribute describing the schoolwide program that the state suggests and we have the committee to help us create it. Without Title I we wouldn't be able to provide this. We don't get the turn out for Summer Enrichment and Title I Parent Meeting but maybe there is a way to help change perception of parents and the ESEA funds with brochures. We will continue to need to have a Title I meeting this year inviting every parent.
We will need to send letters out in September that includes the School Parent Compact, Parent Involvement Policies and ask for input from that meeting.

A parent asked how we report achievement to provide data to the community? We responded that we do that through letters, emails, the school websites, school board presentations. The parent offered that perhaps we should share the building data analysis information with the students so that we are sure that they fully understand their assessment results. This could build community pride like the referendum did. The parent told us that the district did a good job bringing in the students to vote for the referendum, and that is why it is so important to get this information to the parents. To somehow get the students to feel really good.

IV. Good of the Group

Plans are for a meeting in early September to continue parent involvement discussion, program evaluation and the needs assessment review.