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: Cedar Creek High School
Chief School Administrator: JOHN KEENAN	Address: 1701 New York Avenue, Egg Harbor City, NJ 08215
Chief School Administrator's E-mail: jkeenan@gehrhsd.net	Grade Levels: 9-12
Title I Contact: Margaret M. Doran	Principal: James Reina
Title I Contact E-mail: mdoran@gehrhsd.net	Principal's E-mail: jreina@gehrhsd.net
Title I Contact Phone Number: 609-909-2664	Principal's Phone Number: 609-593-3560

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

JAMES M. REINA
Principal's Name (Print)

Principal's Signature

7/9/15
Date

SCHOOLWIDE SUMMARY INFORMATION - *ESEA§1114*

Critical Overview Elements

- The School held _____5_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $19,280,239, which comprised 98.10% of the school's budget in 2014-2015.
- State/local funds to support the school will be $19,278,745, 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	25,000
Staffing for Career Educational Technology Course	3	Credit bearing technology access and instruction	100-100	20,297
Staffing for Academic Foundations	1 and 2	Credit bearing Academic Foundations Intervention	100-100	15,000
Staffing for Rhetoric	1 and 2	Credit Bearing Literacy instruction	100-100	15,000
Character Education – after school	2	Support new schoolwide program	100-100	2,971
Software and supplies for CCR, CET, Academic Foundations and Rhetoric,	1,2 and 3	Support new schoolwide credit	100-600	8,499

homeless		bearing courses		
Supplies for Summer Enrichment Program and Character Education program	1 and 2	Summer Enrichment – Math and English	100-600	2,500
Benefits for teaching salaries for CCR, CET, Academic Foundations and Rhetoric	1, 2 and 3	Support new schoolwide program	200-200	19,577
Benefits for teaching in character edc. Program after school (FICA only)	2	Support new program	200-200	227
Staffing for Summer Enrichment Program	1 and 2	Summer Enrichment – Math and English	100-100	2,887
Benefits for summer enrichment teachers (FICA only)	1 and 2	Summer Enrichment – Math and English	200-200	221
Transportation for Summer Enrichment Program	1 and 2	Summer Enrichment – Math and English	200-300	3,091
Parent Involvement Supplies	1,2 and 3	Parent Involvement (Title I Reserve)	100-600	1,450

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

ESEA* §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.
Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.
Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
James Reina, Principal Scott Parker, Vice Principal	School Staff: Administrators	X	X		Signatures on File X
Stacey Culleny	School Staff: Math, Science Supervisor	X	X		X
Michael Manning	School Staff: English, World Language Supervisor	X	X		X
Karen Cavalieri	School Staff: Guidance Supervisor	X	X		X
		X	X		X
Carolyn Calderone Megan Hallman	School Staff: Math Teachers	X	X		X
Jennifer DePalma	School Staff:	X	X		

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

	Reading Specialist/Teacher				
Liz McMahon	Parent	X	X		X
Marcella Aylwin	Community Member	X	X		X
GEHR Ed Foundation: James Reina and Margaret Doran	Community Group	X	X		X
Cheyenne Meyer	Students	X			X

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

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
12/17/2014	Cedar Creek HS Principal's Conference Room	Comprehensive Needs Assessment	X		X	
1/30/2015	Cedar Creek HS Principal's Conference Room	Comprehensive Needs Assessment	X		X	
4/16/2015	Cedar Creek HS Principal's Conference Room	Comprehensive Needs Assessment & Schoolwide Plan Development	X		X	
4/21/2015	Cedar Creek HS Principal's Conference Room	Comprehensive Needs Assessment, Schoolwide Plan & Program Evaluation	X		X	
7/1/15	Cedar Creek HS Principal's Conference Room	Schoolwide Plan Development/ Program Evaluation	X		X	

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?	**Cedar Creek High School offers rigorous, relevant, and diverse curricula that allows for individual differences and learning styles. Our school promotes a safe, caring, and supportive environment which is fostered by positive relationships among students, staff, parents, and community members.**

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 section is not applicable for Cedar Creek High School to complete as we did not run with Title I Schoolwide Funds in 2014-15.

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?

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.***

JAMES M. MOINA		7/9/15
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	1. HSPA 2. AHSA 3. SATs 4. PSATs 5. Advanced Placement 6. Scholastic Reading Inventory (SRI) 7. Supplemental Instruction 8. READ180 9. Circulation Stats 10. "Lit Lunches"	1. 2013-14 School Performance Report (SPR) indicates that 91% of CCHS students were proficient in LA HSPA. The amount of seniors administered the Fall 2014 HSPA are as follows: a. LA - 23 (including 1 transfer student) The amount of seniors administered the Spring 2015 HSPA are as follows: a. LA - 6 (including 3 transfer students) **Our assessment indicates a need for increased language arts instruction and standardized assessment preparation. Transition from HSPA to PARCC must be considered.** 2. 2013-14 SPR indicates CCHS Class of 2014's HSPA graduation fulfillment was as follows: a. HSPA - 77.7% b. AHSA - 17.7% c. SE exempt - 4.5% After the first window of 2014-15 AHSA (and the application of HSPA JPMs) the following amount of '15 seniors still pending fulfillment of HSPA's graduation requirement are as follows: a. Reading - 6 (including 3 transfer students)

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)
		Our assessment indicates that our AHSA preparation is effective. However, the transition from HSPA/AHSA to PARCC is TBD. 3. CCHS has not yet received reports regarding SAT performance in 2014-15. However, 2013-14 results yield 66% participation with only 35% of students scoring above 1550. Our average reading score was 483. **Our assessment indicates a need for higher participation and preparation.** 4. The 2013-14 SPR indicates that 89% of CCHS students participated in the PSATs. CollegeBoard has reported to CCHS that 2014-15 results are as follows: a. Class of 2016 - 89% participation with 40.6% reported as on track to be College and Career Ready b. Class of 2017 - 88% participation with 32% reported as on track to be College and Career Ready **Our assessment indicates a need for a College and Career Readiness Program.** 5. 2013-14 SPR indicates 14% of our students participate in AP programs. **Our assessment indicates a need for higher participation and preparation.** 6. Every student, grades 9 -12, are pre- and post- tested through SRI. These results were closely monitored throughout 2014-15 to better direct instruction. All English teachers were able to meet their reading-directed SGO (more information listed below in the Narrative). **Our assessment indicates a need for continued effort in the area of reading to raise the rigor and further improve skills.** 7. During 2014-15, 56 students (grades 9 -12) received supplemental instruction from CCHS's Reading Specialist. Sessions ran during students' study halls and addressed course work, HSPA/AHSA

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)
		preparation, and PARCC preparation. **Our assessment indicates a need for increased instruction each week, with awarded credit for student participation.** 8. During 2014-15, 8 of CCHS's most at-risk readers were enrolled in the READ180 program. Only one of these students entered high school with grade level proficiency. The remaining students ranged from 2nd to 5th grade proficiency. The average Lexile growth since September is 267. Every student advanced at least two grade levels throughout the year. **Our assessment indicates a need for higher participation in this effective program**. 9. 2014-15 CCHS Library Circulations are 5,734 from September - April. Our student population is just over 900 which averages approximately 5 - 6 books per student for the year. **Our assessment indicates a need to continue articulation between our Media Specialist and the English department.** 10. "Lit Lunches" is a program which is facilitated by our Media Specialist. A different novel is featured each month on our school news program. Students may sign up to read the book and then attend a round table discussion (with lunch provided) during the school day. 115 students have been involved with this program this year. They have met 5 times this year and have 1 remaining meeting scheduled for May. **Our assessment indicates that this program attracts a diverse group of students, cultivating open discussion among individuals who otherwise may never interact. Expansion of this program would be a positive.**
Academic Achievement - Writing	1. HSPA 2. AHSA 3. SATs 4. PSATs 5. AP	1. 2013-14 School Performance Report (SPR) indicates that 91% of CCHS students were proficient in LA HSPA. The amount of seniors administered the Fall 2014 HSPA are as follows: a. LA - 23 (including 1 transfer student) The amount of seniors administered the Spring 2015 HSPA are as

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)
	6. SGO (English & Science Department) 7. District Goal 8. Technology Integration	follows: a. LA - 6 (including 3 transfer students) **Our assessment indicates a need for increased language arts instruction and standardized assessment preparation. However, the transition from HSPA to PARCC must be considered.** 2. 2013-14 SPR indicates CCHS Class of 2014's HSPA graduation fulfillment was as follows: a. HSPA - 77.7% b. AHSA - 17.7% c. SE exempt - 4.5% After the first window of 2014-15 AHSA (and the application of HSPA JPMs) the following amount of '15 seniors still pending fulfillment of HSPA's graduation requirement are as follows: a. Writing - 1 (transfer student) **Our assessment indicates that our AHSA preparation is effective. However, the transition from AHSA to PARCC is TBD.** 3. CCHS has not yet received reports regarding SAT performance in 2014-15. 2013-14 results yield 66% participation with only 35% of students scoring above 1550. Our average writing score is 464. **Our assessment indicates a need for higher participation and preparation.** 4. The 2013-14 SPR indicates that 89% of CCHS students participated in the PSATs. CollegeBoard has reported to CCHS that 2014-15 results are as follows: d. Class of 2016 - 89% participation with 40.6% reported as on track to be College and Career Ready e. Class of 2017 - 88% participation with 32% reported as on track to be College and Career Ready

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)
		*** Our assessment indicates a great need for a College and Career Readiness Program.** 5. 2013-14 SPR indicates 14% of our students participate in AP programs. **Our assessment indicates a need for higher participation and preparation.** 6. Every student, grades 9 -12, was assessed through a pre- and post-writing assignment which utilized the SAT Writing Rubric. These results were closely monitored throughout 2014-15 to better direct instruction. All English teachers were able to meet their writing-directed SGO (more information listed below in the Narrative). **Our assessment indicates a need for continued effort in the area of writing to raise the rigor and further improve skills.** **7.** One of our current District Goals is as follows: *During the 2014-2015 school year, 80% of students in grades 9-12 will improve their writing skills by one level as measured by the overall SAT Writing Rubric.* Achievement of this goal district-wide is yet to be determined - final analysis will be conducted this summer. A district SGO was created to attempt achievement (see #6 above). **Our assessment indicates a need increase our SAT participation, in addition to raising the average score.** 8. During 2014-15, all 9th grade English classes were scheduled in a Computer Lab. Approximately 250 students improved their writing skills (typing) through daily instruction at a desktop computer. Typing efficiency improved (as indicated through utilized programs) and the integration of multiple Web 2.0 platforms (Edmodo, Read.Write.Think, Google, etc) served as online preparation for this year's PARCC. Student's ability to transfer ideas from head to keyboard was enhanced as their completion time for writing assignments continued to improve throughout the year. **Our**

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)
		assessment indicates a great need for integrated technology with all instruction.
Academic Achievement - Mathematics	1. HSPA 2. AHSA 3. SATs 4. PSATs 5. Math Lab 6. SMI/Catch Up Math 7. Supplemental Instruction	1. 2013-14 School Performance Report (SPR) indicates that 80.7% of CCHS students were proficient in Math HSPA. The amount of seniors administered the Fall 2014 HSPA are as follows: a. Math - 45 (including 1 transfer student and 1 early grad) The amount of seniors administered the Spring 2015 HSPA are as follows: a. Math - 28 (including 3 transfer students and 1 early grad) **Our assessment indicates a need for increased math instruction and standardized assessment preparation. However, the transition from HSPA to PARCC must be considered.** 2. 2013-14 SPR indicates CCHS seniors' HSPA graduation fulfillment was as follows: f. HSPA - 77.7% g. AHSA - 17.7% h. SE exempt - 4.5% After the first window of 2014-15 AHSA (and the application of HSPA JPMs) the following amount of '15 seniors still pending fulfillment of HSPA's graduation requirement are as follows: b. Math - 6 (including 3 transfer students - all but 1 student needing only 1 cluster) **Our assessment indicates that our AHSA preparation is effective. However, the transition from AHSA to PARCC is TBD.** 3. CCHS has not yet received reports regarding SAT performance in 2014-15. 2013-14 results yield 66% participation with only 35% of students scoring above 1550. Our average mathematics score is 499. **Our assessment indicates a need for higher participation and**

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)
		preparation. 4. The 2013-14 SPR indicates that 89% of CCHS students participated in the PSATs. CollegeBoard has reported to CCHS that 2014-15 results are as follows: a. Class of 2016 - 89% participation with 40.6% reported as on track to be College and Career Ready b. Class of 2017 - 88% participation with 32% reported as on track to be College and Career Ready **Our assessment indicates a need for a College and Career Readiness Program.** 5. 2014-15 was our pilot year for a new Math Lab course. At-risk 9th graders were identified to enroll in an accompanying math class (in addition to Algebra 1) to address mathematics weaknesses and skill deficiencies. 68 students were enrolled in this course this year. At the end of the 1st semester only 2% of our Algebra 1 students were failing. **Our assessment indicates a need to continue this course so that fundamental skills can be addressed before students move onto higher level mathematics courses (ie - mandated Geometry/Algebra 2).** 6. Students enrolled in Math Lab were administered a pre-test (SMI and Catch Up Math) to establish baseline data. Students were then periodically assessed to measure areas of growth and to identify the need for additional instruction. The program was not utilized to summatively assess students so a final post-test statistic is not available. However, the frequent use of the program yielded formative assessment for the teachers and an online tutoring option for students. **Our assessment indicates a need to continue use of this program.** **7.** During 2014-15, 89 students (grades 9 -12) received supplemental instruction from CCHS's Mathematics Specialist. Sessions ran

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)
		during students' study halls and addressed course work, HSPA/ AHSA preparation, and PARCC preparation. **Our assessment indicates a need for increased instruction each week, with awarded credit for student participation.**
Family and Community Engagement	1. Title 1 Parent Meeting 2. Student of the Month Luncheons 3. Guidance Nights (Financial Aid, College Apps, NCAA, Naviance, Senior Schedules) 4. All Sports Varsity Booster Club 5. Parent enrollment in *Genesis Parent Portal*	1. A Title 1 Parent Meeting was held on 11/19/2014 with 2 parents in attendance. **Our assessment indicates a need to reach more families.** 2. Student of the Month Luncheons are held each month to honor students who have demonstrated high-character, academic achievement, and/or outstanding behavior. Families of these students are invited to attend and share their CCHS experience with the administrators in attendance. Positive aspects and suggestions for school improvement are shared each month by the involved students and parents. To date, 44 students have been honored, with an average of 2 family members in attendance for each student. **Our assessment indicates this is a positive program which should serve as a model for similar initiatives.** 3. CCHS Guidance Department has hosted 6 Parent Nights during 2014-15. Topics have included Financial Aid, College Applications, NCAA, Naviance, and Senior Schedules. An average of 18 parents have attended each event. **Our assessment indicates a need to reach more families.** 4. CCHS has established an All Sports Varsity Booster Club which involves the parents of all sports and several activities. They have held 5 meetings during 2014-15 with an average of 30 parents in attendance at each meeting. **Our assessment indicates this is a positive program which should serve as a model for similar initiatives.** 5. CCHS parent subscription to Genesis Parent Access for 2014-15 is 96%. This program allows parents to track their child's attendance, grades, assignments, and discipline. **Our assessment indicates this**

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)
		is an effective tool and while parents do have accounts, they are not always used to the fullest capabilities
Professional Development	1. Annual PD Survey	1. Each year an annual survey is given to all district teachers. Responses are submitted before the last day of school and their results are analyzed by administration during the summer months. Their results are used to plan the professional development sessions for the upcoming year. This process has proven to be positive in years past; teachers appreciate the opportunity to share their needs for professional growth. Results from the 2014-15 school year have not been deciphered to date. **Our assessment from previous years indicates a need to continue this practice.**
Leadership	1. What Works Process 2. Student of the Month Luncheons 3. Breakfast with the Principal	1. Each year three days are set aside for teaches to meet with administration to discuss practices which work (and do not work) in the building. This information is disaggregated and reflected upon over the summer. Changes for the future year are made accordingly. This process has proven to be positive in years past; teachers appreciate the opportunity to share their ideas with administration and to be a part of the solution. This program is scheduled to take place in May 2015 so there is not data readily available to date. **Our assessment from previous years indicates a need to continue this practices.** 2. Student of the Month Luncheons are held each month to honor students who have demonstrated high-character, academic achievement, and/or outstanding behavior. Families of these students are invited to attend and share their CCHS experience with the administrators in attendance. Positive aspects and suggestions for school improvement are shared each month by the involved students and parents. To date, 44 students have been honored, with an average of 2 family members in attendance for each student. **Our assessment indicates this is a positive program which**

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)
		should serve as a model for similar initiatives. 3. Breakfast with the Principal is a program where actively involved students meet with the Principal to discuss ideas and/or concerns for the school. 4 sessions have taken place during 2014-15, involving approximately 50 different students. **Our assessment indicates this is a positive program which should serve as a model for similar initiatives.**
School Climate and Culture	1. Discipline 2. HIB 3. What Works Process 4. Student Athletic/Activity Enrollment 5. Attendance 6. Student of the Month Luncheon 7. Tutorials 8. Graduation Report 9. College Enrollment	1. To date, CCHS has had 379 submitted discipline referrals during 2014-15. 15% of these referrals have resulted in a conference, 43% in a detention, and 36% in suspension (combined ISS and OSS). **Our assessment indicates a need for a program to improve student behavior and decrease the amount of repeat offenders.** 2. To date, CCHS has had 3 reported incidents in 2014-15 with none of the incidents confirmed. **Our assessment indicates that HIB is effectively monitored at CCHS.** 3. Each year three days are set aside for teaches to meet with administration to discuss practices which work (and do not work) in the building. This information is disaggregated and reflected upon over the summer. Changes for the future year are made accordingly. This process has proven to be positive in years past; teachers appreciate the opportunity to share their ideas with administration and to be a part of the solution. This program is scheduled to take place in May 2015 so there is not data readily available to date. **Our assessment from previous years indicates a need to continue this practice.** 4. 327 CCHS students have participated in at least one sport during 2014-15. This is more than 33% of our student body. In addition, a great deal of students are enrolled in one or more of our 27 student clubs/organizations. **Our assessment from previous years indicates**

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		a need to accurately document student participation in activities. It also indicates a need to continue our positive efforts in athletics. 5. CCHS attendance rate from September 2014 - April 24, 2015 is 93.262%. **Our assessment indicates, that while our rate is acceptable, a need to improve attendance still exists.** 6. Student of the Month Luncheons are held each month to honor students who have demonstrated high-character, academic achievement, and/or outstanding behavior. Families of these students are invited to attend and share their CCHS experience with the administrators in attendance. Positive aspects and suggestions for school improvement are shared each month by the involved students and parents. To date, 44 students have been honored, with an average of 2 family members in attendance for each student. **Our assessment indicates this is a positive program which should serve as a model for similar initiatives.** 7. Each month CCHS offers teacher-led tutorial sessions after school. Student participation during 2014-15 is recorded at 1,430 (students have attended multiple sessions). Sessions include each content area at least twice per month. **Our assessment indicates a need to continue this program but with more incentive for students to take advantage of the learning opportunity.** 8. NJSMART has reported CCHS Class of 2014's overall graduation rate as 90% (Reg Ed at 92.6% and SE at 77%). While 2014-15 rates are not yet available, 192 of 211 current seniors are on track to graduate. **Our assessment indicates a need to increase our SE graduation rate.** 9. SPR reports that 2013-14 CCHS seniors had a 56% college enrollment rate. **Our assessment indicates a need to increase our overall college enrollment rate.**
School-Based Youth Services	1. Guidance Program	1. Guidance counselors scheduled 3 individual meetings with every student each year to discuss grades, attendance, school

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)
		involvement, and post-secondary plans. In addition, 2 grade level presentations are given per grade level per year. 9th - 11th graders receive guidance in Naviance for Post-Secondary Planning and Course Selection. 12th grader receive guidance in Naviance and College Applications/Career Search and Financial Aid. The Guidance counselors also give 2 small group presentations to 9th - 11th graders on Naviance surveys & student profiles and Resume Builder & College/Career Search. 12th graders receive small group presentations on Naviance (process to apply to colleges) and Naviance surveys & student profiles. **Our assessment indicates a need to continue this program.**
Students with Disabilities	1. Supportive Study Skills 2. REACH 3. SCBD 4. READ180 5. Intramural Sports Program 6. P10	1. Supportive Study Skills is a SE program designed to assist students with content, organizational skills, and study skills. A SE teacher works with enrolled students during Study Hall and also maintains contact with the students' teachers to ensure missing work/tests are completed. There are currently 40 students enrolled in this program, all of whom are displaying academic success in 2014-15. **Our assessment indicates a need to continue this program.** 2. REACH (Realizing Educational and Career Hopes) is CCHS's SCMD program. The 2014-15 enrollment is 11 students. Within this program, 11 students participated in ESY during July 2014. In addition, students work with System 44 (similar to READ180) for reading intervention. Since September 2014, students have demonstrated a class average of 3% increased reading proficiency. **Our assessment indicates a need to continue this program.** 3. There are currently 5 students enrolled in CCHS's SCBD program. Within this program, students can earn up to 45 points each day for good/on-task behavior. Students who earn at least 200 points in a week are able to earn extra computer time, lunch in the cafe, etc. An average of 62.5% students are able to meet the target each week. **Our assessment indicates a need to include more educational incentives (ie - educational field trips, mentor**

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)
		programs, variety of incentives specific to each individual that could be outside building). 4. During 2014-15, 8 of CCHS's most at-risk readers were enrolled in the READ180 program. Only one of these students entered high school with grade level proficiency. The remaining students ranged from 2nd to 5th grade proficiency. The average Lexile growth since September is 267. Every student advanced at least two grade levels throughout the year. **Our assessment indicates a need for higher participation in this effective program.** 5. During 2014-15, 14 Resource and SCMD students have participated in an intramural sports program. They have met for 4 weeks, meeting every Monday and Wednesday from 2:30-3:45. Students are scheduled to play floor hockey/kickball games vs. staff, admin, EHCCS and local high schools with similar programs. A student survey will be administered at the end of the program to analyze the program's effectiveness. **Our preliminary assessment indicates a need for higher participation in this effective program; with a SE population of 145 students, more can be involved.** 6. P10 is a program that incorporates 10 units (time management and goal setting, nutrition, academic competition, mental toughness, admissions and character, self-discipline and choice, developing excellence,motivation and leadership) to help them improve their skills in any endeavor through the 21st century. It specifically addresses the college admissions process, standardized tests, and offers proven strategies that will increase student's overall academic and athletic performance in classroom and any arena. This program served 20 SE 12th grade students and our SCBD students. **Our assessment indicates a need to continue this program and extend it (or a similar program) to regular education students.**
Homeless Students	1. Enrollment Report	CCHS currently has 3 enrolled homeless students. Free lunch is automatically arranged. Counseling, transportation and general supplies,

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)
		etc., are provided if needed. **Our assessment indicates a need to analyze our methods of communication with parents regarding this possible occurrence.**
Migrant Students	1. Enrollment Report	Two Migrant students are currently enrolled at CCHS. **Our assessment indicates a need to analyze our methods of communication with parents regarding this possible occurrence.**
English Language Learners	1. READ180 2. ACCESS Test results 3. MACII Test results	1. There are currently 3 students enrolled in our ELL program. Our reading instruction is through READ180. Our students will be reassessed in the next few weeks, however average Lexile growth between September 2014 and January 2015 was 68. The Class of 2014 saw an average Lexile growth of 132 by their graduation date. **Our assessment indicates this program is effective and should be continued.** 2. The ACCESS Test was administered in April 2015. Results are expected in June 2015 at which time we will evaluate the individual needs of our three ELL students. **Our assessment indicates the small population of ELL students does not require a need; their needs are currently being met through existing programs.** 3. In 2014-15 the MACII test was not administered to ELL students; all three students had been administered this exam when they were first enrolled into CCHS. In the future, the WIDA will be used in place of MACII as it is better aligned to ACCESS.
Economically Disadvantaged	1. F/R Lunch 2. College Enrollment	1. As of October 15, 2014, CCHS reported 41.43% Free/Reduced Lunch. **Our assessment indicates a need for programs to assist these students.** 2. SPR reports that 2013-14 CCHS economically disadvantaged seniors had a 48.3% college enrollment rate. **Our assessment indicates a need to increase our specific college enrollment rate.**

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?

   During the 2014-15 school year, James Reina, CCHS Principal and Stacey Culleny, CCHS Supervisor, organized a schoolwide leadership team which was comprised of various administrators, supervisors, staff, community members and students affiliated with Cedar Creek HS. Their overall goal was to ensure active stakeholder participation in the compilation and analysis of building needs to develop a schoolwide plan to meet the building needs. The data was shared and discussed with the stakeholders in various meetings and a schoolwide plan was developed based on the prioritization of needs. An evaluation plan was also developed by the stakeholders to ensure the annual review of needs and adjustments to the plan if needed.

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

   Standardized Testing Data – The HSPA is provided by the state within the School Performance Reports and also directly from the Measurement Inc. website. We receive our student NJASK8 data from our sending districts as well as what is available on NJSmart.

   Scholastic Reading Inventory – Every CCHS student (grades 9 -12) is pre- and post- tested through SRI each year. Their lexile growth is monitored throughout the year by their teacher and the school's reading specialist. In addition, every English teacher used SRI testing to assess their SGO. 85% of students will meet the learning target, within their preparedness group, upon completion of SRI. Target groups were divided into three preparedness groups. The highest group was targeted to improve 1 Lexile level, the middle group to improve 3 Lexile levels, and the lowest group to improve 5 Lexile levels.

   Scholastic Math Inventory – This data collection began in the Fall of 2014. All 9th grade students enrolled in Math Lab were given a diagnostic exam through SMI.

   Catch Up Math - Students were periodically assessed through this online, responsive software to measure areas of growth and to identify the need for additional instruction. The program was not utilized to summatively assess students so a final post-test statistic is not available. However, the frequent use of the program yielded formative assessment for the teachers and an online tutoring option for students.

   Basic Skills Instruction Testing Results – The Title I funded Math Teacher and the District funded Reading Teacher provided data from their supplemental instruction that assisted during the needs assessment.

   NJSmart Reports - Graduation and Assessment Reports were compiled and used to assist with the needs assessment process.

   Pre and Post Assessments/SGO - PARCC-like benchmark assessments and SGO assessments were administered throughout the year. Their baseline data was compared to the ongoing benchmarks and their post- results. Some of these SGO assessments focused on

one of our District Goals of improved writing performance on the SAT. English teachers focused on increased performance on the SAT rubric, Science teachers concentrated on the improved writing of lab conclusions, and Social Studies narrowed in on Document Based Questions. Each of these assessments were shared at needs assessment meetings.

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 Standardized Testing Data (NJSmart, Annual Progress Targets) – HSPA student results are used to determine the appropriateness and strength of the local curriculum and to develop remedial programs to help students improve their knowledge and skills. State and local building sub-group results are also made available to compare buildings with similar District Factor Grouping performance. In future years, it is anticipated that PARCC test results will be able to be used to determine student growth levels.

   Scholastic Reading Inventory and the Scholastic Math Inventory – these assessments are administered by the same teachers in the beginning and the end of the school year which allow for determination of growth in the areas being tested (reading and comprehension in SRI, pre-algebra skills in the SMI).

4. What did the data analysis reveal regarding classroom instruction?
   Data analysis revealed the need for increased instruction in the areas of mathematics and language arts, specifically for our at-risk/SE students. In addition, it revealed the need for a character education program for our students who have multiple discipline infractions, low to no activity involvement, and/or partially proficient/failing grades.

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

   Professional development surveys from 2013-14 indicate three frequently repeated areas of need: Technology Integration into Instruction, Students Taking an Active Role in Learning, and Classroom Management.

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

   On an individual student basis, CCHS uses the I&RS process to identify those who are educationally at-risk. Teachers complete a referral form and the I&RS team analyzes the need and any appropriate programs that could assist the student. On a broader spectrum, 9th grade students are identified by their ASK7 scores (soon to be replaced by PARCC), an 8th grade mathematics diagnostic test given by our district, 8th grade teacher/CST recommendation, and various diagnostics given during September (SRI, SMI, Catchup, etc). 10th grade students have been identified through their 9th grade performance (course failures), SRI, and the Biology Competency Test. PARCC will be an additional measure moving forward. 11th grade students have been identified through their 10th grade performance (course failures) and SRI. PARCC will be an additional measure moving forward. 12th grade students have been identified through their 11th grade performance (course failures), HSPA (to be replaced by PARCC), and SRI.

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

Students who are identified as at-risk receive supplemental instruction (in math and/or reading) during their study hall. These program instructors meet with each identified student 1 - 3 times per week. Students receive tutoring in their courses, study skills, and preparation for specific assessments. Incoming 9th grade students who are identified as educationally at-risk are scheduled for Math Lab, a course designed to address fundamental skills. This course runs concurrently with Algebra 1, giving students 90 minutes of mathematics each day. In addition, each Algebra 1 class has been co-taught by two math certified teachers which allows twice as much teacher/student interaction as would a traditional class. Supportive Study Skills is a program designed for SE students who need assistance in organizational, study, and academic skills. A SE certified teacher is assigned to these individually scheduled study halls to meet the needs of each diverse learning disability.

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

Two Migrant students are currently enrolled at CCHS. Supervisors and staff are made aware through the data management system. Identified students receive academic assistance based upon need through Title I and/or language services, as well as free lunch.

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

Many student living situations are in flux. Students are primarily identified through parent communication requesting transportation to a new address or Guidance, Vice Principal or School Resource Officer articulation with students. Guidance, Building Administration, Transportation Dept., District staff, and Title I Supervisors then communicate to ensure that the needs of the student is met. Free lunch is provided to these students.

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

The use of academic assessments has been the theme of our district's professional development in 2014-15. Training on student's self-assessment was given at our opening In-Service. This topic was a culminating concept for our 2013-14 professional development theme of formative and summative assessment. Additional 2014-15 In-Service topics have included training on creating PARCC-like assessments in each content area, developing valid SGO assessments, and analyzing multiple sources of student data (attendance, participation, standardized assessments, course assessments - as suggested by DOE when developing preparedness groups for SGOs). In addition, department and faculty meetings have dedicated a significant amount of time to these same topics. Articulation time has been reserved throughout the year to allow teachers to create department-wide assessments. Lastly, weekly meetings between the Title 1 Supervisor, Title 1 mathematics teacher, and the Reading Specialist are held to discuss student progress

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

CCHS is part of the Greater Egg Harbor Regional High School District, educating students in grade 9 through 12. We are the receiving district for five sending districts. In an effort to effectively transition middle school students to high school we offer multiple Open

Houses/Magnet Nights during students' 8th grade year, a Freshman Orientation during the summer (inclusive of bus pick-up and a full schedule run-through), a summer Title 1 program (1 week of math/ELA/study skills) for educationally at-risk students, and ESY for identified SE students.

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

Priority problems and root causes for the 2015-16 schoolwide plan were selected through and the evaluation of our needs assessment and ongoing collaboration/articulation among our stakeholder committee.

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	Math/ELA Proficiency	Character Development/School Culture
Describe the priority problem using at least two data sources	Performance on standardized assessments: 1. Data source #1 - HSPA Results (Measurement Inc. and NJDOE School Performance Report) - In 2013 - 14, 91% of students were proficient in ELA; 80.7% in Mathematics. 17.7% graduated via alternate assessment. 2. Data source #2 - SATs (CollegeBoard and NJDOE SPR) - In 2013 - 14, only 66% of our students participated in the SATs. CCHS did not meet its Target in this SPR Indicator. 3. Data source #3 - PSATs (CollegeBoard and NJDOE SPR) - This assessment was issued to all 10th and 11th graders at CCHS in October 2014. As a result, 89% of our students participated in the exam. However, only 32% of 10th graders were on track to be College and Career Ready and only 40.6% for 11th graders. 4. Data source #4 - AP (CollegeBoard and NJDOE SPR) - CCHS currently has 14% participation in AP courses. CCHS did not meet its Target in this SPR Indicator.	Increased student/family participation in school groups and events: 1. Data source #1 - SATs (CollegeBoard and NJDOE SPR) - In 2013 - 14, only 66% of our students participated in the SATs. 2. Data source #2 - AP (CollegeBoard and NJDOE SPR) - CCHS currently has 14% participation in AP courses. 3. Data source #3 - Graduation and Post-Secondary Performance (NJDOE SPR) - CCHS "lags in comparison to schools across the state" with only 56% of our Class of 2014 enrolled in a 2 or 4 year college. (*2013-2014 CCHS SPR*) 4. Data source #4 - Ineligibility Report (NJSSIA and Genesis) - In 2014-15, 7.6% of students were academically ineligible for fall sports and 7% in the spring. 5. Data source #5 - Parent Attendance (Sign In Sheets from Guidance and Title 1 meetings/events) - an average of 18 parents have attended evening meetings and educational sessions during 2014-15. This number is devastatingly low when compared to our 900 student population.

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

Describe the root causes of the problem	1. While supplemental instruction has been beneficial to many students, its limitations to 1 - 3 meetings per week do not afford students the amount of Math and ELA support needed. Many students are hesitant to leave their study hall to attend extra instruction. The need to create a credit-bearing course to support Math and/or ELA instruction is over-due. 2. PSAT results indicate a need provide more College and Career Readiness programs. Currently, the only programs that exist are the free-standing electives available to students during their 11th and 12th grade years. 3. PSAT AP Potential reports must be utilized to attract more students to AP courses. To date, AP/Honors enrollment is often limited to students who were automatically placed since middle school and those who are intrinsically motivated. Many students are not challenging themselves through more rigorous coursework.	1. As a result of being a CD district who receives sending districts of A, B, and CD DFGs, a large majority of CCHS students come from non-college bound homes. Parents must be educated on the importance of post-secondary education, the effort it takes to become accepted into a college, and the means by which it can be afforded. 2. CCHS is a part of a 3 high school district which receives students from 5 sending districts. In addition, our campus in located in a rural area where public transportation is limited. Parent attendance for meetings and events tends to be low due to the distance our school is from students' homes, a disconnect from the district having just entered in 9th grade, and a high percentage of evening employment.
Subgroups or populations addressed	All students, but most specifically: 1. Students with Disability 2. Economically Disadvantaged	All students
Related content area missed (i.e., ELA, Mathematics)	Mathematics and ELA	All content areas are affected
Name of scientifically research based intervention to address priority problems	1. **College and Career Readiness course** and **Rhetoric course** and **Academic Foundations course** - "To be college- and career-ready, high school graduates must have studied a rigorous and broad curriculum, grounded in the core academic disciplines, but also consisting of other subjects that are part of a well-rounded education. Academic preparation alone is not enough to ensure post-secondary readiness but it is clear that it is an essential part of readiness	1. **Civilian Police Academy** (in conjunction with the Coalition for Safer Communities) – possible agreement with Egg Harbor City Police Department to offer enrollment to the 10 week program which educates the public on police policies and procedures. 2. **Character Development (*Connect with Kids* Program)** - "With over 1,600 schools participating from all 50 states, this has become one of the largest research studies at the

	for college, careers, and life in the 21st century." (Achieve.org) 2. ***Princeton Review, P10*** - These two programs could be utilized to assist students in time management and goal setting, nutrition, academic competition, mental toughness, admissions and character, self-discipline and choice, developing excellence, motivation and leadership. Both programs, or one similar, will work to motivate students to find the reward of academic achievement. 3. **AP Potential** will be used by Guidance Counselors and Department Supervisors to mentor students who have advanced academic potential and are not currently challenging themselves.	secondary level on character education in America." (*Character Development & Leadership*) 3. ***Princeton Review, P10*** - These two programs could be utilized to assist students in "time management and goal setting, nutrition, academic competition, mental toughness, admissions and character, self-discipline and choice, developing excellence, motivation and leadership." (*P10*) Both programs, or one similar, will work to motivate students to find the reward of academic achievement.
How does the intervention align with the Common Core State Standards?	The intervention of creating credit-bearing **College and Career Readiness** and **Rhetoric** and **Academic Foundations** courses which will address not only those skills implied, but also act as daily Mathematics and ELA curriculum support, meets every standard within CCSS.	The Character Development & Leadership (CD&L) Curriculum and Role Models textbook: • Supports 80% of the ELA College & Career Readiness Anchor Standards • Supports 75% of the 8, 9 & 10 ELA Speaking, Listening, Reading & Writing Standards • Supports 60% of the 11& 12 ELA Speaking, Listening, Reading and Writing Standards • CD&L Curriculum specifically supports non-fiction & expository literary standards

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	Career and Technical Education Programs	
Describe the priority problem using at least two data sources	Increase Technical Education Experiences (and interest) for Students: 1. Data source #1 - Student Participation in Career in Technical Education Programs (NJDOE SPR) - 16% of CCHS students were enrolled in an approved Career and Technical Education Program in 2013-14. This is below the NJ State rate of 19.2%. More student participation is needed. 2. Data source #2 - Student Course Requests (CCHS Genesis) - 44% of 2014-15 students requested a Business or Technology course for 2015-16, however only a small amount of these meet the requirements of a Career and Technical Education Program. Students must be exposed to more career opportunities within these concentrations to evoke a larger subscription.	
Describe the root causes of the problem	1. To date, Technical Education Programs have been mostly limited to upperclassmen who enroll in Business/Technology courses. 2. Technology resources have been limited to 5-year old desktops and laptops. CCHS currently has 5 iPads and 60 chromebooks (purchased 2 months ago).	
Subgroups or populations addressed	All students	

Related content area missed (i.e., ELA, Mathematics)	All content areas are affected	
Name of scientifically research based intervention to address priority problems	**Creation of Career and Educational Technology course for all 9th grade students -** "In addition to facilities, access to instructional materials and technology for students and teachers can impact the quality of education as well as students' ability to engage with digital resources outside the classroom. Technology and other instructional tools and materials support teachers in properly delivering, enhancing and personalizing the curriculum." (DOE - Office of Educational Technology)	
How does the intervention align with the Common Core State Standards?	1. Supports the CCSS Standards for Literacy in Science & Technical Subjects 2. Supports the NJCCCS Standards for 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking	

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 course * - READ180, System 44 - Supportive Study Skills (12th grade)	Shawn Sullivan, CCHS Supervisor of Spec Ed	- Passing grades - Increase in Scholastic Reading Inventory (SRI) lexile score	What Works Clearinghouse (*READ180)*
Math	Students with Disabilities	1. Academic Foundations course * 2. Math Lab	1. Shawn Sullivan, CCHS Supervisor of Spec Ed 2. Stacey Culleny, CCHS Supervisor of Math	- Passing grades - Increase in Scholastic Mathematics Inventory (SMI) quantile score	IES Practice Guide (*April 2015 – Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students*) – in Math Lab
ELA	Homeless	1. Character Education Development Program * 2. see below for 9th and 10-12th CCR/Rhetoric/CET	Stacey Culleny, CCHS Title 1 Supervisor	- Students' Program Surveys and attendance - SAT participation	- What Works Clearinghouse (*Connect with Kids* Program) - IES Practice Guide (*August 2008 – Dropout Prevention)*
Math	Homeless	1. Character Education Development Program *	Stacey Culleny, CCHS Title 1	- Students' Program Surveys and attendance - SAT participation	- What Works Clearinghouse (*Connect with Kids* Program) - IES Practice Guide (*August*

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

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)
		2. see below for 9th and 10-12th CCR/Rhetoric/CET	Supervisor		*2008 – Dropout Prevention)*
ELA	Migrant	see below for 9th and 10-12th CCR/Rhetoric/CET			
Math	Migrant	see below for 9th and 10-12th CCR/Rhetoric/CET			
ELA	ELLs	1. 9th grade (Rhetoric) 2. 10th – 12th (ELL)	Michael Manning, CCHS Supervisor of ELL	- Passing grades - Increase in Scholastic Reading Inventory (SRI) lexile score - ACCESS	What Works Clearinghouse (*READ180)* – in ELL grades 10 - 12
Math	ELLs	1. 9th grade (Math Lab) 2. 10th – 12th (ELL)	Michael Manning, CCHS Supervisor of ELL	- Passing grades - Increase in Scholastic Mathematics Inventory (SMI) quantile score - ACCESS	IES Practice Guide (*April 2015 – Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students*) – in Math Lab
ELA	Economically Disadvantaged	1. Character Education Development Program * 2. see below for 9th	Stacey Culleny, CCHS Title 1 Supervisor	- Students' Program Surveys and attendance - SAT participation	- What Works Clearinghouse (*Connect with Kids* Program) - IES Practice Guide (*August 2008 – Dropout Prevention)*

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

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)
		and 10-12th CCR/Rhetoric/CET			
Math	Economically Disadvantaged	1. Character Education Development Program * 2. see below for 9th and 10-12th CCR/Rhetoric/CET	Stacey Culleny, CCHS Title 1 Supervisor	- Students' Program Surveys and attendance - SAT participation	- What Works Clearinghouse (*Connect with Kids* Program) - IES Practice Guide (*August 2008 – Dropout Prevention)*
ELA	1. all 9th graders 2. 10th – 12th grade	1. Rhetoric course * and College and Educational Technology course * 2. Career and College Readiness (CCR) *	Michael Manning, CCHS Supervisor of ELA	- Passing grades - Increase in Scholastic Reading Inventory (SRI) lexile score - Passing grades on CET Portfolio Assessment to demonstrate literacy skills	- IES Practice Guide (*August 2008 - Improving Adolescent Literacy: Effective Classroom and Intervention Practices*) – in CCR - NJDOE SPR – CTE ratings
Math	1. all 9th graders 2. 10th – 12th grade	1. Math Lab and Educational Technology course * 2. Career and College Readiness (CCR) *	Stacey Culleny, CCHS Supervisor of Math	- Passing grades - Increase in Scholastic Mathematics Inventory (SMI) quantile score - Passing grades on CET Porfolio Assessment to demonstrate mathematical application (ie – Excel)	- IES Practice Guide (*April 2015 – Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students*) – in Math Lab and CCR - NJDOE SPR – CTE ratings

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	1. ESY – REACH (Realizing Educational and Career Hope) 2. Summer Enrichment (July 20-24, 2015) 3. After School Tutorials 4. AM/PM Library Sessions	1. Shawn Sullivan, CCHS Supervisor of Spec Ed 2. Stacey Culleny, CCHS Title 1 Supervisor 3. Michael Manning, CCHS Supervisor of ELA 4. Stacey Culleny, CCHS Supervisor of Library	- Students' Program Surveys - Attendance records - Failure Rate Analysis	IES Practice Guide (*July 2009 - Structuring Out-of-School Time to Improve Academic Achievement*)
Math	Students with Disabilities	1. ESY – REACH (Realizing Educational and Career Hope) 2. Summer Enrichment (July 20-24, 2015)	1. Shawn Sullivan, CCHS Supervisor of Spec Ed 2. Stacey	- Students' Program Surveys - Attendance records - Failure Rate Analysis	IES Practice Guide (*July 2009 - Structuring Out-of-School Time to Improve Academic Achievement*)

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		3. After School Tutorials 4. AM/PM Library Sessions	Culleny, CCHS Title 1 Supervisor 3. Michael Manning, CCHS Supervisor of ELA 4. Stacey Culleny, CCHS Supervisor of Library		
ELA	Homeless	See below			
Math	Homeless	See below			
ELA	Migrant	See below			
Math	Migrant	See below			
ELA	ELLs	See below			
Math	ELLs	See below			
ELA	Economically Disadvantaged	See below			
Math	Economically Disadvantaged	See below			

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	1 – 2. All students 3. Academically at-risk 9th grade	1. After School Tutorials 2. AM/PM Library Sessions 3. Summer Enrichment (July 20-24, 2015)	1. Michael Manning, CCHS Supervisor of ELA 2. Stacey Culleny, CCHS Supervisor of Library 3. Stacey Culleny, CCHS Title 1 Supervisor	- Students' Program Surveys - Attendance records - Failure Rate Analysis	IES Practice Guide (*July 2009 - Structuring Out-of-School Time to Improve Academic Achievement*)
Math	1 – 2. All students 3. Academically at-risk 9th grade	1. After School Tutorials 2. AM/PM Library Sessions 3. Summer Enrichment (July 20-24, 2015)	1. Michael Manning, CCHS Supervisor of ELA 2. Stacey Culleny, CCHS Supervisor of Library 3. Stacey Culleny, CCHS Title 1 Supervisor	- Students' Program Surveys - Attendance records - Failure Rate Analysis	IES Practice Guide (*July 2009 - Structuring Out-of-School Time to Improve Academic Achievement*)

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

Use an asterisk to denote new programs.

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Academic Foundations articulation and curriculum development *	Shawn Sullivan, CCHS Supervisor of Spec Ed	- Passing grades - Increase in Scholastic Reading Inventory (SRI) lexile score	IES Practice Guide (*August 2008 - Improving Adolescent Literacy: Effective Classroom and Intervention Practices*) – to mirror strategies taught in CCR for regular education
Math	Students with Disabilities	Academic Foundations articulation and curriculum development *	Shawn Sullivan, CCHS Supervisor of Spec Ed	- Passing grades - Increase in Scholastic Mathematics Inventory (SMI) quantile score	IES Practice Guide (*April 2015 – Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students*) – to mirror strategies taught in CCR for regular education
ELA	Homeless	See below			
Math	Homeless	See below			
ELA	Migrant	See below			
Math	Migrant	See below			
ELA	ELLs	See below			
Math	ELLs	See below			

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	See below			
Math	Economically Disadvantaged	See below			
ELA	All students	Rhetoric, CCR, and CET articulation and curriculum development *	Michael Manning, CCHS Supervisor of ELA	- Passing grades - Increase in Scholastic Reading Inventory (SRI) lexile score - Passing grades on CET Portfolio Assessment to demonstrate literacy skills	- IES Practice Guide (*August 2008 - Improving Adolescent Literacy: Effective Classroom and Intervention Practices*) – to mirror strategies taught in CCR for regular education - What Works Clearinghouse (*Scholastic – READ180)* - NJDOE SPR – CTE ratings
Math	All students	CCR and CET articulation and curriculum development *	Stacey Culleny, CCHS Supervisor of Math & Business	- Passing grades - Increase in Scholastic Mathematics Inventory (SMI) quantile score - Passing grades on CET Porfolio Assessment to demonstrate mathematical application (ie – Excel)	- IES Practice Guide (*April 2015 – Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students*) – to mirror strategies taught in CCR for regular education - What Works Clearinghouse (*Scholastic – READ180)* - NJDOE SPR – CTE ratings

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 Cedar Creek High School Title 1 Committee (consisting of administration, teachers, community members, parents, and students) will evaluate the 2015-16 school-wide program on an ongoing basis through sub-committee and whole committee meetings. Evaluation will begin internally, however we will explore the need to evaluate externally throughout the year.

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

   A challenge which exists is the creation of College and Career Readiness (CCR) as a credit-bearing course. In years past, our school has provided similar instruction in a supplemental manner, during a student's study hall. This course will now replace a student's study hall which will offer more frequent and consistent instruction, but may also weigh on the limited patience and diligence possessed by the at-risk students enrolled. Another foreseen barrier is student participation in the Character Education Program. Our building is several miles from our most at-risk neighborhoods and transportation is limited. It will take effort to attract and maintain participation.

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

   Buy-in will start with the teachers involved in each program. Articulation meetings, before the opening of the school year and throughout, will need to answer all questions and allow for teacher input. Parents must also be informed and understand the positives each program has to offer. Student buy-in will occur if each program considers individual interests and offers relevant, current application.

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

   Informal measurement will be used throughout the year through articulation meetings, observation, and review of formative data (attendance, grades, etc.). Summative data (marking period grades, PSAT, SAT, PARCC, etc.) will be analyzed and shared with the staff as it becomes available. Curriculum for new courses (College and Career Readiness, Career and Educational Technology, and Rhetoric) will be thoroughly reviewed and amended at the end of the year through a District Course Analysis which is completed by the teachers and students within those courses.

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

   The CCHS Title 1 Committee will explore the use of parent/community surveys to gauge the perceptions of our programs and overall school climate/culture.

6. How will the school structure interventions?

   All regular education 9th grade students will be enrolled in one semester of Rhetoric and one semester of College and Educational Technology. Academically at-risk 9th grade students will be enrolled in a full year of Math Lab, in addition to the aforementioned courses. Special education 9th grade students may have these courses replaced with a more personalized experience within Academic Foundations. College and Career Readiness (CCR) will be a credit-bearing course which will offer academically at-risk students (10th – 12th grade) assistance in the areas of ELA and mathematics. Students will be enrolled in this course based on their previous year's academic and/or standardized assessment performance, as well as teacher recommendation. Each section of CCR will be assigned to a Reading Specialist and Teacher of Mathematics which will allow for content specific instruction based on individual student needs within district curricula and Common Core State Standards. Afterschool tutorials will run from 2:35pm until 4:00pm; courses, teachers, and locations will be posted on the CCHS website and in each classroom. Morning library sessions will be open to all students and will run from 7:00am until 7:25am; afternoon library sessions will run from 2:35pm until 4:00pm. ESY will be available to special education students enrolled in our MD REACH program and will be reflected in students' IEP. The 9th grade transition program will be offered to incoming students who were recommended by their 8th grade principals and teachers. Our character education program will be held after school; student participation will be based off of student interest and teacher/administration recommendation.

7. How frequently will students receive instructional interventions?

   Rhetoric and CET will meet 45 minutes daily for one semester each with students then switching to the alternate course during the second semester. CCR, Math Lab, and Academic Foundations will meet 45 minutes daily for a full year. Afterschool tutorials will

run Tuesday, Wednesday, and Thursday weekly. Morning library sessions will run Monday through Friday weekly; afternoon sessions will run Monday through Thursday. Our ESY program will run for 6 weeks, 9am - 2pm. Our 9th grade transition program will run from 9am – 12pm for five days. The character education program is planned to run three hours, one day a week for 30 weeks.

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

   In the 2015-16 school year, each CCHS student will be assigned a *Google* account. This will assist in the instructional consistency between CET, Rhetoric, and CCR. In addition, we will continue to utilize *Catch-Up Math* within our Math Lab course and *READ180* in our special education English classes. *TurnItIn.com* will continue to serve as a resource within our curriculum in all courses. The development of an electronic student portfolio will be explored for our CET course. Technologies such as desktop computers, laptops, *Chromebooks*, *iPads*, *Ti-84s*, and *Fortes* will be utilized in all courses listed above. The character education program will explore IES practice guides, the *Connect with Kids* program, *P10* program, and the *Civilian Police Academy/Coalition for Safer Communities* as resources.

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

   Quantitative data including attendance, discipline, marking period grades, PSAT, SAT, PARCC, and surveys will be analyzed to measure the effectiveness of our interventions.

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

    Assessment data (PSAT, SAT, PARCC, etc.) will be analyzed by our District Supervisor of Special Projects. This information, including comparisons to previous years' performance, will be presented in public forum to our Board of Education each year. Course analyses for new courses (CCR, CET, Rhetoric) will be correlated and presented by our District Supervisor of Curriculum and Instruction. These reports will be available to all staff within our shared curriculum folder. The results of our school-wide program evaluation, as a whole, will be shared with CCHS staff and faculty during our June faculty meeting and then revisited at our September 2016 In-Service. Once our committee determines the best method for surveying parent/community perceptions of our programs and overall climate/culture, we will also determine how the results will be shared.

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	See below			
Math	Students with Disabilities	See below			
ELA	Homeless	ESEA NCLB parent meeting 10/12/15	Stacey Culleny, CCHS Title 1 Supervisor	- Attendance	
Math	Homeless	ESEA NCLB parent meeting 10/12/15	Stacey Culleny, CCHS Title 1 Supervisor	- Attendance	
ELA	Migrant	See below			
Math	Migrant	See below			
ELA	ELLs	See below			
Math	ELLs	See below			
ELA	Economically Disadvantaged	See below			
Math	Economically	See below			

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)
	Disadvantaged				
ELA	All Students	1. CCHS Back to School Night 2. CCHS Open House 3. CCHS Magnet Showcase 4. ESEA NCLB Parent Meeting	1 – 2. James Reina, CCHS Principal 3. Karen Cavalieri, CCHS Guidance Supervisor 4. Margaret Doran, District Supervisor of Special Projects	- Attendance - Parent Survey	
Math	All Students	1. CCHS Back to School Night 2. CCHS Open House 3. CCHS Magnet Showcase 4. ESEA NCLB Parent Meeting	1 – 2. James Reina, CCHS Principal 3. Karen Cavalieri, CCHS Guidance Supervisor 4. Margaret Doran, District Supervisor of Special Projects	- Attendance - Parent Survey	

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?

   Family and community engagement in the listed events will assist in our priority problems through open communication and support. A common message and purpose will establish unified intervention. Families and communities are more willing to support a program if they understand the associated needs and goals.

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

   Parents will be invited to contribute to the parent involvement policy at our ESEA/NCLB Parent Meeting on October 12, 2015.

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

   The written parent involvement policy will be shared through our website www.cedarcreekhs.net. Parents will be alerted to this resource via mailed letter after our October 12, 2015 meeting.

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

   Parents will be invited to contribute to the school-parent compact at our ESEA/NCLB Parent Meeting on October 12, 2015.

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

   We will follow up our Title 1 mailing in October with an email blast and global connect phone call to all families. Parents will be asked to review the document and contact the CCHS Title 1 Supervisor with any questions or concerns.

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

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

Student achievement data will be presented at a GEHRHSD Board of Education meeting. Minutes from this meeting will be made available through the district website.

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?

Should CCHS fail to meet our AMAO for two consecutive years, a parent mailing will inform all Title III families.

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

CCHS's disaggregated assessment results will be presented at a GEHRHSD Board of Education meeting. Minutes from this meeting will be made available through the district website.

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

CCHS's Title 1 Committee consists of parents and community members. These members are asked to act as liaisons for their respective network.

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

The academic achievement of CCHS students is communicated with families throughout the school year. Parents have continual access to course performance through *Genesis' Parent Portal*. Interim progress reports are completed for each student in the middle of each quarter, followed by a report card at the end of each quarter. In addition, CCHS guidance counselors and teachers frequently contact families of students who are not performing at a proficient level. The results of standardized assessments (ie – PSAT and PARCC) will be communicated through a mailing to parents.

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

Parent involvement funds will be used on mailings, refreshments, and resources for parents at our family/community meetings.

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	70 100%	- Tuition Reimbursement - Ongoing Professional Development - Competitive Salary Guide (including the opportunity of lateral movement for educational advancement)
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)	11 100%	- Choice of AM or PM work schedule - Opportunity to coach/advise extracurricular sports/activities for a stipend - Preferred interview for applicable teaching positions when available
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0 0%	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
- **Extensive advertising through multiple outlets, including but not limited to: AC Press, NJ Inquirer, NJHire, Applitrack** - **Articulation with local colleges and universities (Stockton University, Rowan University, Rutgers Camden, ACCC, etc)** - **Competitive Salary and Stipends**	**James Reina, CCHS Principal and John Keenan, GEHRHSD Superintendent**

Cedar Creek High School Schoolwide Planning Team Meeting
Wednesday, December 17, 2014 at 9:00 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

Cedar Creek High School Schoolwide Planning Team Meeting #1
December 17, 2015
Sign-In Sheet

Name	Stakeholder Group	Signature
James Reina CHS Principal	Administrator	Jm R
Karen Cavalieri Guidance Supervisor	Administrator	
Stacey Culleny Math Supervisor (Title I)	Administrator	Stacy Culleny
Margaret Doran District Supervisor of Special Projects	District Staff	
Carolyn Calderone	School Staff: Title I Math Teacher	Carolyn J Calderone
Jennifer DePalma	School Staff: Reading Specialist/Teacher	Jennifer DePalm
Marcella Aylwin	Community Member	Marcella
Liz McMahon	Parent	Elizabeth McMahon
Deborah Deissler	Parent	
Maryanne Pierson	Parent	
Cheyenne Meyer	Student	Cheyenne Meyer
Avory Cruse	Student	

Cedar Creek High School Schoolwide
Wednesday, December 17, 2014 at 9:00 AM
MINUTES

In attendance: James Reina, Principal
Stacey Culleny, Supervisor
Carolyn Calderone, CCHS math Teacher
Jennifer DiPalma, CCHS Reading Specialist/Teacher
Marcella Aylwin, Police Sergeant, Egg Harbor City, Community Member
Elizabeth McMahon, Parent of CCHS student
Cheyenne Meyer, CCHS student

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

New programs are being considered that might better provide Title I assistance for Grade 9-11 (Rdg and Math) and Grade 12 (HSPA/AHSA)

Questions that were discussed:

1. Do we still need to send parent inv. Policies to all parents annually?
2. Can we send 7-8% who don't have computer access?
3. Do the buildings still have control of the difference between the salaries/ben and currently money is spent on Summer Enrichment Program, resources for math & ELA and basic supplies for Homeless/free & reduced lunch/glasses…
   Stacey pay for AP tests school bags
4. Student adm not aware of student in need finan.
5. Did you have enough help with tutoring – stud (yes) said yes stu are aware of tutoring
6. Grant will be due July 1 for next year – we will likely hear in late May – early June
7. Parent – learn as much as you can

Mrs. Culleny discussed the following positive outcomes that might result in changing to Schoolwide:
Pro's

- Could purchase glasses for students
- Ask students what you could have liked if you had been in the program?
- Shift Title I services to CCR

Before the next meeting, it was suggested to look for any problems associated going with schoolwide to bring back to discuss. It will be the role of the committee to seek input outside of the group, and bring back to report anything learned. Academic incentives? All coaches are agreeable – Teacher study session on Saturday

If move to schoolwide, Sergeant Aylwin asked "What else would building want to do" such as tutoring after school – pull out – salary/resources-books – Critical to work with families.
What can we do regarding on going school climate? Mr. Reina and Mrs. Culleny agreed to meet with the Sergeant to develop priority needs in relation to student behaviors in the community and investigate ways that the police and school can work together. Some suggestions were to create a Boys Club – identify students who are also struggling academically, perhaps provide shirts/tees or perhaps once a month bring in a guest speaker, feed students, provide field trips for students who need help.

Mrs. Culleny ended the meeting. The next meeting would likely be in January pending schedules. The plan was to bring ideas for strengths and needs to help develop the needs assessment portion of the schoolwide plan.

Cedar Creek High School Schoolwide Planning Team Meeting
January 30, 2015 at 1:00 PM
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

Cedar Creek High School Schoolwide Planning Team Meeting
January 30, 2015
Sign-In Sheet

Name	Stakeholder Group	Signature
James Reina CHS Principal	Administrator	
Karen Cavalieri Guidance Supervisor	Administrator	
Stacey Culleny Math Supervisor (Title I)	Administrator	Stacey Culleny
Margaret Doran District Supervisor of Special Projects	District Staff	Margaret Doran
Carolyn Calderone	School Staff: Title I Math Teacher	Carolyn J Calderone
Jennifer DePalma	School Staff: Reading Specialist/Teacher	Jennifer DePal
Marcella Aylwin	Community Member	
Liz McMahon	Parent	Liz McMahon
Deborah Deissler	Parent	
Maryanne Pierson	Parent	
Cheyenne Meyer	Student	
Avory Cruse	Student	
Michael Manning CHS Supervisor of English	Admin.	M Manning

Cedar Creek High School Schoolwide Meeting
January 30, 2015 at 1:00 PM
MINUTES

In attendance: Stacey Culleny, Supervisor
Carolyn Calderone, CCHS Math Teacher
Jennifer DiPalma, Reading Specialist/Teacher
Elizabeth McMahon, parent of CCHS student
Michael Manning, CCHS English Supervisor
Margaret Doran, District Supervisor

Mrs. Culleny opened the meeting and led discussion of the following strengths and weaknesses under the listed topics as part of developing the Cedar Creek HS Comprehensive Needs Assessment (CNA):

Student Achievement
PARCC Prep (Inv)
Incentives/Food (FIR)
Family Night (Summer/Fall)
Laptops each of PTO, PAC (Equipment Inventory)

School Climate & Culture
Boys Club
Pirate Princess
(attendance, discipline, grades)

Family/Community Needs
Testing Vouchers
F/R – AP, ASVAB, SAT
Individual Medical/supply needs
F/R, Nurse
Holiday Needs (Thanksgiving)
F/R

Curriculum & Instruction
Would be taken care of with new program happening

Professional Development
Wish for more PD time
Concern to include both mandated and any additional initiation
Will continue common pl time to address

Cedar Creek High School Schoolwide Planning Team Meeting
Developing the Schoolwide Plan and Evaluation Plan
April 16, 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?**

Cedar Creek High School Schoolwide Planning Team Meeting
Developing the Schoolwide Plan and Evaluation Plan
April 16, 2015
Sign-In Sheet

Name	Stakeholder Group	Signature
Scott Parker CHS Vice Principal	Administrator	
Stacey Culleny Math Supervisor (Title I)	Administrator	Stacey Culleny
Michael Manning English Supervisor	Adminstrator	MManning
Margaret Doran District Supervisor of Special Projects	District Staff	Margaret M. Doran
Carolyn Calderone	School Staff: Title I Math Teacher	Carolyn J Calderone
Megan Hallman	School Staff	Megan Hallman
Liz McMahon	Parent	Liz McMah

Cedar Creek High School Schoolwide Planning Team Meeting
Developing the Schoolwide Plan and Evaluation Plan
April 16, 2015 at 10:00-11:00 AM
MINUTES

In attendance: **Scott Parker, Vice Principal; Stacey Culleny, Supervisor; Michael Manning, Supervisor; Carolyn Calderone, Math Teacher; Megan Hallman, Teacher; Liz McMahon, parent; Margaret Doran, District Supervisor**

I. Focus

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

These items were discussed. The committee reviewed the documentation from the state website. Details regarding responses and sources for data were discussed.

II. Guiding Questions for Finalizing CNA Process:

- **Does the CNA connect the school's strengths and challenges to specific priorities for addressing student achievement? Yes in planning.**
- **What additional sources of data need to be collected? The addl data sources were discussed. Who will be responsible? Stacey Culleny and Michael Manning would be responsible for gathering the final data for the report.**

- **Have we identified and summarized the priority needs for student achievement? Yes – through the review of the needs assessment and the results of all of the meetings.**

- **How will the identified priority needs be reflected in the schoolwide plan? Within the documentation.**

- **How will we disseminate the results of the comprehensive needs assessment? Through email and meetings.**

- **Have we identified all relevant stakeholders, including stakeholders outside the planning team, to whom we will disseminate the information? Yes, the school community.**

An additional meeting would be scheduled to continue discussion of the Evaluation Plan.

III. 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? Data would be collected at least bi-annually to primarily use pre/post assessments and annual standardized testing. (PSAT, SAT, PARCC analyses).**

Cedar Creek High School Schoolwide Planning Team Meeting
Developing the Evaluation Plan
April 21, 2015 at 10:00 AM
AGENDA

I. Focus

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

II. 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?**

Cedar Creek High School Schoolwide Planning Team Meeting
Reviewing the Schoolwide Plan and Developing Evaluation Plan
April 21, 2015
Sign-In Sheet

Name	Stakeholder Group	Signature
James Reina CHS Principal	Administrator	
Stacey Culleny Math Supervisor	Administrator	Stacey Culleny
Michael Manning English Supervisor	Adminstrator	
Margaret Doran District Supervisor of Special Projects	District Staff	Margaret M. Doran
Marcella Aylwin	Community Member	
Carolyn Calderone	School Staff: Title I Math Teacher	Carolyn J Calderone
	School Staff	
Liz McMahon	Parent	Liz McMahon

Cedar Creek High School Schoolwide Planning Team Meeting
Finalizing the Needs Assessment Document
April 21, 2015 at 10:00-10:30 AM
Minutes

In attendance: **James Reina, Principal; Stacey Culleny, Supervisor; Michael Manning, Supervisor; Marcella Aylwin, Sergeant, EHC Police Dept.; Carolyn Calderone, Math Teacher; Elizabeth McMahon, parent; Margaret Doran, District Supervisor**

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

Comments upon what to include regarding the data, which years should be included and evaluation of the data was discussed. Junior students only participate in HSPA once, but have an opportunity to participate twice in senior year if necessary. Other data measures were discussed including the Scholastic Reading Inventory and Scholastic Math Inventory.

Family and community engagement and how Schoolwide funding could help with this initiative was discussed. The Principal and Police Sergeant from Egg Harbor City, the Community member on the Stakeholder Committee, arranged a meeting to discuss recent events in the community.

The committee agreed to meet again this week if needed.

Cedar Creek High School Schoolwide Planning Team Meeting
Wednesday, July 1, 2015 at 8:30 AM
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

III. 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?

IV. 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?

V. 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)?

VI. 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?

VII. Good of the Group

Cedar Creek High School Schoolwide Planning Team Meeting
July 1, 2015
Sign-In Sheet

Name	Stakeholder Group	Signature
LIZ MCMAHON	Parent	Liz McMahon
Stacey Cullerny	Administration	SCullerny
JAMES M. REINA	ADMIN	JMR
Marcella Kylman	community member	MKylman
Michael Manning	Administration	MManning
Margaret M. Doran	Administration	Margaret M. Doran

Schoolwide Programs

10 Required Components

COMPREHENSIVE NEEDS ASSESSMENT	INCREASED PARENTAL INVOLVEMENT
SCHOOLWIDE REFORM STRATEGIES	TRANSITION OF PRESCHOOL CHILDREN
HIGHLY QUALIFIED TEACHERS	TEACHER DECISIONS REGARDING ASSESSMENT
PROFESSIONAL DEVELOPMENT	ASSISTANCE TO AT-RISK STUDENTS
RECRUITMENT AND RETENTION OF HIGHLY QUALIFIED TEACHERS	COORDINATION & INTEGRATION OF SERVICES & PROGRAMS

Cedar Creek High School Schoolwide Planning Team Meeting
Wednesday, July 1, 2015 at 8:30 AM
Minutes

In attendance: James Reina, Principal
Stacey Culleny, Supervisor
Marcella Aylwin, Sergeant, Egg harbor City Police Department
Elizabeth McMahon, parent of CCHS student
Michael Manning, CCHS English Supervisor
Margaret Doran, District Supervisor

VII. Good of the Group

I. Focus:

Mrs. Doran began the meeting reporting to the Stakeholder Committee that on Monday, June 15, 2015 an email was received from the New Jersey Department of Education that Cedar Creek High School was approved to transition to a Schoolwide Program in the 2015-16 school year.

Cedar Creek HS was the only one of the three high schools that was approved without having to make any changes or edits to their needs assessment. Mrs.Culeny was commended for submitting such a strong needs assessment on behalf of Cedar Creek and the Stakeholder Committee for that accomplishment.

Mrs. Doran then informed the committee of guidelines for finalizing the full Schoolwide Plan. The purpose of today's meeting now that Cedar Creek is approved, is to complete the whole schoolwide plan but since we are moving into our first year, we do not need to complete the evaluation section until over the school year. It would be due next Spring. After speaking with Ms. Porche, we were informed that we must follow the directions without changing the template.

Today, Mrs. Culleny will be running through what is included in the schoolwide plan already and then what is left to finalize. We are expected to include our evaluation in the Reform Strategies section as this will be used to evaluate the programs in the Spring. Sergeant Aylwin asked if there was specific training for first year schools, but that is not the case. Every year, schools must re-submit their applications for schoolwide. This year we were fortunate to receive over $500 thousand dollars in Title I funding.

Sergeant Aylwin asked if any schools ever lose the ability to go shcoolwide, and Mrs. Doran answered that yes that is the case. Each school is individually assessed and there are not a set number of schools that are approved to go schoolwide.

II. Guiding Questions for Developing the Schoolwide Plan

Mrs. Stacey Culleny, Supervisor at Cedar Creek High School asked "What are our needs as a building?" page 16, Academic Achievement comes first, both in Reading and Math. Data was compiled with the school performance report, graduation rate, what happens to the students once they graduate (want to focus on this), Read 180 also, the library is a huge help in Data. Finn runs Lit Lunches which is something that appeals to all Reading Levels, Circulations are two to three times the amount of the other two buildings. Cedar Creek High School SAT scores are lacking, 60% of students only take the SAT's. Trying to get the Special Education students to take the SAT's. Now with the change in design of the SAT, how do we prepare students to do well?

A lot of this was convenient because our assessment shows that we are moving from AHSA /HSPA to PARCC.

Data from the needs assessment indicates that a course is needed to help prepare students for PARCC. There is something that Cedar Creek HS has planned to address that need which is a course called College and Career Readiness.

We don't have enough of – we have complete community engagement at football games/band concert and that has really increased over the past 5 years but as far as the meetings Karen has for college applications and finical aid we just aren't getting enough people to take advantage of that in addition we always have a Title I meeting parent meeting and we don't have a good parent turn out. We need to think of ways to draw them in other than just sporting and performing arts.

We have 96% parent access in Genesis – logged into parent portal. Now teachers are going to maintain a website every week and hoping to have that same percentage. Parent Portal we can actually see how many times the parent actually logged in, so if a parent says I had no idea that Johnny was failing we can pull it up and see how many times they looked

III. Guiding Questions for Finalizing the Schoolwide Plan:

Mrs. Culleny referred to page 23, Family and Community Engagement. States we have complete community engagement with football games and band concerts but we need to think of ways to draw the community in other than just sporting events and performing arts which has increased over the last five years. Mrs. Karen Cavalieri, Guidance Supervisor, holds meetings for College Applications, Financial Aid and Title I Parent Meetings which we don't have a good parent turn out and/or not enough are taking advantage of the meetings.
Mrs. Culleny states Cedar Creek High School has 96% of parents are logged into their parent portal in Genesis . Now that the teachers are going to maintain a website every week she is hoping to have that same percentage.

Professional development needs to go in there every year, we dedicate a lot of time to that. This year we had a lot of half days, this year we have three full days of PD. It is a required components to Schoolwide according to state.

Leadership Cedar Creek High School has a student of the month lunch where four to seven students are nominated by faculty staff members if they do something exceptional. Parents get invited and have a nice sit down lunch that the culinary students provide and serve. During that luncheon Mr. Reina will ask "what is something we do well and what is something we should work on at Cedar Creek?" That works as a "What Works" process. Mr. Reina also meets every other month with student council kids and gets a feel for what is going on in the building/needs assessment from a student level.

Mrs. Culleny then discussed page 25 which discusses Climate of Building/Discipline. She shared with us that this is where we want to start tying this needs assessment into some kind of man to man group or some kind of program after school, #2 priority in plan. The amount of sporting participation is pretty impressive, 1/3 is involved in some type of athletic program. However, we need to find something for those students who aren't in drama and are not athletic. One of our teachers has volunteered his time to do a gaming club and they play dungeons and dragons and the amount of kids that come out for that is amazing.

Mrs. Culleny then indicated that on page 26 School Based Youth Services was already in the template and felt that we had to answer to that is more what Mrs. Cavalieri does in Guidance. Special Education program at Cedar Creek is very stacked in that we offer them between the supportive study skills which students can have in there IEO that they get specialized study hall and works on organizational skills, test taking strategies and they are smaller study halls more one-on-one.

The REACH program for multiply disabled students about seven years ago the district created this program and brought a lot of the kids back that was sent to Special Services and are now housed within our three buildings. New this year is number five on page 28 – Special Education Supervisor created an intermural sports program for our multiply disabled students which has them staying after 2:30pm.

At Cedar Creek we have 3 homeless students, 2 migrant students and our ELL count is very small.

Mrs. Culleny then directed us to the bottom of page 29 Economically Disadvantaged, less than 50% that enrolled in college. We want to mentor these students who are economically and academically at risk and how can we support them in both areas?

Mrs. Doran commended Mrs. Culleny again for her great job with data and how clear the plan is although it is very extensive, the use of bold especially helped make it very clear. Mrs. Culleny then stated that we identified three priority problems. Mrs. Doran than asked "when you say we how did that happen? Your data is extensive."

Mrs. Culleny explained they naturally fall into those areas when you look at them, your academics is an issue and we had already discussed within all of our meetings what they wanted

to do. On pages 30 and 31 there were just specific questions – answered by data in the last few pages. On page 34, we identified three priority problems. Mrs. Culleny explained that her data sources were extensive using the state and local on line databases. Stacey indicated that they naturally fall into those areas when you look at them, your academics is an issue and we had already discussed within all of our meetings regarding the school climate/engagement goal that would be hopefully a way to bring in the community engagement and family interaction.

The last one was when looking at the data on the school performance report that continually comes up is our career and technical education CCE program. The CET naturally fell in that we are starting this new program. We can use Title I funds to help us build that program. We need help in that area our school performance report is showing that we are very very low, 16% roughly.

Are we calculating that the right way? The ones that are higher are the tech schools – we should investigate and make sure we are recording it correctly – AHS wood shop, graphic and animation the numbers are going to be inflated Stacey wants to do the small learning community with culinary and business and she thinks that could become a Perkins/CTE program

IV. Guiding Questions for Submitting the Schoolwide Plan:

Sergeant Aylwin reported that Pleasantville police dept will be starting a community police academy in October. A 10 week program is reserved for four spots for EHC residents. We are looking to start our own at some point. The sergeant spoke with Stacey and James to tie in at risk students - seniors who are having issues not as a graduation requirement but could go through the ten week program. Mr. Reina has been in touch with Monica in AC in charge of police academy and forwarded all the info to Marcela. Stacey asked if the same spots are reserved for all ten weeks? Marcela is not sure, but will ask usually they want the same people that will commit for the ten weeks, but not sure if they are that strict with it. What is the actual name of it: Civilian Police Academy – Is there a cost? No it is free
Can we get that up and running that would fall into priority number 2 (character devotement and school culture)?
Mrs. Culleny exlplained that in a nutshell there are three priority problems based upon the needs assessment:

1 – Academics Math and ELA
The way we are going to combat the at risk learners is through a new program called College and Career Readiness. Five sections of it will run in CHS (grades 10-12) with students being assigned to a reading specialist and math specialist. Depending what their needs are on a week to week basis they will float between the two teachers. Title I schoolwide funds would be used for staffing.

2 – Character Development/School Culture
Where we would look to bring everything together providing the support that our at risk kids need maybe not necessarily just academic at risk kids, more are they coming from an unstable economic home? Are they in a family where there are a lot of drugs, can we just get them out of

that environment and keep them safer here and hope that their natural academic gift will outshine the other temptations?

3 – Career and Technical Educational Programs
As a result of the needs assessment, Cedar Creek is looking to bring in a CTE program which will be offered to all Freshman in semester courses. Every 9th grade student will learn google, google slides, docs, word, Naviance, etc.

Mrs. Culleny commented that she would love the opportunity for the police and school to work together. Sergeant Aylwin asked if the police academy activities are approved, would we want to see their curriculum ahead of time? What we are asking in number 2 priority is for a teacher to be paid as an after school mentor for three hours a week which is about $3000 for the year and about $1000 for spending food/resources. Mr. Keenan has approved the spending this way as long as it is good with the group.

Mrs. Culleny said yes, and that she would include it in her funded programs. Mrs. Doran explained the Reform Strategies process and how they will be used as part of the evaluation of the needs assessment next school year.

A discussion ensued of possible assessment outcomes and survey tools for parent and community. Mrs. Culleny indicated that at our next meeting we should discuss further what might be included in a community survey. Mrs. Doran agreed that much of the Stakeholder's role for the next school year will involve evaluating new programs with the intent to improve if needed.

Mrs. Culleny thought that from her classes in NJEXCEL, she has access to many types of surveys for the schoolwide programs. She will bring suggestions to the next meeting.

In continuing the review of the plan, Mrs. Culleny noted that 100% of the Cedar Creek HS staff is highly qualified. Examples of description of strategies to retain highly qualified teachers include being reimbursed for graduate courses and being offered Professional Development. Mr. Manning added that the climate at CHS is very happy, this district pays well for the Masters level. Staff is financially rewarded for continuing education.

V. Good of the Group

Mrs. Culleny asked what month the Stakeholder Committee would like to meet again? Most responded that September would be good to plan to meet again. The application is due to Mrs. Doran on July 10th and to the state on July 13th.