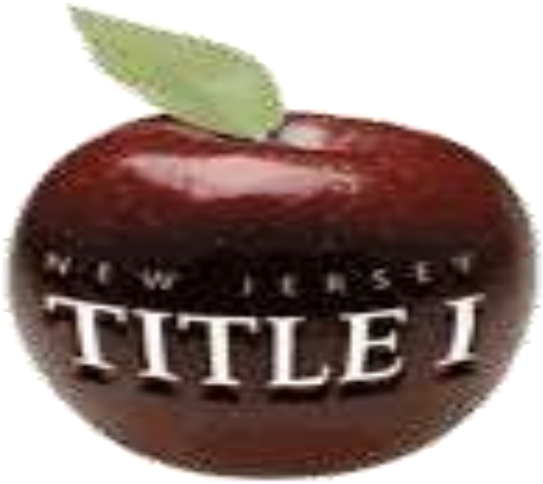
NEW JERSEY DEPARTMENT OF EDUCATION

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: **HAMILTON TOWNSHIP-ATLANTIC COUNTY**	School: **William Davies Middle School**
Chief School Administrator: **DR. MICHELLE CAPPELLUTI-SUPERINTENDENT**	Address: **1876 Dr. Dennis Foreman Drive, Mays Landing, NJ 08330**
Chief School Administrator's E-mail: **cappellutim@hamiltonschools.org**	Grade Levels: **6-8**
Title I Contact: **Lisa Dagit – Director of Curriculum and Instruction**	Principal: **Mr. Stephen P. Santilli**
Title I Contact E-mail: **dagitl@hamiltonschools.org**	Principal's E-mail: **santillis@hamiltonschools.org**
Title I Contact Phone Number: **609-476-6102**	Principal's Phone Number: **609-476-6240**

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.

Stephen P. Santilli	Stephen P. Santilli	**July 1, 2015**
Principal's Name (Print)	**Principal's Signature**	**Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held **11** stakeholder engagement meetings.
- State/local funds to support the school were $ 47,421,924, which comprised 97.27% of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 45,668,326, which will comprise 95% 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
Salary and FICA	#1-3	R180, S44, SPI, SRI, SRC, Data Analysis	20-231-100-100 20-231-200-200	$79,007
Department Coordinator Stipends and FICA	#2 & 3	R180, S44, SPI, SRI, SRC, Data Analysis	20-231-200-100 20-231-200-200	$5,222
ELL Staff Workshops and Mileage	#1-3	R180, S44, SPI, SRI, SRC, ELL Instruction, PLC's	20-231-200-500	$768
ELL Staff Membership Dues	#1-3	R180, S44, SPI, SRI, SRC, ELL Instruction, PLC's (Professional Development)	20-231-200-800	$70
Springboard	#1-3	After School Programming/Tutoring/Data Analysis	20-231-100-300-05-DAV	$5,839
Technology (i.e. Chromebooks, charging stations for BYOD, MakerSpaces, STEM Initiatives…)	#2 & 3	21st century technology/Clarity/ (PLC's) Professional Development	20-231-100-600-05-DAV	Estimated $55,000-$60,000
Clarity by BrightBytes	#2	21st century technology/Clarity/ (PLC's) Professional Development	20-231-100-600-05-DAV	$3,000
System 44 and R180 Licensing	#1	R180, S44, SPI, SRI, SRC, Data Analysis	20-231-100-600-05-DAV	$7,000
R180/S44 Professional Development/In-House Training	#1-3	R180, S44, SPI, SRI, SRC, Data Analysis, Springboard (after school activities)	20-231-200-300-05-DAV	$5,000
(Out of District) Professional Development (R180/S44, ELL, Administration/Leadership and Instructional Technology	#1-3	R180, S44, SPI, SRI, SRC, ELL Instruction, technology infusion through GAFE, chromebooks & BYOD	20-231-200-500-03-TRV	$6,000
Formative Assessment/Data Collection Tool (TBD) (includes PD)	#1-3	21st century technology/Data Analysis/PLC's (Professional Development)	20-231-100-600-05-DAV	$12,000

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
Stephen P. Santilli Stephanie Wroniuk Russell Clark Kevin Morrison	School Staff: Administrators	X	X	**Signatures on File** X	**Signatures on File** X
MaryLynn Stecher	District Staff: Director of Special Education	X	X	X	X
Dana Kozak	Supervisor of Instruction for Special Education	X	X	X	X
Lisa Dagit	District Staff: Director of Curriculum and Instruction	X	X	X	X
Jennifer Laning Brandi Holdren	School Staff: ELA Coordinator and Literacy Chair	X	X	X	X
Deborah Caporale	School Staff: Math Coordinator/Chair	X	X	X	X

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

Laurann Cacioppo Christy Morrison Graig Stanford Kim Mathis	School Staff: Department Chairpersons/Classroom Teachers	X		X	X
Amy Carter Deanna Allen	School Staff: Special Education Chairs/Teachers	X	X	X	X
Christine Lucca Tara Yard	School Staff: BSI Coordinators	X		X	X
Virginia Dzialo Megan Ferguson	School Staff: Bilingual, LEP	X		X	X
Lynn Evangelist Michael Diorio Wendy McKensie	School Staff: Guidance	X		X	X
Lorraine VonHess	School Staff: Paraprofessional Liaison	X		X	X
Scott Scott Stephen P. Santilli Kevin Morrison Kim Mattina Lew Improta Joseph Knopp	School Staff: Technology	X	X	X	X
HTSD Education Foundation (Officers) Stephen Santilli Laurann Cacciopo Charlie Pritchard Kris Ellison	Community Group	X		X	X
Christine Wilson Dr. David May April Perrone	Parents	X		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
8/22/14	William Davies MS	Program Evaluation	X		X	
9/10/14	William Davies MS	Program Evaluation and Comprehensive Needs Assessment	X		X	
10/8/14	William Davies MS	Program Evaluation and Comprehensive Needs Assessment	X		X	
11/12/14	William Davies MS	Program Evaluation	X		X	
12/3/14	William Davies MS	Program Evaluation	X		X	
1/7/15	William Davies MS	Program Evaluation	X		X	
2/4/15	William Davies MS	Schoolwide Plan Development and Finalized Comprehensive Needs Assessment	X		X	
4/8/15	William Davies MS	Schoolwide Plan Development	X		X	
5/6/15	William Davies MS	Schoolwide Plan Development	X		X	
6/10/15	William Davies MS	Schoolwide Plan Development	X		X	

***Add rows as necessary**.

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

School's Mission

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

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

What is the school's mission statement?	**"The William Davies Middle School is dedicated to academic excellence by providing a safe and secure environment which allows ALL students the opportunity to experience a diverse learning environment in order to expand academic and social goals through a rigorous curriculum embedded with 21st century technology."**
School's 'Vision' Statement (the committee felt it necessary to include the vision statement as both the vision and mission better reflect the questions listed above and align to the district vision/mission as well.)	**"We are the William Davies Middle School Community committed to learning, growing and achieving together."** Information is listed on school web pages, district web page, and all correspondence to parents and staff.

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

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

Evaluation of 2014-2015 Schoolwide Program *

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

1. Did the school implement the program as planned?
   - *The plan was implemented according to the strategies listed within the 14-15 school-wide plan, with the exception of one, Clarity by BrightBytes. Due to the changes in technology implementation the committee did not feel the data/tool would be valid to implement during the 14-15 school year.*

2. What were the strengths of the implementation process?
   - *The overall strengths associated with the implementation process focused on the following: Scholastic Interventions and Programs such as Read 180, System 44, Scholastic Reading Inventory and Scholastic Phonics Inventory. Individual student growth and success associated with these programs has attributed to our ability to close the achievement gap with ELA. Along with that, the implementation of Scholastic Math Inventory (SMI) has provided us with necessary data to make informed decisions for the needs of all students in mathematics. Furthermore, our 9 period day, Davies Developmental Time, Academies and various Academy and Content area Professional Learning Communities has been a huge success for our students and staff. R180/S44 for our ELL population also garnered positive results, as well as the implementation of Reading Counts and Summer Reading for our entire student body. (Note: The implementation of summer reading was successful; however the overall success will be measured in September.)*

3. What implementation challenges and barriers did the school encounter?
   - *During the 14-15 school year I am pleased to say that we did not encounter any significant barriers; however decisions were made collaboratively to not implement Clarity this past year. Along with that Reading Counts was not fully implemented until November to allow for staff professional development.*

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
   - *The strengths include the ability to provide PD to allow all stakeholders the opportunity to successfully implement the plan in order to maximize success. In addition, targeted teachers were trained in Read 180, System 44, SRI, SPI and SMI to provide the instruction necessary to work with students in need to close the achievement gap in ELA and Math.*
   - *Time constraints were identified as a weakness. With the implementation of new programming comes the need for time. Research, professional development, and data analysis are just a few of the necessary elements to consider during the implementation of new programming, on top of new State mandates and initiatives.*

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

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
    - *There was a process implemented to account for buy-in from all stakeholders as listed below:*
        - *The first step was to research the program that would be a good fit for the students and staff.*
        - *The program was then presented to the Superintendent and Director of Curriculum*
        - *If approved the program was introduced to the Faculty Council*
        - *If the program dealt with technology it was also discussed with the Technology Director for the District*
        - *After approval from the Faculty Council and District Administration the program was discussed with the Board of Education's Curriculum Committee prior to full Board approval.*
        - *If need be the program was also discussed with leadership from the Hamilton Township Education Association.*
        - *After approval from the Board of Education the 'full staff' was introduced to the new program and Professional Development was arranged for those staff working most closely with the program.*
        - *Lastly, the program was discussed with parents (Parent Involvement Committee).*

6. What were the perceptions of the staff? *Due to the fact that a very strict process was followed, that included various stakeholders, the perception of the staff to all of the programmatic changes was deemed positive overall.* What tool(s) did the school use to measure the staff's perceptions? *Staff completed a survey aligned to the professional development that was implemented, which was created and analyzed by the Davies ScIP Committee ; however a specific tool was not utilized prior to implementation.*

7. What were the perceptions of the community? *As mentioned above the perception of members of the community, especially those most impacted by the changes were positive overall.* What tool(s) did the school use to measure the community's perceptions? *A specific tool was not utilized prior to implementation.*

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)
    - *Read 180 (General Ed, Spec. Ed. & ELL): small group (learning resource)*
    - *System 44: small group (learning resource)*
    - *SRI: Large group, small group-learning resource and one-on-one (all students grades 6-8, plus grade 5 end of year)*
    - *SMI: Large group, small group-learning resource and one-on-one (all students)*
    - *SPI: Individual students (one-on-one) and small group (grades 6-8, plus grade 5 end of year)*
    - *PLC's: group session of teachers (content, academies, cross-curricular)*
    - *Davies Developmental Time (DDT): small group (targeted students)*
    - *Reading Counts: Individual*
    - *Summer Reading: Individual*

9. How did the school structure the interventions?

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

Read 180 and System 44 were delivered on a daily basis; SRI and SMI was tested 3 times during the year (all students), with individual benchmarks given one-to-one as needed (note: SRI was also used as an end of the year benchmark for 5th grade); SPI was utilized within System 44, but also as a benchmark for students who scored below basic on the SRI test on a one-on-one basis; DDT PLC's took place every Wednesday; and PLC's concerning content area occurred one time per week (Thursday's,) while Academy PLC's occurred one time per month. Reading Counts and Summer Reading are delivered on an individual basis during the course of the calendar year.

10. How frequently did students receive instructional interventions?
    Read 180 and System 44 were delivered on a daily basis; SRI and SMI were benchmarked 3 times per year, however staff utilized data on a daily basis to make informed decisions on the delivery of instruction; DDT for students occurred one time per week for Math and one time per week for ELA; Staff PLC's occurred one time per week for content area and DDT articulation and one time per month for academy meetings; and after school academic clubs met at least 15 times from October through April for approximately 1 hour and 45 minutes. Reading Counts was delivered individually between November through June, while Summer Reading takes place from June through September.

11. What technologies did the school use to support the program?
    The following technologies were utilized to support the programs: TALENT 21 technologies that included, but were not limited to, one-to-one netbook initiative, teacher laptops, Epson Brightlink Smart Projectors, Personal Computers, iPads, and Elmo projectors. Chromebooks were also rolled out to 6th grade during the 14-15 school year. As the year progressed each Academy contained two chromebook carts for a total of 30 chromebooks per Academy. Also, each ELA teacher was allotted two additional chromebooks to administer Reading Counts at their leisure. Along with that Scholastics software (S.A.M.) allowed for the collection of student data that provided staff, parents and students with a variety of data points to make informed decisions regarding instruction and growth. Finally, our student management system, Genesis, allowed us to streamline our student information and data into one portal, which is also available to parents.

12. Did the technology contribute to the success of the program, and if so, how?
    Technology was a major factor in the success of the program during the 14-15 school year. Over the years keeping track of student data was challenging enough; however with the use of Scholastics software and Genesis, we have been able to not only track student data successfully, but also share that information with both students and parents. This has allowed for us to not only recognize the diverse needs of our students, but to include both parents and students in the process.

Provide a separate response for each question.

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

Evaluation of 2014-2015 Student Performance
State Assessments-Partially Proficient

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

English Language Arts	2012-2013	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 6	101	86	*TBD*	• Read 180/System 44/Scholastic Reading Inventory (SRI) • Student Portfolios/Common Assessments • Scholastic Reading Counts (SRC) • DDT (40 minute supplemental period/1 time per week)	• DDT, Read 180, System 44, SRI, SRC, and common assessments have all assisted in showing student growth, but at times not enough for students to reach proficiency on State Assessments. These results are evident in formative assessment data.
Grade 7	91	99	*TBD*		
Grade 8	57	57	*TBD*		
Grade 11	N/A	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A	N/A

Mathematics	2012-2013	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 6	44	37	*TBD*	• Math Windows problems and Problem Solving/Common Assessments • Math Workshop Model • Scholastic Math Inventory (SMI) • DDT (40 minute supplemental period/1 time per week)	• DDT, SMI and common assessments all assisted in showing student growth, but at times not enough for students to reach proficiency on State Assessments. These results are evident in formative assessment data. • The Math Workshop Model and Windows/ Problem Solving has been implemented for the past few years; however administratively we have found inconsistencies in the way in which each teacher has implemented the service. The process needs to be refined for the CCSS as well as supervised by administration and professionally developed through our mathematics chairs.
Grade 7	77	62	*TBD*		
Grade 8	71	82	*TBD*		
Grade 11	N/A	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A	N/A

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

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

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

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

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	N/A	N/A	N/A	N/A
Kindergarten	N/A	N/A	N/A	N/A
Grade 1	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

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	All Students w/ a focus on Sp.Ed., BSI, ELL and ACC	Mentoring/tutoring	Yes	Student Reports, Report Cards and Assessment Data	-Growth indicated on report cards, SRI, SMI, SPI and common assessments-SGO's -PARCC DATA *TBD-scatter plots*
Math	All Students w/ a focus on Sp.Ed., BSI, ELL and ACC	Mentoring/tutoring	Yes	Student Reports, Report Cards and (Summative and Common Assessments)	-Growth indicated on report cards, SRI, SMI, SPI and common assessments-SGO's -PARCC DATA *TBD-scatter plots*
ELA	All Students	Timed Writing Activities for narrative, informational and expository writing.	Yes	Student Reports, Report Cards and Assessment Data	-Growth indicated on report cards and rubrics (portfolios)-SGO's -PARCC DATA *TBD-scatter plots*
Math	All Students	Timed Activities such as Windows problems/Problem of the Day	Yes	Student Reports, Report Cards and Assessment Data, (Edmodo)	-Cyclical approach which allows each math standard to be reinforced each day and allows for additional open ended problem solving weekly. More students actively engaged. -Implementation of Math Workshop Model (evidence within teacher observations) -Overall report card grades showed improvement as well as assessments pertaining to Windows Problems through (i.e. Edmodo) -PARCC DATA *TBD-scatter plots*
ELA	Sp. Ed., ELL, BSI	Read 180/System 44	Yes	Student Reports, Report Cards and Assessment Data	-Growth indicated on SRI/SPI reports/lexile scores, SGO's -PARCC DATA *TBD-scatter plots*
Math					

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	All Students	SRI (lexile levels)	Yes	Student Reports, Report Cards and Assessment Data	-Growth determined in overall lexile levels of school and grade levels after the completion of all 3 benchmarks during the school year, SGO's
Math	All Students	SMI (quantile levels)	Yes	Student Reports, Report Cards and Assessment Data	-Growth determined in overall quantile levels of school and grade levels after the completion of all 3 benchmarks during the school year, SGO's
ELA	Targeted Students (NJASK Partially Proficient Students through Low Proficiency Students and teacher recommendations)	Davies Developmental Time (D.D.T.)	Yes	Student Reports, Report Cards and Assessment Data	-Targeted students experienced 40 additional minutes of both ELA every week. Along with that, a cross curricular approach was implemented to include teams of teachers for ELA/Social Studies to provide additional support to struggling students. -Growth indicated on report cards, SRI data, and common assessments -PARCC DATA *TBD-scatter plots*
Math	Targeted Students (NJASK Partially Proficient Students through Low Proficiency Students and teacher recommendations)	Davies Developmental Time (D.D.T.)	Yes	Student Reports, Report Cards and Assessment Data	-Targeted students experienced 40 additional minutes of Math every week. Along with that, a cross curricular approach was implemented to include teams of teachers for Math/Science to provide additional support to struggling students. -Growth indicated on report cards, SMI data, and common assessments -PARCC DATA *TBD-scatter plots*
ELA	ELL	ACCESS Testing	Yes	ACCESS Test Results	-We have transitioned our ELL teachers and students back into our general education programs. This increased exposure to on-grade level materials, with accommodations and modifications, has increased the rigor for our students. Instructionally, ELL teachers are included in all professional growth and development opportunities. -Growth shown with ACCESS Testing, as well as within R180 data for our ELL students. -PARCC DATA *TBD-scatter plots*
Math					

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	All Students	Reading Counts	*TBD*	Data Analysis/Comparison (Reading Counts-Books Read vs. SRI Data)	-Data analysis to determine a relationship between SRI data and Reading Counts (amt. of books read independently. (Year 1 benchmark) -Growth determined in overall lexile levels of school and grade levels after the completion of all 3 benchmarks during the school year. -PARCC DATA *TBD-scatter plots*
Math					
ELA	All Students	Summer Reading	*TBD*	*Student Participation/Percent Complete – Related to other Formative Data in 15-16*	*-Data will be compiled to determine the percentage of students that complete their overall summer reading activity in September 2015, which has now become a requirement of the entire student body.*
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	ELA (general education and accelerated students) Grades 6-8	After school ELA intervention	Yes	Student Reports, Report Cards, Assessment Data, Attendance and Outcome Reports	-Relevant staff data analysis and outcome reports -PARCC DATA *TBD-scatter plots*
Math	Math (general education and accelerated students) Grades 6-8	After school Math intervention	Yes	Student Reports, Report Cards, Assessment Data, Attendance and Outcome Reports	-Relevant staff data analysis and outcome reports Algebra I and Geometry test results -PARCC DATA *TBD-scatter plots*
ELA	ELA: BSI students Grades 6-8	Testing for Success (TFS) ELA assistance	Yes	Student Reports, Report Cards, Assessment Data, Attendance and Outcome Reports	-Relevant staff data analysis and outcome reports -PARCC DATA *TBD-scatter plots*
Math	Math: BSI students Grades 6-8	Testing for Success (TFS) Math assistance	Yes	Student Reports, Report Cards, Assessment Data, Attendance and Outcome Reports	-Relevant staff data analysis and outcome reports -PARCC DATA *TBD-scatter plots*
ELA	ELA: students with disabilities Grades 6-8	ELA assistance (SE)	Yes	Student Reports, Report Cards, Assessment Data, Attendance and Outcome Reports	-Relevant staff data analysis and outcome reports -PARCC DATA *TBD-scatter plots*
Math	Math: students with disabilities Grades 6-8	Math assistance (SE)	Yes	Student Reports, Report Cards, Assessment Data, Attendance and Outcome Reports	-Relevant staff data analysis and outcome reports -PARCC DATA *TBD-scatter plots*
ELA	Testing for Success (TFS) ELA assistance (ELL)	ELA: ELL (high and low) Grades 6-8	Yes	Student Reports, Report Cards, Assessment Data, Attendance and Outcome Reports	-Relevant staff data analysis and outcome reports ACCESS test results -PARCC DATA *TBD-scatter plots*
Math					
ELA/Math	Math and ELA/Students with Disabilities Grades 5-7 (incoming 6-8)	Extended School Year	Yes	Student Attendance Staff/Parent Feedback	-Staff has indicated that they were successful in accomplishing all IEP goals established. -PARCC DATA *TBD-scatter plots – Use of R180/S44*

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/Math	All Students w/ a focus on closing the achievement gap-Sp.Ed, BSI, ELL, Black, Hispanic	Data Driven Decision Making	Yes	Individual Teacher Scatterplot information (data)	-ELA & Math teachers' analyzed previous NJASK scores to gain a deeper understanding of their instructional practices and lessons in relation to their students standardized test scores. -Teachers use data to adjust instruction to reach targeted students from Cycle II scores (scatter plots)
ELA	Targeted Students (NJASK Partially Proficient Students through Low Proficiency Students and teacher recommendations)	D.D.T. (PLC's) ELA/S.S.	Yes	Agendas, minutes and staff attendance	-DDT PLC's allowed for planning of cross-curricular lessons & PBL's with the intent to further strengthen mathematics and literacy skills to struggling targeted students -Effective academic instruction to raise the rigor to meet the CCSS, and new instructional techniques to implement CCSS across content areas in order to show improvement with report card grades -Growth within common/summative assessments across content areas
Math	Targeted Students (NJASK Partially Proficient Students through Low Proficiency Students and teacher recommendations)	D.D.T. (PLC's) Math/Science	Yes		
ELA/Math	All Students w/ a focus on academics/behaviors	Academy Meetings (Grade Level teams-4-Red, White, Black & Silver)	Yes	Agendas, minutes and staff attendance (contact logs)	-New instructional techniques and Parent Contact/involvement -Teacher communication logs and I&RS data -Growth within common/summative assessments across content areas
ELA/Math	All Students	Weekly Meetings (Common Planning PLC's)	Yes	Agendas, minutes and staff attendance	-PLC's were developed within the same content/grade level, Growth Plans and Target Elements were developed/chosen and data was gathered to successfully meet staffs PDP's. -Analysis of staff SGO data regarding various forms of student assessments. -Growth within common/summative assessments across content areas

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/Math	All Students	Back To School Nights	Yes	Parent Sign-in sheets and participation	Overall, parents were able to actively participate in programs both during and after the school day to gain a full understanding of both instructional and co-curricular programs that their children were participating in. Furthermore parents participated in professional development regarding various programs such as Environmental Literacy and data to name a few. 5% increase in attendance from previous year
ELA/Math	All Students	Parent Conferences	Yes	Parent Sign-in sheets and participation	No increase in attendance from previous year
ELA/Math	Select Students (District Wide)	Parent Leadership Academy	Yes	Parent Sign-in sheets and participation	Andrea Lawful-Trainer worked with select parents over a 12 week period of time to explore with parents how to properly navigate the school district.
ELA/Math	All Students	Parent Involvement Committee	Yes	Parent Sign-in sheets and participation	PIC meetings center around Prof. Development for parents with a heavy focus on ELA/Math initiatives. 5% increase in attendance from previous year
ELA/Math	All Students	Building Leadership Committee (Faculty Council)	Yes	Parent Sign-in sheets and participation	No increase in attendance from previous year
ELA/Math	Select female and male students as well as Female & Male Community Members	Ladies Tea and Boy's BBQ	Yes	Program/Agenda/sign-in	Tracking of select student progress through participation in Ladies Tea & Boy's BBQ (ie: Report Card Grades, reduction in behavioral referrals…)
ELA/Math	All Students	Environmental Literacy Workshops-Green Ribbon/Sustainability	Yes	Parent Sign-in sheets and participation	Community Outreach & Parent Participation that directly impacts all students within all content areas. 10% increase in attendance from previous year

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.

Stephen P. Santilli	Stephen P. Santilli	**July 1, 2015**
Principal's Name (Print)	**Principal's Signature**	**Date**

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

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

2015-2016 Comprehensive Needs Assessment Process

Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – ELA	NJ ASK 6, 7, 8 (Results from 2014) PARCC or NJASK moving forward depending on current legislation	This information gives us an overall picture of student achievement in Grades 6-8 relative to the CCCS and new CCSS. It compares the children within their various subgroups, our school to all schools and our school to like schools, represented in the district factor groups. Data is used by teachers to guide instruction through benchmarking and scatter plotting.
	Scholastic Reading Inventory (SRI)	SRI is completed 3x annually. It indicates lexile scores for ALL students thus identifying strengths/weaknesses in literacy (individual's reading ability). (SRI) is a reading assessment program which provides immediate, actionable data on students' reading levels and growth over time. SRI helps educators differentiate instruction, make meaningful interventions, forecast growth toward grade-level state tests, and demonstrate accountability.
	Portfolios	Each student is required to have a working portfolio that contains numerous samples of completed common assessments in order to measure their progress from September until June. Assessments are scored using rubrics. Most recently rubrics have been aligned to PARCC/
Academic Achievement - Mathematics	NJ ASK 6, 7, 8 (Results from 2014) PARCC or NJASK moving forward depending on current legislation	This information gives us an overall picture of student achievement in Grades 6-8 relative to the CCCS and new CCSS. It compares the children within their various subgroups, our school to all schools and our school to like schools, represented in the district factor groups. Data is used by teachers to guide instruction through benchmarking and scatter plotting.
	Scholastic Math Inventory (SMI)	This universal screener and formative assessment tool focuses on defining what students know and can do through quantile scores. The key shift makes the difference in keeping students successful in core instructions and meeting the Common Core State Standards. Teacher and administrator reports can be used to universally screen for intervention, provide progress monitoring, inform instruction, manage program usage, and support school-to-home communication.
	Common Assessments	Data gathered is relevant as it is aligned with the CCSS, allows for staff to gain an understanding of student's strengths and weaknesses and is an indication of our curriculums alignment to the CCSS as well as its rigor.

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)
Academic Achievement - Science	NJ ASK 8 Progress Indicator Data (Common Assessments)	This information gives us an overall picture of student achievement in Grades 6-8 relative to the NJCCCS. It compares the children within their various subgroups, our school to all schools and our school to like schools, represented in the district factor groups. Information gathered from common assessments is tracked in accordance with staff's SMART goals and SGO's. This information is relevant as it is aligned with the state standards, allows staff to gain an understanding of student's strengths and weaknesses and is an indication of how well students will perform on the ASK 8 Science test.
Family & Community Engagement (Parent Involvement)	Sign-In Sheets/Surveys	On-going throughout the year are Parental Involvement Committee meetings, open house conferences, Back-to-School nights, visitations during American Education Week and throughout the school year, and Faculty Council Meetings. During the 2014-2015 school year, we continued with the same format for our Parent Involvement Meetings that was revised during the 11-12 school year. The format allowed for our parent meetings to coincide with student dances for more convenience and made the meetings more "hands-on" thus allowing for parent professional development. As a result, we realized an additional 5% to 10% increase from the initial year's 20% improvement. Surveys also indicated that our parents were satisfied with our programming and operation. We continued to include 3 parent conferences during the course of the year, which was another positive change from 11-12. Also, Andrea Lawful-Trainer worked with parents over a 12 week period of time to explore with parents how to navigate the school district (professional development for parents).
Students with Disabilities	READ 180/System 44/Scholastic Phonics Inventory (SPI) IEP Direct	(All information listed above for Academic Achievement also pertains to Students with Disabilities) **Read 180** is an intensive reading intervention program designed to improve a child's reading comprehension and vocabulary skills. This program is utilized by our special education department for special needs students who may benefit based on the determination of their individual lexile range. **System 44** is also used for our most challenged readers in special education. The program focuses on foundational reading and phonics intervention through the use of technology. Students that demonstrated below basic scores on their SRI assessments were given the SPI assessment to determine the need for additional time utilizing S44. During the 14-15 school year S44 was also used as a Related Art to target the needs of struggling students. All students with disabilities have specific IEP goals written for their needs. These goals are regularly assessed and reported to parents through an additional narrative report card and progress report. *(All of the above information allows us to compare students to themselves within a year and across multiple years, individual classes within a grade level, and all subgroups represented.)*

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)
Basic Skills (ELA)	READ 180/SRI	**Read 180** is an intensive reading intervention program designed to improve a child's reading comprehension and vocabulary skills. This program was also utilized to service targeted students in our basic skills and heterogeneious populations for ELA. This determination was made through the analysis of SRI (lexile) scores and teacher input.
English Language Learners	ACCESS Testing READ 180/S44	(All information listed above for Academic Achievement also pertains to ELL Students) During the 14-15 school year, all ELL students were assessed using this tool. Their individual needs are assessed and programmed based on the results. During the 14-15 school year a mixed model for Read 180/S44 was introduced to our ELL students with excellent results**. Read 180** is an intensive reading intervention program designed to improve a child's reading comprehension and vocabulary skills. This program was also utilized to service targeted students in our basic skills and heterogeneious populations for ELA. This determination was made through the analysis of SRI (lexile) scores and teacher input. **System 44** is also used for our most challenged readers in special education. The program focuses on foundational reading and phonics intervention through the use of technology. Students that demonstrated below basic scores on their SRI assessments were given the SPI assessment to determine the need for additional time utilizing S44.
Economically Disadvantaged	Free & Reduced Application	(All information listed above for Academic Achievement also pertains to ED Students) During the 14-15 school year all applications were reviewed to properly identify students for additional programs that can be offered based on this status. These programs include, but are not limited to, additional parent workshops, and available resources for student class preparedness.
Professional Development	Sign-In Sheets/Staff Surveys	In an effort to support on-going interventions and priority problems, professional development occurs 7 days during the school year. Along with that both in-house and out of district PD is provided to our staff. All staff provides input through district professional development surveys and also submits information obtained during out of district PD to the building principal. Furthermore, unconference style PD is offered through Edcamps, Tech Tip Tuesdays and Teacher to Teacher Tuesdays.
Common Assessments	Math, Science and Social Studies	During the 14-15 school year all students completed common assessments for Math, Science and Social Studies. Just within the past two years common assessments were implemented in both Science and Social Studies. All common assessment data is compiled electronically by each teacher, while administration compiles the overall grade level and school common assessment data.

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 needs assessment?

During the 14-15 school year, Stephen Santilli, Lead Learner (Principal) of the William Davies Middle School, organized his principal's leadership committee (faculty council), which was comprised of various administrators, staff and community members affiliated with the William Davies Middle School. His overall goal was to gain the input of all stakeholders with the Davies School to analyze and recognize needs within the school in order to successfully develop goals to meet those needs. In order to accomplish this, Mr. Santilli shared much of the abovementioned data with all members of the committee to help recognize the most important needs within the school, which was ultimately supported by data or survey's conducted during the course of the year.

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

- *Standardized Testing Data: This baseline data has been provided to us yearly by the state department of education. In addition, this data is publicly reported to the BOE as required by state law. Each of the 41 categories is then addressed, and information is compiled and disaggregated. Once we complete this task, we begin to place emphasis on what sub-groups/issues need to be targeted.*
- *Progress Indicator Data (common assessments)**:** This data collection process has been recently revised due to the Common Core Standards. With the revisions of recent curriculums, common assessments are used to determine mastery or non-mastery for our students. Common assessments are currently being completed and will take place in all core content areas.*
- *Scholastic Reading Inventory: SRI has been used for the past six years in our R180 special education program. Due to the data and positive results we have seen during those years, we have implemented it as a benchmark for all of our students over the past four years. The benchmark provides independent lexile information for all of our students and is given 3 times per year. This allows students to determine growth during the course of the year as it pertains to independent reading and comprehension levels*
- *Scholastic Math Inventory: While SMI was piloted during the 12-13 school year, the rich data that it provided steered us to provide the assessment for all students during the 13-14 school year. During the 14-15 school year we continued with the SMI assessment which was administered three times to all students in an effort to provide progress monitoring, inform instruction, manage program usage, and support school-to-home communications. Quantile data defines what students know, rather than what they don't know.*
- *Scholastic Phonics Inventory: SPI assessments were administered to students that demonstrated below basic scores on their SRI assessments to determine the need for additional time utilizing S44. In turn, S44 then focuses on foundational reading and phonics intervention through the use of technology*.
- *Discipline Information: Each year, every district, including HTSD is required to send to the State of New of Jersey their Violence and Vandalism Report. We also make two yearly presentations to the Board of Education.*
- *Scatter-plotting: By evaluating individual and group achievement in ELA and mathematics classrooms; we can determine student growth or transgression. All Math and ELA teachers complete scatter-plots as they pertain to student NJASK data. Once PARCC data is released this process will be re-evaluated.*
- *NJ SMART Data: Another tool provided by the state to help us further disaggregate our NJASK data in a variety of ways, which includes multiple measures.*
- *Pre- & Post Testing: In ELA and mathematics, we perform testing at the beginning and at the end of the school year. This enables us to make certain that student placement is correct.*
- *Basic Skills instruction (BSI) Testing: When necessary, as a result of I&RS/RTI, we test students to determine whether there is a need for Basic Skills Instruction. Basic Skills Instruction continues to be delivered in a co-teaching model for all of our students ("push-in"). If needed R180 is available for Basic Skills students.*
- *Scholastic Reading Counts: In an effort to conduct more independent reading, teachers/students in grades 6-8 utilized Reading Counts. The program was used to supplement regular reading instruction and individual student assessments were completed during the course of the year. This program replaced Accelerated Reader during the 14-15 school year as it more closely aligned to individual lexile information.*

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

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

- *Standardized Testing Data (NJSMART Data) and Scatter-plotting: This baseline data has been provided to us annually by the State Department of Education. In addition to this, this data is publicly reported to the BOE as required by state law. Data can be disaggregated and compared to both previous grade level data as well as longitudinally. After Cycle 2 scores are collected, individual student scores are broken into percentiles to conduct more consistent results as we measure/compare students from year to year. The data compiled is then used by staff to scatter plot results to see improvement or transgression. Once PARCC data is received, related to 2015 scores, we will re-evaluate this process to determine how to effectively analyze and measure the new data.*
- *Progress Indicator Data (Common Assessments): This data collection process is still fairly new to the district, as it was the last component we added to our revised curriculums. The common assessments are used to determine mastery or non-mastery for the progress indicators are directly related to the NJCCCS (all contents besides ELA/Math) and are scored using a rubric or specific grading scale. This source for collecting data is still being refined, however is valid especially in determining growth within a specific content/progress indicator. It is also utilized to measure Common Core Standards for Mathematics and ELA.*
- *Scholastic Reading Inventory: SRI data allows us to determine a student's lexile score, which in turn is their reading ability. Since this test is given 3 times per year to students, we are able to measure and determine a student's growth in regard to their independent reading and comprehension ability.*
- *Scholastic Math Inventory: SMI provides us with students' quantile data, which directly correlates, to the Common Core. SMI data is aligned to 'what the student knows' rather than ' what they do not' helps students, parents and staff make more informed decisions regarding the delivery of instruction.*
- *Scholastic Phonics Inventory: SPI data allows us to determine the need for targeted and focused phonics instruction.*
- *Scholastic Reading Counts:* SRC provides our students with a wide variety of leveled literature and nonfiction texts in the classroom, in the school library, and at home. It is a Lexile-based independent reading program that tracks our student's success on the books they read, in and out of school and even creates a personalized and engaging learning environment that ensures independent reading accountability.

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

We believe that we need to continue to look at instructional strategies, which will continue to improve, through further implementation of differentiation and best practices. In order to assist in accomplishing this, administration continues to rely on the changes within the teacher evaluation process to provide more feedback based on the need for additional formal observations of all teachers. Administration and staff will continue to use iObservation and the Marzano framework. This tool will allow for further data analysis as it directly relates to specific teachers in order to determine student growth by utilizing a variety of data as mentioned previously. Along with that, iObservation will be used to participate in book studies and will include conferencing with our staff. In addition we will need to continue to develop 21st Century Technology strategies and implement them in order to present a viable curriculum for our sixth, seventh and eighth grade students who will be transitioning from the use of net books to other technological devices such as chromebooks, GAFE and a new B.Y.O.D. program. Overall, through early analysis of iObservation data it is evident that more higher-order/critical thinking skills need to be embedded into daily instruction/lessons in an effort to show growth and meet the needs of all of our students.

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

Through staff surveys, administrative observations, and results of analyzing student data, we discovered the need to continue to provide professional development in specific areas. These include the following: (1) Evaluation of data through various student assessments, (2) differentiation of instruction, (3) Development of appropriate SGO's utilizing multiple measures, (4) analysis of technology literacy for students, staff and parents (5) proper utilization of our various PLC's and (6) further review and implementation of desired effects within the 41 Elements found within Marzano's Instructional Framework for Domain #1.

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

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

At-Risk students can be identified in any of the following ways:

- *Report card grades,*
- *Teacher observation,*
- *Additional testing by literacy coaches (ELA Coordinator),*
- *Guidance/CST recommendation*
- *Parent inquiry,*
- *Teacher rating scales,*
- *Formal & informal assessments, (includes common assessment data, SRI, SMI and SPI data)*
- *State standardized test scores,*
- *I&RS/RTI Team*
- *ACCESS Test Scores*
- *Outside medical referrals (to name a few…)*

*Teachers continue to utilize student "At-Risk" folders (red file folder) on any child exhibiting academic and/or behavioral difficulty. The teachers are required to document interventions attempted and their outcomes in this red folder. During this process, the teachers work with the student, parents and guidance to attempt to meet the needs of the student, which is also in conjunction with collaboration through the I&RS/RTI team or case manager. Once that occurs the teacher, student and parents will obtain the assistance and guidance of the I&RS team in an effort to develop successful interventions for the student. It should also be mentioned that the I&RS team continues to educate the staff in regards to the RTI pyramid for the school/district which supports teachers, students and parents both academically and socially. The RTI pyramid is often revised and in essence a working document that provides more than programs for our staff but rather strategies to meet the needs of EVERY student. {**Part of our formal assessments will include SRI and SMI; however all members of the I&RS committee will need appropriate training understanding the data, as they are all not ELA or Math staff. Along with that we will continue to develop both our students and parents to fully understand both the SRI and SMI data**}*

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

Teachers utilize student "At-Risk" folders for a child exhibiting academic and/or behavioral difficulty. The teachers are required to document attempted interventions and their outcomes in this red folder. Referrals are submitted, and the student is evaluated by the building Basic Skills Coordinator, I&RS team or the Child Study Team depending on the needs of the student and outcome of interventions attempted through an action plan. If the child is identified as needing these services, they are then provided in a timely matter inclusive of parental notification via a letter, a meeting, and a telephone call.

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

Although our migrant student population is minimal, we provide a variety of services for these students and their parents. These range from personal student programming and testing for identification of needs, to presenting evening programs for parents and after school academic programs based on the varying levels of our students. Along with that we have improved our strategies in developing documents that may be in a parent's native language as well as utilizing product software such as SRI/SMI/SPI in printing letters pertaining to their child's data/test scores that are in a variety of different languages. We also analyze and measure data in relation to WIDA and ACCESS Test scores for individual students. During the 14-15 school year we also implemented Read 180/System 44 for our ELL population whose early results provide positive.

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

Working collaboratively with our School Resource Attendance Officer (SRAO), the needs assessment has identified the importance of student identification so that support services both within our school and the greater community can be offered to each family.

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

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

- *Teachers are provided with common planning time (PLC) for instructional and collegiality purposes focused on their Professional Growth Plan (PGP). Math, ELA, Science and Social Studies staff are also provided with Davies Developmental Time (DDT-supplemental period for students) that allows for a DDT PLC for cross-curricular articulation and supplemental support of all students. Furthermore, each grade level is broken into 4 instructional academies which further allows for vertical and horizontal articulation through "professional learning academies." (PLA) {While not mentioned within the plan all PLC and the newly formed PLA meetings will allow for staff accountability. We currently have developed a schedule highlighting the various meetings that will take place during the week and month, which is also kept on our schools electronic calendar. Along with that each meeting is assigned a room/location. A Google Doc was created in 14-15 to allow for both vertical and horizontal articulation/review to take place, as well as accountability. Part of the Google Doc includes all of the staff member's names that should be attending the meetings as well as an area for objectives that should be covered depending on the type of meeting taking place. Administration often attends the various PLC meetings that occur and closely monitor the various communities' effectiveness in articulating and collaborating with various staff.}*
- *Teachers are given professional development opportunities to evaluate student performance and student success. (Edcamps, Teacher to Teacher Tuesday…)*
- *Teachers are given professional development opportunities to evaluate their own performance and successes.*
- *Teachers implemented the process of utilizing scatter plots to assess their individual students.*
- *Teachers are provided with release time for curricular and instructional revision.*
- *Teachers meet with the Director of Curriculum and Instruction and the building administrators.*
- *Teachers complete Progress Indicator grids marking student progress (common assessments).*
- *Teachers administer and analyze data from SRI, SMI, and SPI tests, along with SRC during the course of the year.*
- *Teachers are able to serve on the committees that they chose, such as the Faculty Council where decisions regarding assessments are often made.*

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

- *Elementary to Middle School: Since our elementary school is within our own district, articulation and collaboration about all aspects of education occurs during the course of the school year. Whether we are articulating during professional development days, completing curriculum writing or participating in our end of the year grade 5 visitations, we are always making certain our students' overall needs are met. During the 13-14 school year, grade 5 students also completed their first SRI test in order for the Davies School to determine the 5th graders benchmarks to prepare for the 14-15 school year. This same process, concerning testing 5th graders, continued in the 14-15 school year as well. Along with that student lexile information will be shared with the students and their parents during the grade 6 orientation during the summer months. Furthermore, student portfolios are passed from the elementary school to the middle school to be shared with our middle school staff.*
- *Middle to High: Since our sending district is comprised of 3 High Schools we are met with more challenges than if we were a K-12 district. However, we have developed an excellent working relationship with our sending district. Due to reorganization, one specific High School receives all of our students, however all three of the High Schools are magnet schools, which only allows for a select group of students to attend. During professional development days, there is always a High School representative present in all content areas. Along with that we are always invited to the High Schools articulation meetings to prepare for the incoming 8th grade. In addition, scheduled articulation between grade levels K-12 meet to share information and needs to enable students a smooth transition between all schools. Furthermore, our guidance and CST personnel works closely with the High Schools to assist with student data, records and scheduling of our 8th graders preparing to move to the High School. Lastly, besides various articulations during the course of the school year the Davies School administration meets at least twice a year with our sending districts High School and discusses everything from student discipline to student data.*

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

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

The principal's leadership team completed their own needs assessment after numerous meetings. The leadership analyzed student data, teacher data, and various surveys. After successfully analyzing all of this information, the committee completed the needs assessment and compiled the information thus determining the greatest needs within the Davies School.

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	Closing the Achievement Gap	Using data/assessment to improve learning
Describe the priority problem using at least two data sources	We recognize the need to close the achievement gap for varying subgroups. This is evident in a variety of data sources such as NJASK data, SRI data, SMI data, and ACCESS data.	Through continued staff surveys and feedback more professional development is requested in an effort to continue successful evaluation and interpretation of various forms of teacher and student data. This is also aligned to the Davies School SciP Professional Development Plan for 15-16. Not only has staff expressed their desire during staff surveys, but it continues to be evident within our summative and formative assessment tools. Focus will include on common assessments, NJASK, SRI, SMI, SPI (if applicable) and other multiple measure assessments that may be used for SGO's. Individual teacher evaluation data will also be analyzed, which is a part of every staff members Growth Plan. Furthermore the impact of technologies effect on learning is desired to drive PD. Overall, this will improve instructional skills and strategies for our staff.
Describe the root causes of the problem	In an effort to close the achievement gap, students within the subgroups listed above need a more rigorous and individualized program. This will assist in decreasing their deficiencies specifically in ELA and Math. Certain programmatic changes and implementation, as well as a more focused approach on remediation and instruction within our current schedule, most notably DDT, will assist in closing that achievement gap.	Proper in-house professional development needs to continue in an effort to not only demonstrate how to obtain and effectively analyze student data, but more importantly how to make informed decisions to properly implement effective teaching strategies to meet the needs of our students. Along with that administration needs to be a present during all PLC times.
Subgroups or populations addressed	SWD, Econ. Disadvantaged, Black, Hispanic, ELL	All Students and Certificated Staff
Related content area missed (i.e., ELA, Mathematics)	• NJASK: While ELA and Math data has shown some growth, we continue to have a large gap in various subgroups and remain "flat" school wide. This holds true for some subgroups even when comparing longitudinal data or the same cohort of students.	• NJASK: Overall, both ELA and Math standardized test data has remained "flat" over the past few years, only fluctuating within certain subgroups. This holds true for some subgroups even when comparing longitudinal data or the same cohort of students. • In contrast, other formative assessment tools implemented during the course of the year demonstrated sufficient student growth for all subgroups and content areas according to proficiency levels or expected growth pertaining to the assessment tool, especially regarding SRI and SMI.
Name of scientifically research based intervention to address priority problems	Scholastic Reading Inventory (SRI), Read 180, System 44, Scholastic Math Inventory (SMI), Scholastic Reading Counts, Formative Assessment Tool/Data Collection Program (TBD0, and further implementation of balanced literacy framework and Math workshop model. Planned implementation of Clarity by BrightBytes, a formative assessment/data analysis tool (TBD) and partnership with SpringBoard for after school remediation/tutoring.	Scholastic Reading Inventory (SRI), Read 180, System 44, Scholastic Math Inventory (SMI), Scholastic Reading Counts, Formative Assessment Tool/Data Collection Program (TBD0, and further implementation of balanced literacy framework and Math workshop model. Planned implementation of Clarity by BrightBytes, a formative assessment/data analysis tool (TBD) and partnership with SpringBoard for after school remediation/tutoring.
How does the intervention align with the Common Core State Standards?	All programs/assessments are directly tied to the CCSS for ELA and Math or NJCCCS for Science and Social Studies. We currently will not accept any form of assessment that is not directly related to either CCSS or NJCCCS.	All programs/assessments are directly tied to the CCSS for ELA and Math or NJCCCS for Science and Social Studies. We currently will not accept any form of assessment that is not directly related to either CCSS or NJCCCS.

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	Standards Based Assessment	
Describe the priority problem using at least two data sources	Over the past few years, we utilized a number of benchmark assessments such as PI Data, Learnia and LinkIt to name a few. However, there has been minimal data utilized effectively by staff. As we move forward we need to ensure that all staff is using our new benchmark data (**SRI, SMI, SPI and common assessments**). A new tool is being researched to properly assess specific standards in all core content areas. This will allow for formative assessments to be "common" and delivered with fidelity, while providing useful feedback for all students.	
Describe the root causes of the problem	Staff continues to be data rich but information poor. The only data that was effectively analyzed was NJASK data; however LinkIt to Learnia to PI data was not being analyzed effectively in an effort to improve instructional practices and show student growth. Benchmark tools and newly established formative assessment tools will be a main focus of our professional development moving forward.	
Subgroups or populations addressed	All Students	
Related content area missed (i.e., ELA, Mathematics)	• NJASK: Overall, both ELA and Math standardized test data has remained "flat" over the past few years, only fluctuating within certain subgroups. This holds true for some subgroups even when comparing longitudinal data or the same cohort of students. • In contrast, other formative assessment tools implemented during the course of the year demonstrated sufficient student growth for all subgroups and content areas according to proficiency levels or expected growth pertaining to the assessment tool, especially regarding SRI and SMI.	
Name of scientifically research based intervention to address priority problems	Scholastic Reading Inventory (SRI), Read 180, System 44, Scholastic Math Inventory (SMI), Scholastic Reading Counts, Formative Assessment Tool/Data Collection Program (TBD0, and further implementation of balanced literacy framework and Math workshop model. Planned implementation of Clarity by BrightBytes, a formative assessment/data analysis tool (TBD) and partnership with SpringBoard for after school remediation/tutoring.	
How does the intervention align with the Common Core State Standards?	All programs/assessments are directly tied to the CCSS for ELA and Math or NJCCCS for Science and Social Studies. We currently will not accept any form of assessment that is not directly related to either CCSS or NJCCCS.	

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	ELL, SWD, BSI Gr. 6-8; students 2 years or more below grade level	Read 180/S44	Admin., R180/S44, Sp. Ed. Dept. Chair & ELL Coord.	Student Lexile (SRI) results (growth) Student results on NJ ASK Individual student Scholastic Phonics Inventory (SPI) results (delivered through R180)	Nationally recognized program with research conducted by the US Dept. of Educ. Scholastic Research and Results Study What Works Clearinghouse- Policy Research under contract ED-07-CO-0062 Alignment to the CCSS Scholastic Research and Results Study Dr. Ted Hasselbring/Dr. Marilyn Jager Adams White Paper
ELA	All Students	Scholastic Reading Inventory (SRI)	Admin.; Librarian; all ELA teachers	Student Lexile results (growth) Student results on NJ ASK	Scholastic Research and Results Study Dr. Ted Hasselbring Alignment to the CCSS White Paper
ELA	SWD, ELL	Scholastic Phonics Inventory	Admin.; S44 teachers w/ incorporation of ELL S44 staff; Sp. Ed. ELA Chair	Student Lexile (SRI) results (growth) to determine if Individual student Scholastic Phonics Inventory (SPI) is needed and pull-out for System 44 (stand-alone)	Scholastic Research and Results Study Dr. Ted Hasselbring Alignment to the CCSS White Paper
ELA	All Students	Scholastic Reading Counts	Admin.; Librarian; all ELA teachers	Reading Counts is reading program in which students can read a book of interest, whether fiction or non-fiction, and then take a short quiz to test comprehension. Used in conjunction with SRI to guide students to read books on their proper lexile.	Scholastic Research and Results Study Dr. Ted Hasselbring White Paper
ELA	All Students	* Formative Assessment/Data Collection Tool (TBD) * (Similar to common assessments and aligned to Common Core-Technology Driven)	Admin., ELA Staff	*TBD*	*TBD* Marzano Research Sept. 2013 – Using Technology to Enhance the Art and Science of Teaching Framework – A Descriptive Case Study

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)**
Math	All Students	Scholastic Math Inventory (SMI)	Admin.; Math Staff	Student quantile scores (growth) Student results on NJASK	Research through MetaMetrics Dr. Samantha S. Burg Alignment to the CCSS White Paper
Math	All Students	* Formative Assessment/Data Collection Tool (TBD) * (Similar to common assessments and aligned to Common Core-Technology Driven)	Admin.; Math Staff	*TBD*	*TBD* Marzano Research Sept. 2013 – Using Technology to Enhance the Art and Science of Teaching Framework – A Descriptive Case Study Improving Mathematical Problem Solving in grades 4 through 8 – What Works Clearing House NCEE 2012-4055

***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	SWD	Extended School Year (ESY)	Director of Special Education	Attendance Reports; IEPs, use of assessment tools such as System44/Read 180	Special Education Law requires ESY
ELA	SWD, BSI, ELL, Econ. Disadv.	*After school Tutoring Program – Springboard * (Springboard is a new organization working w/ HTSD to meet the needs of our students through after school programming)	Admin. and Springboard Staff	Student Lexile (SRI) and Phonics (SPI) results (growth) Student results on PARCC Attendance Reports	*TBD*
ELA	All students – Focus on recommendations through I&RS	Peer Tutoring	Guidance/Teachers	Increased scores in ELA benchmarks and lexile scores.	Research supports that students who struggle academically need more time on task and may make academic gains by receiving instruction from their peers. Previous CAPA recommendation
ELA	Targeted Students (PARCC Partially Proficient Students through Low Proficiency Students and teacher recommendations)	Davies Developmental Time (D.D.T.)	Administration and ELA/SS Staff	Increase in standardized test scores and report card grades as well as growth in all formative assessments in all content areas	Previous CAPA recommendation – Focused on small group instruction/remediation
ELA	All Students	*Summer Reading Program*	Administration, ELA staff	*TBD* Completion of Reading Counts quiz after completion of summer reading. Close the gap between end of the year and beginning of the year, especially in regards to lexile data.	Scholastic Research and Results Study Research completed through WWC Publications & Reviews
Math	SWD	Extended School Year (ESY)	Director of Special Education	Attendance Reports; IEPs, use of assessment tools such as SMI	Special Education Law requires ESY
Math	SWD, BSI, ELL, Econ. Disadv.	*After school Tutoring Program – Springboard * (Springboard is a new organization working w/ HTSD to meet the needs of our students through after school programming)	Admin. and Springboard Staff	Quantile (SMI) results (growth) Student results on PARCC Attendance Reports	*TBD*

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)
Math	All students – Focus on recommendations through I&RS	Peer Tutoring	Guidance/Teachers	Increased scores in ELA benchmarks and quantile scores.	Research supports that students who struggle academically need more time on task and may make academic gains by receiving instruction from their peers. Previous CAPA recommendation
Math	Targeted Students (PARCC Partially Proficient Students through Low Proficiency Students and teacher recommendations)	Davies Developmental Time (D.D.T.)	Administration and Math/Science Staff	Increase in standardized test scores and report card grades as well as growth in all formative assessments in all content areas	Previous CAPA recommendation – Focused on small group instruction/remediation

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

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

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

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	All Students	Professional Learning Communities (PLC's) and DDT PLC's	All staff and administration	Agendas, minutes, professional documentation, surveys Administrative Walkthroughs	Richard DuFour's research Previous CAPA recommendation IES Practice Guide
ELA	All Students – Focus on subgroups to close the achievement gap.	Data Analysis for ELA Benchmarking	Administration and Coordinators	Ongoing use of data by staff Implementation of Best Practices that result in student growth on benchmarks Administrative Walkthroughs/Formal Observations through iObservation Attendance at Workshops	Dr. Severns, NJDOE Scholastic Research and Results Study What Works Clearinghouse/IES Practice Guide
ELA	All Students	ELA Framework	ELA Staff and Administration	Implementation of Strategies in Instruction Attendance at Workshops Administrative Walkthroughs/Formal Observations through iObservation	Previous CAPA recommendation IES Practice Guide
ELA	All Students	21st Century Technology – ELA incorporation *Clarity by BrightBytes*	ELA Staff and Administration	Agendas, minutes, professional documentation, surveys Administrative Walkthroughs/Formal Observations through iObservation	IES Practice Guide (PD in 21st century technology such as Google Apps for Education and web 2.0 tools will support research regarding instructional strategies and best practices with a focus on ELA.) (ISTE Conference) International Society for Technology in Education Alliance for Education #FutureReady Workshops
ELA	All Students – Focus on subgroups to close the achievement gap, especially SWD & BSI.	Professional Development i.e. Model Schools, Scholastic National Summer Institute	Select ELA Staff and Administration	Implementation of Strategies in Instruction Attendance at Workshops	What Works Clearinghouse/IES Practice Guide (Read 180) Model Schools Conference (International Center for Leadership in Education) Scholastic National Summer Institiute

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)
Math	All Students	Professional Learning Communities (PLC's) and DDT PLC's	All staff and administration	Agendas, minutes, professional documentation, surveys Administrative Walkthroughs	Richard DuFour's research Previous CAPA recommendation IES Practice Guide
Math	All Students – Focus on subgroups to close the achievement gap.	Data Analysis for Math Benchmarking	Administration and Coordinators	Ongoing use of data by staff Implementation of Best Practices that result in student growth on benchmarks Administrative Walkthroughs/Formal Observations through iObservation Attendance at Workshops	Dr. Severns, NJDOE Scholastic Research and Results Study What Works Clearinghouse/IES Practice Guide
Math	All Students	Math Workshop Model	Math Staff and Administration	Implementation of Strategies in Instruction Attendance at Workshops Administrative Walkthroughs/Formal Observations through iObservation	Previous CAPA recommendation IES Practice Guide
Math	All Students	21st Century Technology – Math incorporation *Clarity by BrightBytes*	Math Staff and Administration	Agendas, minutes, professional documentation, surveys Administrative Walkthroughs through iObservation	IES Practice Guide (PD in 21st century technology such as Google Apps for Education and web 2.0 tools will support research regarding instructional strategies and best practices with a focus on mathematics.) (ISTE Conference) International Society for Technology in Education Alliance for Education #FutureReady Workshops
Math	All Students – Focus on subgroups to close the achievement gap, especially SWD & BSI.	Professional Development i.e. Model Schools, NCTM Regional Conference	Select Math Staff and Administration	Implementation of Strategies in Instruction Attendance at Workshops	National Council of Teacher of Mathematics Regional Conference Model Schools Conference (International Center for Leadership in Education)

***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? **N/A**
2. What barriers or challenges does the school anticipate during the implementation process? **N/A**
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? **N/A**
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? **N/A**
5. What measurement tool(s) will the school use to gauge the perceptions of the community? **N/A**
6. How will the school structure interventions? **N/A**
7. How frequently will students receive instructional interventions? **N/A**
8. What resources/technologies will the school use to support the schoolwide program? **N/A**
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? **N/A**
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? **N/A**

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 & Math	All Students and subgroups	ParentCamp	Admin/Parents	Attendance/Sign In Sheets Agendas, minutes, and surveys	IES Practice Guide US Department of Education Family & Community Engagement http://www.ed.gov/family-and-community-engagement
		Parental Involvement Committee	Administration	Attendance/Sign In Sheets Agendas, minutes, and surveys	IES Practice Guide US Department of Education Family & Community Engagement http://www.ed.gov/family-and-community-engagement Previous CAPA recommendation
		Faculty Council	Administration	Attendance/Sign In Sheets Agendas, minutes, and surveys	IES Practice Guide US Department of Education Family & Community Engagement http://www.ed.gov/family-and-community-engagement Previous CAPA recommendation
		Back to School Night, Parent Conferences, American Education Week	Administration/All Staff	Attendance/Sign In Sheets Agendas, minutes, and surveys	IES Practice Guide US Department of Education Family & Community Engagement http://www.ed.gov/family-and-community-engagement Previous CAPA recommendation
		School Newsletter	Administration/All Staff	Attendance/Sign In Sheets Agendas, minutes, and surveys	IES Practice Guide US Department of Education Family & Community Engagement http://www.ed.gov/family-and-community-engagement Previous CAPA recommendation
		Connect Ed (Automated Phone System)	Administration	Attendance/Sign In Sheets Agendas, minutes, and surveys	IES Practice Guide US Department of Education Family & Community Engagement http://www.ed.gov/family-and-community-engagement Previous CAPA recommendation

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)
		PTO Today Participation	Administration/All Staff/Parent PTO Group	Parent Surveys	IES Practice Guide Previous CAPA recommendation
		Genesis Parent Portal	Administration/All Staff	Access Data through Genesis Software Parent Surveys	IES Practice Guide Previous CAPA recommendation
		Social Media (Communication)	Administration/Select Staff	Parent/Student Surveys	IES Practice Guide
		Bright Bytes (Clarity for Public Schools (being explored by district admin. for use in the 15-16 school yr)	Admin./Technology Dept.	Surveys/Data	Clarity for Public Schools measures the results of technology use in your schools to receive a customized plan for improvement. With the ever-changing state and national standards, Clarity provides a simple, data-driven view into technology use and its impact on learning outcomes.

***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?

- *Parental Involvement is crucial for the success of our students. It is not only my goal as a lead learner to increase parent involvement, but also the current goal of our Board of Education. Research shows that parents that are involved within their child's school will not only be a valuable resource, but will increase their child's success within school both academically and behaviorally. With their help we hope to not only continue to close the achievement gap, but foster a love for learning. Part of our goal is to find ways to further reach subgroups within our district that have not been as active within our school, which also has a direct correlation in our test result data. By actively participating in our district's PTO and HTSD Education Foundation we hope to further network with our parents and community. Along with that we continue to grow in the use of our student data management program (Genesis) that will allow for administration and staff to actively communicate with our parents through its parent portal. Finally, Andrea Lawful-Trainer will continue her work with parents during the year to explore with parents how to navigate the school district.*

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

- *Convene an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation and the requirements of the Policy, and the right of the parents to be involved. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide; transportation, child- care, or home visits, as such services relate to parental involvement. HTSD will coordinate and integrate parental involvement strategies under the following programs: English Language Learner Program, School to Parent Initiative, Special Education Advisory Committees and School-Based Principal Advisory Committee.*

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

- *HTSD will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to parents in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Mailing the policy home, posting the policy on the district web-site and social media sites, placing it on the informational parent table in the Davies School, and discussing it at appropriate school related functions (Back to School Night, Title One Meetings, Principal Advisory Meeting, etc.)*

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

- *The process for revising our school-parent compact is very similar to our parent involvement for our parent involvement policy. After meeting with administration, staff and students, we reach out to all parents to advertise a convenient meeting time to discuss the old school-parent compact and introduce new ideas from staff and students. Along with that parents are informed of the school's latest strategies to improve academics and behavior, which should be included in the new compact.*

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

- *After the new school-parent compact is completed we will send the school-parent compact home to all of our parents. When the written compact is sent, a Connect-Ed Message is also sent home to every parent and it is posted on the school's webpage.*

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?
-This occurs in a variety of ways listed below:

- *BOE meeting presentations*
- *Newspapers: Report on individual schools status.*
- *WDMS School Report Card*
- *School Website and Letters from the school principal*
- *Parent Involvement Committee (PIC) Meetings*
- *Social Media Communication*

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?

- *A letter is sent home, as well as a public presentation to the Board of Education.*

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

- *BOE meeting presentations*
- *WDMS School Report Card*
- *School Website and Letters from the school principal*
- *Parent Involvement Committee (PIC) Meetings*

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

- *Parents that are involved and committed throughout the year, in activities that include but are not limited to the development of the school-parent compact, written parent involvement policy or PTA to name a few, are selected to participate on the Principal's Faculty Council and are involved in the completion of the Title I Schoolwide Plan.*

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

- *All parents are mailed home the results of their own child's NJASK (PARCC)scores. If required, administration or guidance will meet personally with parents interested in obtaining further information about their child's results. {As mentioned at times throughout the plan our district is currently undertaking a monumental change with our student management system. This change will allow for further communication with students and parents. While we currently have teacher webpages, we will be able to link with all of our parents through the new student management systems parent portal. Parents will be able to see each teacher's grade book as well as discipline to name a few. The new system will even be accessible through an App if parents so choose. Along with that our school is currently exploring the creation of a school App. It should also be noted that the school principal is also a huge advocate of social media and created a variety of school accounts through Twitter @WilliamDaviesMS, Facebook and Google+. These accounts have not only attracted his staff but also parents, students and some members of the community. It has allowed for the school to not only inform everyone of upcoming school events, but has also acted as a professional development tool to reach all members.}*

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

- *The funds will continue to be used to provide parents with professional development throughout the school year. Funds will be directly used for payment of speakers and refreshments. Along with that, when applicable and necessary, funds can be used to assist in childcare for those parents that are attending as well as transportation costs if necessary.*

Provide a separate response for each question.

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

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	92	A full time new teacher induction program is implemented each year in August and continued during the course of the school year. Additional professional development opportunities are made available each month. Mentors and buddies are assigned and work closely with new teachers.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	16	Lead paraprofessionals are identified to provide support for our staff. Orientation is also provided as well as continued professional development during the course of the school year.
	100%	
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
HTSD has only been interviewing and then hiring teachers who have either a CE, a CEAS or a standard certificate in the area of the position they are seeking. ONLY HQT are hired. Furthermore, recruitment strategies to assist in this process include advertisement in local newspapers, online at NJSchoolJobs.com, NJ Hire, AppliTrack, and the county office, as well as referrals and local job fairs. The use of social media tools, such as LinkedIn, has also been utilized to attract highly-qualified teachers.	All Administration and the Personnel Department (Elen Manalang)