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: BURLINGTON COUNTY INSTITUTE OF TECHNOLOGY (BCIT)	School: BCIT – Westampton
Chief School Administrator: DR. CHRISTOPHER MANNO	Address: 695 Woodlane Road, Westampton, NJ 08060
Chief School Administrator's E-mail: cmanno@bcit.cc	Grade Levels: 9-12
Title I Contact: Julie Schroeder	Principal: Joseph Venuto
Title I Contact E-mail: jschroeder@bcit.cc	Principal's E-mail: jvenuto@bcit.cc
Title I Contact Phone Number: 609-267-4226 EXT. 8279	Principal's Phone Number: 609-267-4226 EXT. 8224

Principal's Certification

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

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

Joseph Venuto
Principal's Name

Principal's Signature

6/29/15
Date

SCHOOLWIDE SUMMARY INFORMATION - *ESEA§1114*

Critical Overview Elements

- The School held 8 stakeholder engagement meetings.
- State/local funds to support the school were $36,628,914.00, which comprised 98.00% of the school's budget in 2014-2015.
- State/local funds to support the school will be $37,255,722.00, which will comprise 99.58% 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
Independent Reading through Classroom Libraries / Reading Strategies	#2	Student Achievement	100-600	$5,000
Literacy Response to Intervention (RTI) / Targeted Reading Strategies for Struggling Students / English Push-In Support	#2	Student Achievement / Professional Development	100-100 200-200 100-600 200-500	$220,000
Full Year Algebra I / Math Push-In Support	#1, #3	Student Achievement	100-100 200-200	$130,000
Using Instructional Technology / Instructional Technology (ETTC)	#1, #2, #4	Student Achievement / Extended Learning Time and Extended Day/Year / Professional Development	100-600 200-500	$25,000
After School Mathematics Program (ASPIRE) / Summer Enrichment	#1, #2	Extended Learning Time and Extended Day/Year	100-100 200-200	$25,000
Blended Learning	#3	Student Achievement	100-100 200-200 100-600	$12,000
Parental Involvement Nights / Parental Advisory Committee	All	Family and Community Engagement	100-600	$5,000

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
Dr. Christopher M. Manno	Superintendent	X	X	X	
Dr. Todd G. Bonsall	Assistant Superintendent	X	X	X	
Joseph Venuto	Building Principal	X	X	X	
Danielle Hartman	Supervisor of Humanities	X	X	X	
Valerie Lee	Assistant Principal	X	X	X	
Thomas Murtagh	Assistant Principal	X	X	X	
Christian Pino	Assistant Principal	X	X	X	
Julie Schroeder	Coordinator of Assessment and Accountability	X	X	X	
Anna Cacciatore	Head Teacher	X	X	X	
Christopher Barker	Head Teacher	X	X	X	

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

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Colleen Callaghan	Head Teacher	X	X	X	Colleen Callaghan
Judith Evans	Child Study Team	X	X	X	Judith Evans
Karen Gill	Head Teacher	X	X	X	Karen M. Gill
Andre Hodges	Head Teacher	X	X	X	Andre Hodges
Beth Johnson	Guidance Counselor	X	X	X	B Johnson
Michela Leary-Bova	Head Teacher	X	X	X	[illegible]
Vicki Malsbury	Media Specialist	X	X	X	Vicki Malsbury
Marybeth Mohan	Head Teacher	X	X	X	Marybeth Mohan
Joseph Rivera	Head Teacher	X	X	X	[illegible]
Kimberlee Williams	Head Teacher	X	X	X	Kimberlee K Williams
Denise King	Parent	X	X	X	D. W. King
David Parker	Parent	X	X	X	[illegible]

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
September 10, 2014	Westampton Media Center	School Expectations / School Vision / SGOs to Address Student Academic Performance	X		X	
October 8, 2014	Westampton Media Center	Lesson Planning / Evaluations / Data Analysis	X		X	
October 29, 2014	Westampton Principal Conference Room	Progress on Priority Problems / Program Evaluation / Family and Community Engagement / Annual Progress Targets	X		X	
December 10,2014	Westampton Media Center	Program Evaluation / Priority Problems / SGOs to Address Student Academic Performance	X		X	
January 20, 2015	Westampton Media Center	PARCC / Program Evaluation / Plan Development	X		X	
March 10, 2015	Westampton Principal	Plan Development / Data	X		X	

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

	Conference Room	Analysis / Action Plan / Student Academic Measures				
May 18, 2015	Westampton Media Center	Data Analysis / Program Evaluation / PARCC / Comprehensive Needs Assessment	X		X	
June 15, 2015	Principal Conference Room	Schoolwide Plan Development / Data Analysis / Priority Problems	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 Burlington County Institute of Technology, Westampton Campus, aims to create a community of life-long learners through rigorous and relevant instructional skills and strategies across the CTE and academic disciplines. Our students will be prepared to become collaborative workers, innovative producers, adaptive problem-solvers and self-directed achievers. We strive to create and maintain a learning environment where students have a sense of belonging, security, and trust from all stakeholders who are inherent supports to student education.

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 program was implemented as planned, with a focus on literacy and mathematics. Our plan was revised mid-year to reflect the results of our Annual Progress Targets and the unexpected retirement of our Math Specialist. All teachers were trained in effective strategies for reading and writing, and there was a marked increase in the implementation of the CCSS literacy standards across the curriculums. All math and special education math teachers were trained in effective practices by Math Specialists. Our Annual Progress Targets indicated that we were struggling in special education mathematics, and an Action Plan was developed and successfully implemented. Programs and strategies included the use of outside professional development to provide embedded in-class support, additional targeted after-school/extended day programs, instructional technology, and scheduling Mathematics content area teachers to push in to classes containing at risk students for targeted small group instruction.**

   Professional development for the year focused on literacy across the content areas, CCSS Mathematics word problems, and remediating special education math students, providing teachers with the strategies needed to continue implementing rigorous and relevant instruction. Additionally, several of our programs for parents were planned and successfully completed. Overall,

our program initiatives allowed us to continue focusing on student achievement by providing engaging and relevant learning experiences.

2. What were the strengths of the implementation process? **The strengths of the implementation process included the leadership demonstrated by teachers and administration. The entire school was involved with our BCIT Reads! program. All teachers were implementing literacy strategies, and parent and students were engaged in the reading process through independent reading libraries and the parent/child book club. Though outside consultants were hired, we also used the strength of our ELA department to provide regular training and model lessons in literacy for all teachers. Our special education math program was rated as highly effective by the teachers involved, and academic gains were noted. The company we utilized for professional development this year provided exceptionally engaging and knowledgeable consultants. All sessions were rated as effective or highly effective by participants. Our entire school community was dedicated to the academic success of our students.**
3. What implementation challenges and barriers did the school encounter? **Our Math Specialist retired unexpectedly in September; therefore, we needed to hire consultants to provide the support, professional development and instructional in-class support needed for the Math department. Initially, we encountered much resistance from our special education math teachers when implementing our plan. The teachers resisted the assistance of specialists and the intrusion in their classroom. As the program progressed, teachers became excited about the results they were achieving. The implementation of our online benchmark program was gradual within our Mathematics department. Although all math teachers were utilizing the program by the end of**

the school year, student growth was difficult to measure. We also encountered some participation issues with our extended day student programs. We were unable to run the PARCC Refresher Course or the Academic Support Club (ASC) due to low enrollment. Also, although we had parents show up for all of our parent programs, there was not the desired turnout expected.

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

- **Step One: Evaluation of Programs – Each program, strategy or activity was evaluated by the administration with a focus on making data-driven decisions. This was initially difficult in Mathematics because the teachers were not yet utilizing our data program, Link-It, at the beginning of the school year. Evaluation was stronger in ELA because of the data from benchmark and Scholastic Reading Inventory (SRI) testing.**
- **Step Two: Planning and Preparation – The staff understands and supports the vision put forth by the principal. This has aided in the planning and execution of the implementation process. This was strong for ELA as there was high buy-in; however, we struggled at first with the Math implementation.**
- **Step Three: Follow Through – With the support of administration and teachers, the plan was well executed. All departments are now utilizing the benchmark program, and remain committed to making data-driven decisions. Plans are being made now for additional supports and revisions to plans for the upcoming school year, based on quantitative and qualitative data.**

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? **The school staff remains committed to doing what is best for our students. The programs and interventions were decided and introduced through staff meetings, committee meetings, in-services, Head Teacher meetings and professional conversations. The Head Teachers are an integral part of the buy-in process. They systematically evaluate the previous interventions, review the data, debate the changes, reset the vision, and implement the programs. With the exception of the initial resistance from the special education math teachers, all initiatives were implemented by faculty with fidelity.**
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? **The staff perception of the schoolwide component is very positive. They see the impact of the interventions and are on board with the educational direction of our school. Staff perception is measured through professional conversations, staff and Head Teacher meetings, surveys and professional learning teams. The staff understands the implications of the increasing demands on students and themselves.**
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? **The community has remained positive about our intervention initiatives. Presentations have been made to the Parental Advisory Committee (PAC), followed by question and answer forums. Parents and community members have also been encouraged to reach out to administration with feedback and suggestions. Information has been disseminated and collected through the use of our Genesis Parent Portal, Google Forms, and Schoolwires Survey program.**

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

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? **The interventions begin with core beliefs, classroom curricular alignment, assessments, and use of data, quality instruction, teacher development, and instructional feedback. Students were provided instruction and remediation using technology, direct instruction, peer tutoring, group sessions, and on-on-one support as needed. The consulting firm Staff Development Workshops was hired to work with teachers to support the plan initiatives. Training occurred in small groups, by department and one-on-one. The training included modeled lessons, instructional strategies, in-class support, and follow-up meetings.**
9. How did the school structure the interventions? **The school assesses students prior to the beginning of the semester, mid-semester, and again at the end of the semester to evaluate student progress and the effectiveness of the instructional program. This practice helps identify students who need remediation and allows teachers to adjust their lessons to meet the needs of all students. Based on the data, interventions were offered and structured for students as necessary.**
10. How frequently did students receive instructional interventions? **Students were offered instructional intervention through enrichment programs, which are an extension of the school day and school year. The school assessed students in reading using the Scholastic Reading Inventory (SRI). The school then provided interventions through Read 180, which was offered as a year-long course, and/or an extended day or extended year program. In addition, targeted ninth and twelfth grade students were also placed in an intensive, semester-long English remediation course. All students received intensive training in literacy to meet the growing demands of the CCSS. Struggling mathematics students were identified using formative and summative**

assessments and then offered a full-year Mathematics course and/or an extended day or extended year program. Students who scored partially proficient in Mathematics on the HSPA were placed in a semester-long remediation course. Struggling students enrolled in special education math classes received intensive small group instruction at least several times per week.

11. What technologies did the school use to support the program? **Communication with stakeholders occurred using the Genesis Parent Portal and the Global Connect System. All of our programs infused technology, including response clickers, MacBooks and I-Pads. Our teachers utilize web-based programs, including Google Apps for Education, IXL, Edmodo, Haiku Learning, Nearpod, Weebly, Read 180, Math 180, Link-It, and Scholastic Reading Inventory (SRI) to support student achievement. Teachers are utilizing technology to incorporate blended learning, differentiated instruction, flipped classrooms and online learning modules.**

12. Did the technology contribute to the success of the program and, if so, how? **Our extended day and extended year programs were effectively communicated to all parents, which resulted in an increase in student participation. Educational technology has helped teachers create more flexible learning environments. The technology contributes to the evaluation and monitoring of student progress and allows teachers to make data-driven decisions. Teachers utilize technology to evaluate students, differentiate instruction and review basic skills. Using educational technology in the classroom has increased student engagement.**

Provide a separate response for each question.

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

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	N/A	N/A		
Grade 5	N/A	N/A		
Grade 6	N/A	N/A		
Grade 7	N/A	N/A		
Grade 8	N/A	N/A		
Grade 11	9	50	After School Enrichment, Summer Enrichment, Read 180, Summer Reading Program, Curriculum Revisions to Meet CCSS, and Professional Development in Strategies to Increase Classroom Rigor.	ASK 7 and ASK 8 scores were used to determine the number of students who scored partially proficient on state assessments for two years or more. ASK 7 and ASK 8 scores are not on file for every student. We cannot determine whether or not the interventions resulted in proficiency on a state assessment, as 11th graders took the PARCC this year (if enrolled in a requisite PARCC course). PARCC scores were unavailable at the time of this writing. In addition, in order to determine the validity of the test, several years of results are necessary.
Grade 12	1	0**	After School Enrichment, Summer Enrichment, Read 180, and Summer Reading Program. Targeted students were also placed in an intensive semester-long skills remediation course.	Our interventions resulted in proficiency of all students. Many of our students improved dramatically from ASK 8 to HSPA, with the average gain being 16 points.

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Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	N/A	N/A		
Grade 5	N/A	N/A		
Grade 6	N/A	N/A		
Grade 7	N/A	N/A		
Grade 8	N/A	N/A		
Grade 11	43	90	After School Enrichment, Summer Enrichment, Extended Year Math Programs, Independent Summer Packets	ASK 7 and ASK 8 scores were used to determine the number of students who scored partially proficient on state assessments for two years or more. ASK 7 and ASK 8 scores are not on file for every student. We cannot determine whether or not the interventions resulted in proficiency on a state assessment, as 11th graders took the PARCC this year (if enrolled in a requisite PARCC course). PARCC scores were unavailable at the time of this writing. In addition, in order to determine the validity of the test, several years of results are necessary.
Grade 12	16	14**	After School Enrichment, Summer Enrichment, Extended Year Math Programs, Independent Summer Packets	Looking at a three year trend, our HSPA scores have increased dramatically for almost every subgroup. All of our programs were well attended, and remediation proved successful for the majority of our students. There was limited growth from ASK 8 to HSPA for student who scored Partially Proficient. Although there are many students who exhibited growth (highest growth was 45 points and the greatest lost was 59 points), overall these students lost 2.3 points from ASK 8 to HSPA.

**HSPA scores (junior and senior year) were used to determine the number of students who scored partially proficient on state assessments for two years or more. Students who were exempt from passing based on their IEP were not included.

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

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

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	N/A	N/A		
Grade 1	N/A	N/A		
Grade 2	N/A	N/A		
Grade 9	92 Below 104 At-Risk	110 Below 35 At-Risk	After School Enrichment, Summer Enrichment, Read 180, Summer Reading Program, Differentiated and Targeted Instruction	The strategies implemented in the 2014-15 were moderately effective. Because curriculum, texts, and assessments were increased in rigor to meet the CCSS standards, it is expected that significant improvement will take time. By post testing, 23 students were in the at-risk category and 110 students were in the below grade level category. Based on this data, we see that while we are making progress with our lowest students, we are not having as much success moving our below grade level group to proficiency. Therefore, we will be utilizing a more systemic approach to assisting our below and at-risk students for the 2015-16 school year.
Grade 10	67 Below 120 At-Risk	78 Below 44 At-Risk	After School Enrichment, Summer Enrichment, Read 180, Summer Reading Program, Differentiated and Targeted Instruction	The strategies implemented in the 2014-15 were moderately effective. Because curriculum, texts, and assessments were increased in rigor to meet the CCSS standards, it is expected that significant improvement will take time. By post testing, 24 students were in the at-risk category and 100 students were in the below grade level category. Based on this data, we see that while we are making progress with our lowest students, we are not having as much success moving our below

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				grade level group to proficiency. Therefore, we will be utilizing a more systemic approach to assisting our below and at-risk students for the 2015-16 school year.

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		
Kindergarten	N/A	N/A		
Grade 1	N/A	N/A		
Grade 2	N/A	N/A		
Grade 9	21	30	After School Enrichment, Summer Enrichment, Extended Year Math Programs, Independent Summer Packets	The supports which were put into place in the 2014-15 school year were moderately effective. Our students are making solid gains in proficiency, yet many of our students are still not on grade level. This data suggests that additional supports need to be implemented in the 2015-16 school year, along with a systemic, research-based action plan.
Grade 10	40	36	After School Enrichment, Summer Enrichment, Extended Year Math Programs, Independent Summer Packets	The supports which were put into place in the 2014-15 school year were moderately effective. Our students are making solid gains in proficiency, yet many of our students are still not on grade level. This data suggests that additional supports need to be implemented in the 2015-16 school year, along with a systemic, research-based action plan.

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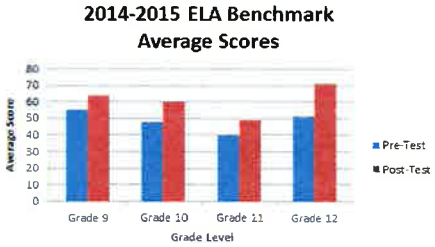
Evaluation of 2014-2015 Interventions and Strategies

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)
All Content Areas	All Students	Cross-Curricular Writing to Standardize Writing Strategies and Rubrics	Yes	• Teachers implementing writing strategies in the classroom • Formal Observations • Teacher Lesson Plans • Standardized Rubrics • Pre/post benchmark testing	LAL teachers trained academic and CTE teachers in writing strategies on an ongoing basis. Model lessons were also provided on integrating the CCS literacy standards across content areas. In addition, 100% of teachers were trained to utilize school wide writing rubrics and scaffolded writing program, including the practice of co-scoring student writing. 100% of students participate in a scaffold writing program from grades nine through twelve, resulting in a research capstone project. 40% of walkthroughs in cross-content areas showed literacy standards being implemented. There was a 12.5% average gain from pre-to-post benchmark testing in ELA, and an average increase of 28 Lexile points on the Scholastic Reading Inventory (SRI) test. In addition, the number of students scoring in the at-risk range (lowest quartile) decreased by 20% pre/post testing. In a random sampling of lesson plans across all content areas, writing standards were present 74% of the time. Students were reading or writing in 40% of observation walkthroughs across all content areas.



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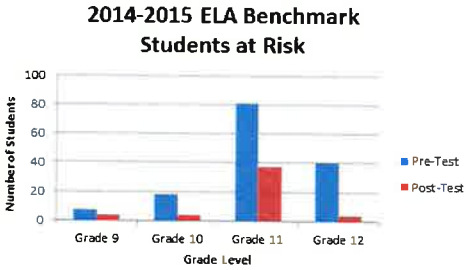
1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All Content Areas	All Students	Cross-Curricular Independent Reading to Increase Reading Comprehension	In progress	• Teacher Lesson Plans • Formal Observations • Growth in Lexile Scores • Pre/post benchmark testing	To increase independent reading, we implemented a number of strategies, including classroom libraries (for ELA and non-ELA teachers), PRIDE incentives for completing reading, and the Parent/Child Book Club. In one marking period, 106 students (8.7%) completed independent reading assignments. Additionally, over 45 parents and students attended the Parent/Child Book Club meetings. Benchmark testing revealed that our at-risk students decreased from 26% to 5% for Grade 12, from 46% to 17% for Grade 11, from 34% to 8% for Grade 10, and from 8% to 5% for Grade 9. There was also an average increase of 28 Lexile points on the Scholastic Reading Inventory (SRI) test. In a random sampling of lesson plans across all content areas, reading standards were present 48% of the time. Students were reading or writing in 40% of observation walkthroughs across all content areas. 
Language Arts Literacy	Students with Disabilities	Read 180 English Class	Yes	• Growth in Lexile Scores	Read 180 is a class offered to 9th and 10th grade students who are struggling with reading comprehension. Overall, student growth was 45 Lexile points, indicating that students grew half of a grade level in one semester. The largest Lexile increase was 580 points, while there were several

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					students who made no gains.
Language Arts Literacy	All Students	Independent Reading through Classroom Libraries	In progress	• Growth in Lexile Scores • Increase in Independent Reading • Scholastic Reading Counts (SRC) scores • PRIDE Program Drawings	The independent reading initiative was highly successful, though we will work to improve it next year. 100% of teachers surveyed stated that the classroom libraries were effective or very effective in stimulating independent reading. In one marking period, 106 (8.7%) of students completed at least one independent reading assignment, based on PRIDE Program drawings. Student Lexile growth increased by an average of 28 points.
All Content Areas	All Students	Using Data to Inform Instructional Outcomes	Yes	• Valid and relevant Student Growth Objectives (SGOs) • Teacher Lesson Plans • Formal Observations	The expectation is for teachers to create obtainable, rigorous Student Growth Objectives (SGOs) to inform instructional outcomes. 100% of teachers were trained in writing and evaluating SGOs. On average, 95% of teachers achieved a 3 or 4 on their SGOs, with an average SGO score of 3.57. All teachers were also trained to use Link-It, our online benchmark assessment program. Teachers are actively using alternative and formative assessments to look at different forms of data. A sampling of formal observations showed that 10% of teachers were effective and 90% of teachers were highly effective at utilizing assessment in instruction.
Language Arts Literacy, Mathematics, Science and Social Studies	All Students	Using Instructional Technology	In progress	• Technology Calendar • Teacher Lesson Plans • Student Survey • Formal Observations • Use of Link-It	Instructional technology is used on a regular basis across content areas. Our Tech-Tool Tuesday workshops were popular and well-attended. Teachers are integrating technology in their classrooms, striving to provide purposeful and meaning learning experiences for students. In our sampling, every day, at least 8 out of 11 computer carts were being used in classrooms. In a random

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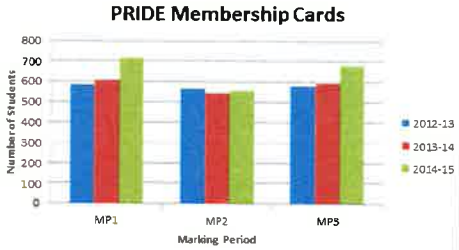
1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					sampling of lesson plans across content areas, technology standards were present 73% of the time, while technology was used 69% of the time during observations. In this sampling of evaluations, 78.9% of teachers were highly effective at utilizing instructional technology. All teachers were also trained to use Link-It, our online benchmark assessment program.
Mathematics	At-risk Algebra I Students	Full Year Algebra I	In progress	• Pre/post benchmark testing • Academic achievement	Our full-year Algebra I course is a moderately effective support for students. This year, 29 students (11.2%) failed Algebra I, while 59 students (22.7%) achieved grades below grade level. The additional time does allow for a deeper understanding of class material, however, additional supports are necessary to ensure all students achieve proficiency on the Algebra I standards.
Mathematics	Students with Disabilities	Math 180	In progress	• Growth in Scholastic Math Inventory (SMI) scores • Academic achievement	Math 180 is an instructional tool utilized in our full-year Algebra I special education courses to increase algebraic knowledge. Overall, average growth was 93 Quantile points, indicating that students grew a grade level in one semester. Our largest Quantile growth was 460 points, while there were several students with no gains. While the majority of students remained at-risk, they gained an average of 78 Quantile points. 13.3% of students moved from at-risk to below or on grade level.
Mathematics	All Mathematics Students in Tested Areas	IXL Math Program	Yes	• IXL Logs • Pre/post benchmark testing • Academic achievement	The IXL program is utilized by 84.8% of students in Algebra I, Algebra II, and Geometry. On average, these students spent 367 minutes practicing their skills throughout the semester. Through this practice, students averaged a proficiency in 24

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)
					skills, and mastery of 4 skills. On benchmark assessments, Algebra I students achieved a 33% on the pre-assessment and a 26% on the post-assessment, Algebra II students achieved a 25% on the pre-assessment and a 67% on the post-assessment, and Geometry students achieved a 39% on the pre-assessment and a 65% on the post-assessment. Academic achievement for Algebra I averaged 74%, Algebra II averaged 75% and Geometry averaged 76%.
All Content Areas	All Students	Student Recognition Program (PRIDE)	Yes	• Increase in PRIDE participation • Attendance • Decrease in conduct infractions • Graduation rate	Our Total Student population attendance rate has remained stable at 95%. Our total number of student incidents decreased 9.5% this year, and confirmed HIB incidents decreased by 40%. Participation in our PRIDE program, which is based on academic and attendance criteria, increased an average of 12.7% for MP1, MP2 and MP3. In addition, our graduation rate (currently 95.4%) has increased 1.8% since the 2010-2011 school year. 

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

Evaluation of 2014-2015 Interventions and Strategies

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)
Mathematics	All Mathematics Students in Tested Areas	After School Mathematics Program (ASPIRE)	In progress	• Program Attendance • IXL Software Logs • Scholastic Math Inventory (SMI) scores • Pre/post benchmark testing • Academic achievement	The IXL program is utilized by 84.8% of students in Algebra I, Algebra II, and Geometry. On average, these students spent 367 minutes practicing their skills throughout the semester. Through this practice, students averaged a proficiency in 24 skills, and mastery of 4 skills. On benchmark assessments, Algebra I students achieved a 33% on the pre-assessment and a 26% on the post-assessment, Algebra II students achieved a 25% on the pre-assessment and a 67% on the post-assessment, and Geometry students achieved a 39% on the pre-assessment and a 65% on the post-assessment. Academic achievement for Algebra I averaged 74%, Algebra II averaged 75% and Geometry averaged 76%.
All Academic Areas	All Students Struggling Academically	Academic Support Club (ASC)	No	• Program Attendance	We were unable to run this course due to lack of student interest and participation.
Mathematics	All Mathematics Students in Tested Areas	PARCC Refresher Course	No	• Program Attendance • Pre/post benchmark testing • Academic achievement	We were unable to run this course due to lack of student interest and participation.
Language Arts Literacy	All Students	Summer Reading Program	In progress	• Scholastic Reading Counts (SRC) scores • Summer Reading Project Grades	The summer reading program was moderately successful. Our 12th grade had an average 52% quiz score, 11th grade averaged 63%, 10th grade averaged 58%, and 9th grade averaged 51%. The summer reading project,

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)
					in which the students synthesized the themes of the text, was more successful. The summer reading project average for 12th grade was 75.6%, 11th grade was 68.5%, 10th grade was 71%, and 9th grade was 73.9%.
Language Arts Literacy	Gifted Students	Summer Enrichment	In progress	• Program Attendance • Pre/post assessment	Our summer programs were moderately successful. Because attendance is not mandatory and is somewhat sporadic, it is difficult to show gains. Our summer enrichment classes had 9 students enrolled. Due to sporadic attendance, reliable pre/post data is not available.
Language Arts Literacy	Remedial Students	Summer Skills Enrichment	In progress	• Program Attendance • Pre/post assessment	Our summer programs were moderately successful. Because attendance is not mandatory and is somewhat sporadic, it is difficult to show gains. Our summer skills enrichment classes had 18 students enrolled. Due to sporadic attendance, reliable pre/post data is not available.
Mathematics	Remedial Students	Summer Math Program	In progress	• Program Attendance • Pre/post assessment	Our summer program was moderately successful. Because attendance is mandatory and someone sporadic, the purpose of the program is to stem loss, not gain achievement. This program is intended to refresh and keep skills strong throughout the summer. Our summer math classes had 73 students enrolled. Due to sporadic attendance, reliable pre/post data is not available.

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)
All Content Areas	All Students	Formative Assessments	Yes	• Formal Observations • Teacher Lesson Plan • Walkthroughs	Teachers are actively using alternative and formative assessments to look at different forms of data to drive instruction. This allows teachers to provide rigorous and relevant instruction. A sampling of formal observations showed that 10% of teachers were effective and 90% of teachers were highly effective at utilizing assessment in instruction. Walkthroughs showed that, 76% of the time, students were working in Quadrant A and B.
Language Arts Literacy / Mathematics	Students with Disabilities	Co-Teaching	In progress	• Formal Observations • Teacher Lesson Plans • Walkthroughs	A sampling of formal observations showed that co-teaching strategies were being implemented 53% of the time. Co-teaching strategies allow teachers to create lesson plans that reflect best instructional practices, resulting in increased student engagement and academic achievement.
Language Arts Literacy, Science, Social Studies, CTE	All Students	Reading Strategies	In progress	• Teacher Lesson Plans • Formal Observations • Growth in Lexile Scores	Our professional development survey found that 71% of teachers found training on close reading strategies to be effective or very effective. In a random sampling of lesson plans across all content areas, reading standards were present 48% of the time. Students were reading or writing in 40% of observation walkthroughs across all content areas.
Language Arts Literacy, Science, Social	All Students	Literacy Across the Content Areas	In progress	• Teacher Lesson Plans • Formal Observations • Use of Standardized	To increase literacy, all non-ELA teachers were trained in literacy strategies. Lessons were modeled and in-class or planning support was

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)
Studies, CTE				Rubrics • Use of Scaffolded Writing Program	given as needed. In 40% of walkthroughs across content areas, students were reading or writing. In a random sampling of lesson plans across content areas, reading standards were present 48% of the time. Additionally, 71% of respondents surveyed rated the training on close reading strategies to be effective or very effective. 64% of respondents surveyed rated the trainings by the ELA department as effective or very effective.
All Content Areas	All Students	Instructional Technology	In progress	• Technology Calendar • Formal Observations • Teacher Lesson Plans	Instructional technology is used on a regular basis across content areas. Our Tech-Tool Tuesday workshops were popular and well-attended. Teachers are integrating technology in their classrooms, striving to provide purposeful and meaning learning experiences for students. In our sampling, every day, at least 8 out of 11 computer carts were being used in classrooms. In a random sampling of lesson plans across content areas, technology standards were present 73% of the time, while technology was used 69% of the time during observations. In this sampling of evaluations, 78.9% of teachers were highly effective at utilizing instructional technology. All teachers were also trained to use Link-It, our online benchmark assessment program.
Mathematics	All Students	Reading Strategies for Word Problems	In progress	• Teacher Lesson Plans • Formal Observations • Pre/post benchmark testing	Our professional development survey found that 100% of participants rated the workshop as excellent or good. 100% of participants strongly agreed or agreed that they gained

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)
					new and useful information that will be implemented in their classrooms. 100% of participants agreed or strongly agreed that the objectives of the workshop aligned to our focus on gaps in curriculum. One participant stated, "This was the best workshop for PARCC. Deborah (presenter) was so helpful and I feel more confident about preparing students for PARCC." On benchmark assessments, Algebra I students achieved a 33% on the pre-assessment and a 26% on the post-assessment, Algebra II students achieved a 25% on the pre-assessment and a 67% on the post-assessment, and Geometry students achieved a 39% on the pre-assessment and a 65% on the post-assessment.
English Language Arts / Mathematics	All Students	PARCC and CCSS Professional Development	Yes	• Teacher Lesson Plans • Formal Observations • Pre/post benchmark testing	Most of our staff has already been well-trained on the CCSS and PARCC assessments. However, this year, individual teachers were sent out of district for further training. Additionally, math teachers received full-day training on implementing PARCC-style word problems. In ELA, benchmark testing revealed that our at-risk students decreased from 26% to 5% for Grade 12, from 46% to 17% for Grade 11, from 34% to 8% for Grade 10, and from 8% to 5% for Grade 9. There was also an average increase of 28 Lexile points on the Scholastic Reading Inventory (SRI) test. Additionally, in 40% of walkthroughs across content areas, students were reading or writing. In a random sampling of lesson plans

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)
					across all content areas, reading standards were present 48% of the time.

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)
All Subjects	All Students and Families	Back to School Night	In progress	• 50% of students will have a family member present	On average, 20 parents visited each teacher during Back to School Night. 7.7% of students had a family member present for Back to School afternoon, with over 230 conferences scheduled with teachers. Scheduled conferences remained stable from last year.
All Subjects	All Students and Families	Parental Advisory Committee (PAC)	In progress	• Stable parental attendance	Our Parental Advisory Committee (PAC) holds four meetings each year. The total number of parents attending the meetings increased by 9 this year, which is a 16.7% increase. The majority of participants are from underclassmen and higher performing students.
All Subjects	All Students and Families	Financial Aid Night	In progress	• Parental attendance	Attendance at our Financial Aid/College Night remained stable, with 180 parents attending (14.8% of student population). 65 (21.6%) of our seniors were accepted into college, with a total scholarship award of $5,210,113.
All Subjects	All Students and Families	Parental Communication	Yes	• Global Connect • Genesis Parent Portal • Continued parental communication	All pertinent information was disseminated to parents and students in a variety of ways, including Global Connect broadcasts, the Genesis Parent Portal and on our website. 96% of parents have access to the Genesis

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)
					Parent Portal. Teachers regularly communicated with parents via e-mail and the portal.

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.

Joseph Venuto		6/21/15
Principal's Name	**Principal's Signature**	**Date**

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

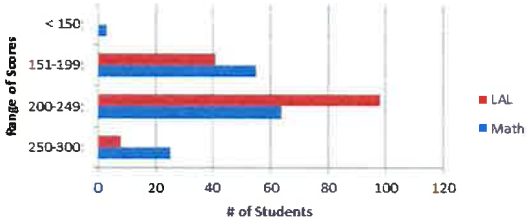
ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State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

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

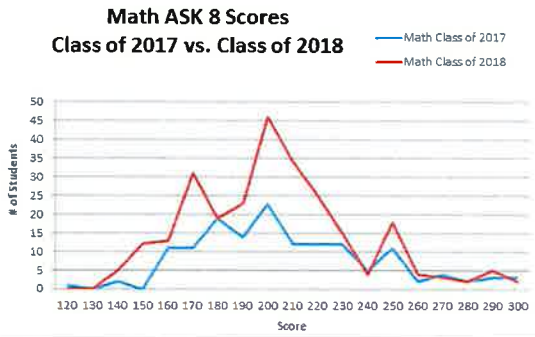
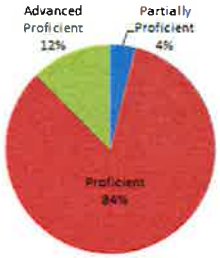
Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)				
Academic Achievement – Language Arts Literacy	Pre/Post Benchmark Data and Lexile Scores		Pre-Test	Post-Test	Avg. Lexile 2013-2014	Avg. Lexile 2014-2015
		Grade 9	55%	64%		1106
		Grade 10	48%	60%	1102	1121
		Grade 11	40%	49%	1102	1133
		Grade 12	51%	71%	1136	1170
Academic Achievement – Mathematics	Pre/Post Benchmark Data		Pre-Test	Post-Test		
		Algebra I	33%	26%		
		Algebra II	25%	67%		
		Geometry	39%	65%		
Academic Achievement – Mathematics	Summer Math Test Proficiency	Grade 9 – On 33 out of 40 questions, 60% of above answered correctly. Grade 10 – On 23 out of 40 questions, 60% or above answered correctly. Grade 11 – On 20 out of 40 questions, 60% or above answered correctly.				
Academic Achievement – Language Arts Literacy	ASK 8 Scores – Class of 2018	Incoming 9th graders scored in the following categories: Highest Score: 261 Lowest Score: 164				
			Total Students	% of Students		
		250-300:	8	5.4%		
		200-249:	98	66.7%		
		151-199:	41	27.9%		

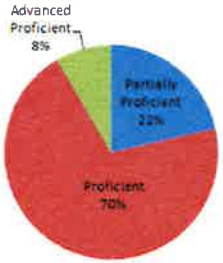
SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		< 150: 0 0.0% 147 100.0% Total Students: 295 Students who have ASK 8 scores: 49.8% Average LAL Scale Score 212.6 148 students (50.1%) did not have an ASK 8 score on file. **ASK 8 Scores / LAL vs. Math** **Class of 2018** 
Academic Achievement – Mathematics	ASK 8 Scores – Class of 2018	Incoming 9th graders scored in the following categories: Highest Score: 300 Lowest Score: 129 Total Students / % of Students 250-300: 25 17.0% 200-249: 64 43.5% 151-199: 55 37.4% < 150: 3 2.0% 147 100.0% Total Students: 295 Students who have ASK 8 scores: 49.8% Average Math Scale Score 211.5

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)
		148 students (50.1%) did not have an ASK 8 score on file. 
Academic Achievement – Language Arts Literacy	HSPA Language Arts Literacy	In March 2014, 96.1% of students scored Proficient or Advanced Proficient on the Language Arts Literacy HSPA. Language Arts Literacy performance increased in 3 of 5 reported subgroups for first time takers. Total Students increased by 2.6%, Black students increased by 4.2%, and Economically Disadvantaged students increased by 3.6%. The Total Student population scored above the Just Proficient Mean (JPM) in every area and the average score increased for all reported subgroups.  *Total Population* Partially Proficient 3.9% Proficient 83.7% Advanced Proficient 12.4% When comparing frequency distributions from the ASK 8 to the HSPA, the percentage of students who scored above 200 increased 19%. 233 students (75.6%) had an increase from their ASK 8 score. 21 students (6.8%) had a decrease from their ASK 8 score. While 52 students (16.9%) did not have an ASK 8 score, the average increase of those students who did was 19 points. Of the top 50 students with increases, 24 (48%) of them had a score below

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)
		proficiency on the ASK 8. Of the 21 students with decreases, 20 (95.2%) were proficient on the HSPA, and all 21 (100%) were proficient on the ASK 8. The average decrease of students was 8 points, with 5 students (24.8%) having a significant decrease of 10 points or more. The total student average score for the Language Arts Literacy HSPA was 231.4, which was a 7.5% increase from the ASK 8.
Academic Achievement – Mathematics	HSPA Mathematics	In March 2014, 78.5% of students scored Proficient or Advanced Proficient on the Mathematics HSPA. Mathematics performance increased in all reported subgroups. Total Students population increased by 7.8%, Students with Disabilities increased by 9.6%, White students increased by 2.2%, Black students increased by 7.9% and Economically Disadvantaged students increased by 6%. The Total Student population scored above the Just Proficient Mean (JPM) in every area, and the average score scored increased for all reported subgroups.  *Total Population* Partially Proficient 21.4% Proficient 70.1% Advanced Proficient 8.4% 154 students (50%) had an increase from their ASK 8 score. 98 students (31.8%) had a decrease from their ASK 8 score. When comparing frequency distributions from the ASK 8 to the HSPA, the percentage of students who scored above 200 increased 13.5%. While 53 students (17.2%) did not have an ASK 8 score, the average increase of those students who did was 20 points. Of the top 50 students with increases, 33 (66%) of them had a score below proficiency on the ASK 8. Of the 98 students with decreases, 68 (69.4%) were proficient on the HSPA, and 82 (82.8%) were proficient on the ASK 8. The average decrease of students was 15 points, with 60 students (61.2%) having a significant

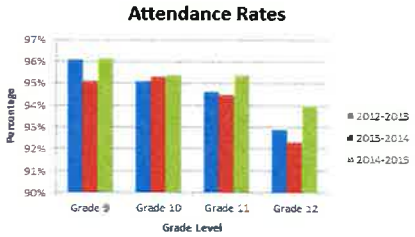
SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		decrease of 10 points or more). The total student average score for the Mathematics HSPA was 216.4, which was a 1.7% increase from the ASK 8.
Academic Achievement – Language Arts Literacy	March 2014 HSPA vs. ASK 8	March 2014 ASK 8 to HSPA Comparison Language Arts Literacy: • Number of students with increases: 233 • No change in student score: 2 • Number of students with decreases: 21 • Did not have an ASK 8 score: 51 The average increase was 19 points, while the average decrease was 8 points. When comparing frequency distributions from the ASK 8 to the HSPA, the percentage of students who scored above 200 increased 19%.
Academic Achievement – Mathematics	March 2014 HSPA vs. ASK 8	March 2014 ASK 8 to HSPA Comparison Mathematics: • Number of students with increases: 154 • No change in student score: 3 • Number of students with decreases: 98 • Did not have an ASK 8 score: 53 The average increase was 20 points, while the average decrease was 15 points. When comparing frequency distributions from the ASK 8 to the HSPA, the percentage of students who scored above 200 increased 13.5%.
Demographics	Attendance	Total Attendance: 1,210 Grade 9: 294 Grade 10: 310 Grade 11: 304 Grade 12: 302
Demographics	Subgroups	Total Students: 1,210 Students with Disabilities: 210 Female: 617 Male: 593

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

<table>
<tr><th>Areas</th><th>Multiple Measures Analyzed</th><th>Overall Measurable Results and Outcomes
(Results and outcomes must be quantifiable)</th></tr>
<tr><td></td><td></td><td>White: 277
Black: 636
Hispanic: 147
Economically Disadvantaged: 567</td></tr>
<tr><td>Academic Achievement (Subgroups) –Language Arts Literacy</td><td>Annual Progress Targets</td><td>
<table>
<tr><th colspan="8">School Performance - English Language Arts</th></tr>
<tr><th></th><th colspan="3">Statewide Participation Rate - 95%</th><th colspan="4">Statewide Performance Goal - 90%</th></tr>
<tr><th>Subgroup</th><th># Enrolled</th><th>% Not Tested</th><th>Met Participation</th><th>Total Valid Scores</th><th>% Proficient</th><th>Target</th><th>Met Performance</th></tr>
<tr><td>Schoolwide</td><td>293</td><td>0.0</td><td>YES</td><td>292</td><td>97.6</td><td>90</td><td>MET GOAL</td></tr>
<tr><td>White</td><td>81</td><td>0.0</td><td>YES</td><td>81</td><td>95.0</td><td>90</td><td>MET GOAL</td></tr>
<tr><td>Black</td><td>154</td><td>0.0</td><td>YES</td><td>153</td><td>98.0</td><td>90</td><td>MET GOAL</td></tr>
<tr><td>Hispanic</td><td></td><td></td><td>-</td><td>31</td><td>100.0</td><td>-</td><td>MET GOAL</td></tr>
<tr><td>American Indian</td><td></td><td></td><td>-</td><td></td><td></td><td>-</td><td>-</td></tr>
<tr><td>Asian</td><td></td><td></td><td>-</td><td></td><td></td><td>-</td><td>-</td></tr>
<tr><td>Two or More Races</td><td></td><td></td><td>-</td><td></td><td></td><td>-</td><td>-</td></tr>
<tr><td>Students with Disabilities</td><td>51</td><td>0.0</td><td>YES</td><td>51</td><td>86.3</td><td>87.1</td><td>YES*</td></tr>
<tr><td>Limited English Proficiency</td><td></td><td></td><td>-</td><td></td><td></td><td>-</td><td>-</td></tr>
<tr><td>Economically Disadvantaged</td><td>145</td><td>0.0</td><td>YES</td><td>145</td><td>97.9</td><td>90</td><td>MET GOAL</td></tr>
</table>
</td></tr>
<tr><td>Academic Achievement (Subgroups) –Mathematics</td><td>Annual Progress Targets</td><td>
<table>
<tr><th colspan="8">School Performance - Mathematics</th></tr>
<tr><th></th><th colspan="3">Statewide Participation Rate - 95%</th><th colspan="4">Statewide Performance Goal - 90%</th></tr>
<tr><th>Subgroup</th><th># Enrolled</th><th>% Not Tested</th><th>Met Participation</th><th>Total Valid Scores</th><th>% Proficient</th><th>Target</th><th>Met Performance</th></tr>
<tr><td>Schoolwide</td><td>293</td><td>1.0</td><td>YES</td><td>289</td><td>83.7</td><td>87.9</td><td>YES*</td></tr>
<tr><td>White</td><td>81</td><td>0.0</td><td>YES</td><td>81</td><td>84.0</td><td>90</td><td>YES*</td></tr>
<tr><td>Black</td><td>154</td><td>1.9</td><td>YES</td><td>150</td><td>82.7</td><td>84.5</td><td>YES*</td></tr>
<tr><td>Hispanic</td><td></td><td></td><td>-</td><td>31</td><td>87.1</td><td>-</td><td>–</td></tr>
<tr><td>American Indian</td><td></td><td></td><td>-</td><td></td><td></td><td>-</td><td>-</td></tr>
<tr><td>Asian</td><td></td><td></td><td>-</td><td></td><td></td><td>-</td><td>-</td></tr>
<tr><td>Two or More Races</td><td></td><td></td><td>-</td><td></td><td></td><td>-</td><td>-</td></tr>
<tr><td>Students with Disabilities</td><td>51</td><td>0.0</td><td>YES</td><td>51</td><td>45.1</td><td>61</td><td>NO</td></tr>
<tr><td>Limited English Proficiency</td><td></td><td></td><td>-</td><td></td><td></td><td>-</td><td>-</td></tr>
<tr><td>Economically Disadvantaged</td><td>145</td><td>2.1</td><td>YES</td><td>142</td><td>86.7</td><td>86</td><td>YES</td></tr>
</table>
While we did not meet performance in Students with Disabilities, the percentage of students who were proficient was higher than the district percentage of 42.1%.
</td></tr>
<tr><td>Students with Disabilities</td><td>Read 180 Pre/Post Lexile Scores</td><td>For students enrolled in our Read 180 English course, Lexile scores gained an average of 45 points. The largest Lexile growth was 580, while there were several students who made no gains. There was a 5.8% growth in Lexile scores from pre to post assessment.</td></tr>
<tr><td>Students with Disabilities</td><td>Math 180 Pre/Post Scholastic Math Inventory (SMI) Scores</td><td>For students enrolled in a course using Math 180, Quantile scores gained an average of 93 points. The largest Quantile increase was 460 points, while there were several students with no gains. 13.3% of students moved from</td></tr>
</table>

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)
		at-risk to below or on grade level.
English Language Learners	WIDA Scores	We have a growing influx of immigrant status students who have little to no English speaking capabilities. Of students with immigrant status, the average reading score was 3.6 out of 6.0 and the average writing score was 3.9 out of 6.0. Their overall average literacy score was 3.8 out of 6.0, and average comprehension was 3.2 out of 6.0.
School Climate and Culture	Attendance Graduation Rate Conduct Reports PRIDE Program	Our Total Student population attendance rate has remained stable at 95%. Our total number of student incidents decreased 9.5% this year, and confirmed HIB incidents decreased by 40%. Participation in our PRIDE program, which is based on academic and attendance criteria, increased an average of 12.7% for MP1, MP2 and MP3. In addition, our graduation rate (currently 95.4%) has increased 1.8% since the 2010-2011 school year. 
Professional Development	Surveys Professional Conversations Lesson Plans Formal Observations	71% of respondents surveyed rated the training on close reading strategies to be effective or very effective. 64% of respondents surveyed rated the trainings by the ELA department as effective or very effective. 100% of teachers were trained to utilize school wide writing rubrics and scaffolded writing program, including the practice of co-scoring student writing. In a random sampling of lesson plans across all content areas, reading standards were present 48% of the time, while writing standards were present 74% of the time. Students were reading or writing in 40% of observation walkthroughs across all content areas.

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

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? **The NCLB Committee met on a monthly basis throughout the year to facilitate and evaluate the programs, strategies, professional development, after school programs, and parental involvement outreach efforts. During each Committee meeting, the stakeholders were asked to provide input. Towards the end of the school year, the NCLB Committee identified gaps in curriculum and instruction in relation to the meeting or exceeding of the Common Core Curriculum Standards. For the needs assessment, the first step was to evaluate the strategies and programs from FY15. The group analyzed the data to determine root causes. Local data results were reviewed, including benchmark and Lexile testing. Parents, teachers and students were surveyed to help identify which programs were successful and to identify areas of need. The needs were prioritized and the group selected four priority problems with goal statements developed for each problem.**

2. What process did the school use to collect and compile data for student subgroups? **Incoming students are given the Terra Nova assessment for Math and English during the district Admissions process. The school compiles the data and uses it for placement purposes in Math and English programs, as well as extended day programs. Students who fell below proficiency were identified and teachers were able to target the foundational gaps that the students may have been missing.**

   All students are pre/post benchmark tested in every academic area using Link-It, an online benchmark program. These locally created benchmarking tests are based on standards established in the curriculum maps. This information is analyzed and strengths and weaknesses in curriculum, students and teachers are identified. The teachers and administration discuss the progress in departmental meetings.

   All students also are Lexile tested once each year. This information is used to identify students that are weak in reading and require remediation. These students are invited to participate in summer and after-school enrichment programs, and when necessary,

students are placed in the Read 180 program. The Read 180 program allows us to target individual student needs in a structured learning environment.

To assess our subgroup of special education students, our school utilized the Math 180 program. This pilot program allowed us to target students struggling in Algebra and basic Math skills. Student testing data was collected, including the Scholastic Math Inventory (SMI), to determine the success of the program.

Our school also reviewed Career and Technical Education (CTE) testing data. Each career major has an end-of-course graduation test that, in some career majors, leads to licensing and certification. Testing data is used to identify strengths and weakness in each CTE curriculum. The data is also used to identify professional development needs.

Additionally, formal observations and walkthroughs were used to identify teacher and learner actions in the classroom. This information was used to determine levels of engagement and levels of rigor.

Finally, our school also gathered program and perception data. This information included feedback from professional development, staff meetings, and surveys that were distributed to each stakeholder.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? **The majority of our data was compiled using local data points, including standards-based benchmark testing, and Lexile scores. We utilize the ELA benchmark tests from the New Jersey Model Curriculum, and all our benchmarks are aligned to the Common Core. Using our online data tool Link-It, we were able to disaggregate the data from pre/post benchmark testing. Link-It provides question and test validity indicators, which allows us to ensure that are benchmark tests are valid. The information led to other questions such as courses taken, scope and sequence, sending districts, and rigor of classes. The district compiled this data to answer those questions to get to the root causes.**
4. What did the data analysis reveal regarding classroom instruction? **Data analysis revealed that teachers must continue to use engaging activities, targeted and differentiated instruction, formative and summative assessments and data-driven instruction.**

Administrator classroom walkthroughs showed that a majority of the time instruction was in quadrant A or B on the Rigor/Relevance Framework. Overall, the needs assessment revealed a request for professional development in rigor and relevance, reading comprehension, and constructivist lessons. Teachers requested training in the online data tool Link-It and the effective use of data in the classroom. Training in the use of instructional technology was also requested. Finally, teachers need assistance in preparing students for PARCC, as well as strategies for best instructional practices.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? **The majority of the feedback received indicated that, overall, teachers were pleased with the outside consultants, in-house training by Language Arts teachers, in-house tech workshops and summer programs. There has been an increase in the rigor and relevance in daily instruction, as well as educational technology. Teachers are actively implementing the Literacy standards and initiatives, and employing literacy strategies such as annotating text, common rubrics, and standardized writing. There has been an increased focus on engaging activities, higher-order questioning, cooperative learning, differentiated instruction and team teaching. These areas still need growth and future professional development will continue to support these initiatives. In addition, department teams met to standardize rubrics and write assessments, fostering more collaboration.**

6. How does the school identify educationally at-risk students in a timely manner? **All "at-risk" students are identified based on testing results, teacher recommendation and free/reduced lunch status. Use of standardized assessment scores, Scholastic Reading Inventory (SRI) scores and pre/post benchmark testing in the areas of Mathematics and Language Arts Literacy help the school identify which students need targeted remediation, especially in the identified cluster areas. At that point we offer students after-school assistance, summer enrichment, and/or basic skills supplemental instruction. This is done immediately following the receipt of results on any or all of the above criteria. Teachers also continue to recommend students for assistance based on additional formative and summative assessments. Incoming students are identified through Terra Nova scores.**

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

7. How does the school provide effective interventions to educationally at-risk students? **During the year, specific academic extended day and year programs are available for "at-risk" students where we offer after-school assistance, summer enrichment, and/or basic skills supplemental instruction. Students who fall below a Lexile score of 800 are invited to participate in extra-curricular Read 180 programs. Students struggling in Math are placed in a full-year, 80 minute per day, Algebra I course. This year we also began push-in support for special education Mathematics classes using content specialists.**

   All identified "at-risk" students are sent a letter home to students/parents informing them of the programs that are available to them. The school also uses the Global Connect voice messaging system to remind students of these programs throughout the year. Guidance counselors and the Supervisor of Humanities also call home to students and parents to inform them of important initiatives that the students should attend. Case Managers meet with parents and students to encourage placement in enrichment programs.

8. How does the school address the needs of migrant students? **N/A**

9. How does the school address the needs of homeless students? **N/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? **District teachers collaborate to create academic assessments based on state standards. The teachers and content specialists determine what will be incorporated in the tests. Tests are reviewed annually and modified as needed to address updates in curriculum. Departments also worked together to create a student portfolio that incorporates four assignments that most accurately reflect the curriculum.**

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

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? **A Needs Assessment survey was distributed to the NCLB Committee members. Once complete, the committee sifted through the information, prioritized the data, and determined priority problems and root causes that were felt to be most successful.**

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	Mathematics (CCSS)	English Language Arts Literacy (CCSS)
Describe the priority problem using at least two data sources	Banked state assessment scores for the 2014 Cohort showed 45.1% proficiency for Students with Disabilities. We did not meet our 2013-2014 Annual Progress Target of 61% proficient. Student achievement on benchmarks is similarly below grade level, with average scores of 33% for Algebra I, 67% for Algebra II and 65% for Geometry.	On the Scholastic Reading Inventory (SRI), 27% of freshman, 31% of sophomores and 33% of juniors are reading below grade level. Student achievement on benchmarks is similarly below grade level, with average scores of 59% for freshman, 57% for sophomores, 57% for juniors and 60% for seniors.
Describe the root causes of the problem	While we have seen overall growth in mathematics on the state assessment, the CCSS and standards-based assessments have raised expectations. Our school draws students from all over the county. In March 2014, for first time test takers, 78.5% of students scored Proficient or Advanced Proficient on the Mathematics HSPA, while only 46.9% of Students with Disabilities scored Proficient or Advanced Proficient.	The state has increased the rigor and focus with the newly adopted Common Core Standards. This shift has increased the expectations of reading comprehension. We need to bridge the gap been the NJCCS and the CCSS. There are skill deficiencies at the elementary level. Our school receives students from all districts within Burlington County. In addition, we have a growing influx of immigrant status students who have little to no English speaking capabilities. The majority of students entering our RTI program are bilingual or ELL students.
Subgroups or populations addressed	All Academic and Career Major Teachers, Total Students, Economically Disadvantaged, Students With Disabilities	Total Students, Economically Disadvantaged, Students with Disabilities, English Language Learners
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research	Math 180, Scholastic Math Inventory (SMI), Extended	Read 180, Scholastic Reading Inventory (SRI), Small

based intervention to address priority problems	Learning Time, Full Year Algebra I, IXL Math Program, Professional Development, Targeted Small Group Instruction, Providing Students/Teachers Exemplars from CCSS, Use of Math Specialist for Professional Development	Learning Communities, Leveled Readers, Standardized Rubrics, Cross-Curricular Literacy, Providing Students/Teachers Exemplars from CCSS, Use of Reading Specialist for Professional Development and Push-In Assistance for Small-Group Work
How does the intervention align with the Common Core State Standards?	Math 180, Scholastic Math Inventory and the IXL Math Program allow teachers to provide targeted CCSS instruction. Interventions will allow us to target gaps in student learning, addressing PARCC readiness. CCSS exemplars will be utilized to achieve academic success and college readiness, and a Math Specialist will be utilized to train teachers in strategies to assist students in reaching CCSS. Extended Learning Time and Full Year Algebra I will provide students with additional instructional time and exposure to differentiated instruction strategies.	Read 180 and Literacy Response to Intervention (RTI) will increase reading levels in line with the CCSS. Cross-Curricular Literacy will increase student exposure to informational text. CCSS exemplars will be utilized to achieve academic success and college readiness. Small learning communities will be formed to address our 3rd and 4th quartile readers. All teachers of these students will be trained in implementing literacy through content, and will be allotted time to address the needs of specific students. Leveled readers will be utilized in ELA and History class to allow students to work within their reading ability.

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	Instructional Skills and Strategies	Effective Use of Classroom Technology
Describe the priority problem using at least two data sources	Walkthrough data shows that students were working in Quadrant A or B 76% of the time, indicating a need for training in higher order questioning techniques. In a sampling of formal observations, only 10% of teachers scored highly effective in questioning techniques, and 36% scored highly effective in classroom engagement. In addition, 41.8% of teachers surveyed identified instructional skills as an area of need.	With the onset of online assessments and the need for technological skills in higher education and the workplace, technology has become a focus for schools across the United States. In a survey of over 250 students, 80% stated that they were highly interested in participating in a blended learning class. Additionally, 44.8% of teachers surveyed identified the effective use of technology as an area of need.
Describe the root causes of the problem	Teachers need instructional strategies to successfully adapt the CCSS. The transition to CCSS assessments will present a challenge to teachers as students will be presented with more rigorous items than those that currently exist on state assessments.	Effective use of technology means going beyond moving traditional lessons to an online format. Students and teachers need to leverage the power of technology to create rigorous and relevant lessons that utilize available resources, both in and out of the classroom. Additionally, students need to be proficient enough with technology that online assessments prove their ability with the content and not their ability with the technology.
Subgroups or populations addressed	All Academic and Career Major Teachers, Total Students, Economically Disadvantaged, Students with Disabilities	All Academic and Career Major Teachers, Total Students, Economically Disadvantaged, Students with Disabilities
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	Rigor and Relevance Framework, Professional Development, Instructional Technology	21st Century Life and Career Standards, Rigor and Relevance Framework, ISTE Standards for Teachers
How does the intervention align	Effective instructional strategies will assist students with	While there is not a lot of scientific research available on

with the Common Core State Standards?	obtaining the academic skills necessary to achieve success with the CCSS and PARCC assessments.	the use of technology, the CCSS are infused with technology-based standards. Students must be proficient in these skills to become college and career ready.

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)
Language Arts Literacy	Students with Disabilities	Read 180 English Class	• Assistant Superintendent of Special Education • Special Education Teachers	• Growth in Lexile Scores	IES Intervention Report: *Read 180 (Adolescent Literacy)*
Language Arts Literacy	All Students	Independent Reading through Classroom Libraries	• Supervisor of Humanities • Language Arts Literacy Teachers	• Growth in Lexile Scores • Increase in Independent Reading • PRIDE Program Drawings	IES Practice Guide: *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*
Language Arts Literacy, Mathematics, Science and Social Studies	All Students and Staff	Using Instructional Technology	• Administration • Mathematics Specialist • Supervisor of Humanities • Teachers	• Technology Calendar • Teacher Lesson Plans • Student Survey • Formal Observations • Use of Link-It	IES Practice Guide: *Dropout Prevention*
Mathematics	At-risk Algebra I Students	Full Year Algebra I	• Administration • Mathematics Specialist • Mathematics Teachers	• Pre/Post Benchmark Testing • Academic Achievement	IES Practice Guide: *Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students*
Mathematics	Students with Disabilities	Math 180	• Assistant Superintendent of Special Education • Special Education Teachers	• Growth in Scholastic Math Inventory (SMI) Scores • Academic Achievement	IES Practice Guide: *Using Student Achievement Data to Support Instructional Decision Making*
Mathematics	All Mathematics Students in	IXL Math Program	• Administration • Mathematics	• IXL Logs • Pre/Post Benchmark	IES Practice Guide: *Using Student Achievement Data to*

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)
	Tested Areas		Specialist • Mathematics Teachers	Testing • Academic Achievement	*Support Instructional Decision Making*
All Content Areas	All Students	Student Recognition Program (PRIDE)	• Administration • Teachers • Support Staff	• Increase in PRIDE Participation • Attendance • Decrease in Conduct Infractions • Graduation Rate	IES Practice Guide: *Dropout Prevention*
Language Arts Literacy, Social Studies	At-risk English Language Arts Students	Literacy Response to Intervention (RTI)*	• Supervisor of Humanities • English Language Arts Teacher • Social Studies Teacher • Special Education Teacher	• Growth in Lexile Scores • Pre/Post Benchmark Testing • Academic Achievement	IES Practice Guide: *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*
All Content Areas	All Students	Blended Learning*	• Supervisor of Humanities • Blended Learning Teachers	• Academic Achievement • Student/Teacher Surveys • Enrollment and Completion Rates	IES Practice Guide: *Dropout Prevention*
Mathematics	Special Education Students	Math Support Program (Math Push-In)*	• Supervisor of Humanities • Mathematics Specialist • Special Education Teachers • Mathematics Teachers	• Academic Achievement • Pre/Post Benchmark Testing	IES Practice Guide: *Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students*

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)
Language Arts Literacy	At-risk English Language Arts Students, Special Education Students	English Support Program (English Push-In)*	• Supervisor of Humanities • Special Education Teachers • English Language Arts Teachers	• Academic Achievement • Pre/Post Benchmark Testing	IES Practice Guide: *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*
Language Arts Literacy	English Language Learners	ELL Support (Chromebooks)*	• Supervisor of Humanities	• WIDA Scores • W-APT Screening Scores	IES Practice Guide: *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*

Use an asterisk to denote new programs.

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)
All Content Areas	All Students	Blended Learning*	• Supervisor of Humanities • Blended Learning Teachers	• Academic Achievement • Student/Teacher Surveys • Enrollment and Completion Rates	IES Practice Guide: *Dropout Prevention*
Mathematics	All Mathematics Students in Tested Areas	After School Mathematics Program (ASPIRE)	• Mathematics Specialist • Teachers	• Program Attendance • IXL Software Logs • Academic Achievement	IES Practice Guide: *Structuring Out-of-School Time to Improve Academic Achievement*
Science	All Students in Tested Area	After School Biology Test Prep	• Administration • Teachers	• Program Attendance	IES Practice Guide: *Structuring Out-of-School Time to Improve Academic Achievement*
Language Arts	All Students	Summer English	• Supervisor of	• Pre/Post Lexile Scores	IES Practice Guide: *Structuring*

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)
Literacy		Programs (Read 180, Enrichment, Skills)	Humanities • Teacher	• Program Attendance • Student Achievement	*Out-of-School Time to Improve Academic Achievement*
Mathematics	All Students	Summer Math Programs (IXL*, Algebra I, Algebra II, Special Education)	• Mathematics Specialist • Teachers	• Program Attendance • IXL Software Logs • Student Achievement	IES Practice Guide: *Structuring Out-of-School Time to Improve Academic Achievement*

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)
All Content Areas	All Teachers	Rigor and Relevance Framework*	• Administration • Supervisor of Humanities	• Formal Observations (Domain 3 Scores) • Walkthroughs (Quadrant Level) • Teacher Lesson Plans (Quadrant Level) • Teacher Survey	IES Practice Guide: *Dropout Prevention*
Language Arts Literacy and Mathematics	Response to Intervention (RTI) and Math Support Teachers	Professional Learning Communities*	• Administration • Supervisor of Humanities • Mathematics Specialist	• Growth in Lexile Scores • Pre/Post Benchmark Testing • Academic Achievement	IES Practice Guide: *Organizing Instruction and Study to Improve Student Learning*
Language Arts Literacy and Social Studies	Response to Intervention (RTI) Teachers and Students	Targeted Reading Strategies for Struggling Students*	• Supervisor of Humanities • Teachers	• Growth in Lexile Scores • Pre/Post Benchmark Testing • Academic Achievement	IES Practice Guide: *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*
All Content Areas	All Teachers and Students	Instructional Technology (ETTC)*	• Administration • Supervisor of Humanities • Mathematics Specialist	• Technology Calendar • Walkthroughs • Formal Observation (Domain 3)	IES Practice Guide: *Dropout Prevention*
Language Arts Literacy and Mathematics	All Students	PARCC and CCSS Professional Development	• Administration • Mathematics Specialist • Supervisor of Humanities	• Teacher Surveys • Academic Achievement	IES Practice Guide: *Using Student Achievement Data to Support Instructional Decision Making*

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

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)
All Content Areas	All Parents and Students	Back to School Night	• Administration	• 50% of students will have a family member present	IES Practice Guide: *Helping Students Navigate the Path to College: What High Schools Can Do*
All Content Areas	All Students and Parents	Back to School Afternoon	• Administration	• 50% of students will have a family member present	IES Practice Guide: *Helping Students Navigate the Path to College: What High Schools Can Do*
All Content Areas	All Parents	Parental Advisory Committee (PAC)	• Administration	• Stable parental attendance	IES Practice Guide: *Helping Students Navigate the Path to College: What High Schools Can Do*
All Content Areas	All Students and Parents	Parental Involvement Nights*	• Administration	• Parental Attendance • Parent Survey	IES Practice Guide: *Helping Students Navigate the Path to College: What High Schools Can Do*

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 and community involvement is closely linked to all of the priority problems. By using available programs, parents can support the school by reinforcing the skills necessary for academic success. Our school schedules Parent Advisory Committee (PAC) meetings throughout the school year for educators within the school to disseminate information. Discussions of data by a cross-section of the school and community can lead to consistent, comprehensive efforts to address student problems and behavior. By fostering school and community collaboration and advocacy, the school takes the lead in developing collaborative relationships within the community. A small team of parents, teachers, and administrators should review available data regarding school performance and use this data to focus on the most pressing needs.**
2. How will the school engage parents in the development of the written parent involvement policy? **The Parent Advisory Committee (PAC) is actively engaged in the development of our parental involvement policy. The committee readily shares input and works with staff to update the policy annually, if necessary.**
3. How will the school distribute its written parent involvement policy? **Parents have been notified about the Parent Involvement Policy though multiple parental communications, including Global Connect, Genesis Parent Portal, newsletters, direct mailings and the school website. This policy is also available at any time by parental request.**

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

4. How will the school engage parents in the development of the school-parent compact? **The Parent Advisory Committee (PAC) is actively engaged in the development of our School-Parent Compact. The committee readily shares input and works with staff to update the compact annually, if necessary.**

5. How will the school ensure that parents receive and review the school-parent compact? **Before the start of the school year, the compact is sent to all parents and guardians. Parents are asked to review the document, sign and date in the space provided, and return to the school in which the student attends. The School-Parent Compact is also posted on the school website in the parental information section.**

6. How will the school report its student achievement data to families and the community? **The school report card is the first step to informing the public. Parental Advisory Committee (PAC) meetings are regularly scheduled throughout the school year. We have also established an NCLB Committee where data is reported to all interested parties so we can plan for the academic and social success of our students. Parents also have the ability to access their child's grades and contact teachers through the Genesis Parent Portal.**

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? **N/A**

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

8. How will the school inform families and the community of the school's disaggregated assessment results? **Disaggregated assessment results are discussed during our Parental Advisory Committee (PAC) meetings. In addition, our disaggregated data and Annual Progress Targets have been posted on our school website for parents and community members to review.**

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? **Parents have been a valued resource to the school in the areas of improvement and their voices, opinions, interests and recommendations have been reflected in the development of the schoolwide plan. Presentations to the Parental Advisory Committee (PAC) and their involvement in the NCLB Committee are examples of where they have been able to share their recommendations.**

10. How will the school inform families about the academic achievement of their child/children? **The school sends a letter to all parents or guardians informing them of their child's state assessment scores, along with their Individual Score Reports (ISRs). Parents can also obtain information regarding the academic achievement of their child/children through our Genesis Parent Portal. Parents can review grades, missing assignments and contact individual teachers. In addition, administration, Guidance, and the Child Study Team independently reach out to students playing an active role in the inclusion of parents, along with being available to them throughout the school year.**

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? **Our school will provide professional development, literature on supporting students at the high school level, outside speakers and refreshments to parents attending Parental Advisory Committee (PAC) meetings.**

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

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? **Our school will provide professional development, literature on supporting students at the high school level, outside speakers and refreshments to parents attending Parental Advisory Committee (PAC) meetings.**

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	85 100%	The district is very active in seeking out highly-qualified staff. The administration attends multiple job and college fairs in the area in addition to advertising positions in the newspaper. We have a screening process for all candidates applying to the district. During the interviews, both on and off campus, candidates are asked for their credentials. Once a candidate is hired, the teacher is involved in a mentoring and induction program. The program is geared toward newer teachers or teachers new to our school. Monthly meetings cover a wide array of pedagogical topics. This professional development, coupled with other professional development opportunities offered in-house and off campus, allows our district staff to remain informed on the latest educational trends.
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)	35 100%	The district is very active in seeking out highly-qualified staff. The administration attends multiple job and college fairs in the area in addition to advertising positions in the newspaper. We have a screening process for all candidates applying to the district. During the interviews, both on and off campus, candidates are asked for their credentials. Once a candidate is hired, the teacher is involved in a mentoring and induction program. The program is geared toward newer teachers or teachers new

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

	Number & Percent	Description of Strategy to Retain HQ Staff
		to our school. Monthly meetings cover a wide array of pedagogical topics. This professional development, coupled with other professional development opportunities offered in-house and off campus, allows our district staff to remain informed on the latest educational trends.
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
Burlington County Institute of Technology actively recruits highly-qualified teachers by attending multiple job and college fairs, and by sharing our vision and district mission with the community. We retain highly-qualified teachers by continually updating our mentoring program as new pedagogical information becomes available. Our District Professional Development Committee surveys the staff annually for district-wide and school specific professional development ideas. These ideas and requests can then be incorporated into our in-house Professional Development days.	Dr. Todd G. Bonsall, Assistant Superintendent for Curriculum and Instruction