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: MT. HOLLY	School: Gertrude Folwell Elementary
Chief School Administrator: JAMES DIDONATO	Address:455 Jacksonville Rd Mt. Holly NJ 08060
Chief School Administrator's E-mail: jdidonato@mtholly.k12.nj.us	Grade Levels:3-5
Title I Contact: Mike Ostroff	Principal: Robert Mungo
Title I Contact E-mail: mostroff@mtholly.k12.nj.us	Principal's E-mail: rmungo@mtholly.k12.nj.us
Title I Contact Phone Number:**609-267-0071**	Principal's Phone Number: 609-267-0071

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.

Robert Mungo
Principal's Name (Print)

Principal's Signature

June 15, 2015
Date

SCHOOLWIDE SUMMARY INFORMATION - *ESEA§1114*

Critical Overview Elements

- The School held _____4_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ 6,107,981.80, which comprised 31% of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 5,379,089.85, which will comprise 29% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Salary	ELA (2, 3) – Instructional Strategies/Achievement Gap	Leveled Literacy Intervention (BSIP)	100-100 (FICA Only)	$70000
Salary	Mathematics (1); ELA (3)	Extended Day Tutoring Program	100-100 (FICA Only)	$17482
Salary	Character Development (2) – Achievement Gap	Extended Day - Big Brothers Big Sisters	100-100 (FICA Only)	$1938
Salary	Mathematics (1); ELA (2)	Family Nights; Parent Workshops	100-100 (FICA Only)	$2584
Supplies	Mathematics (1); ELA (2); Achievement Gap (2)	LLI; IRLA – Common Core; Math In Focus; Intervention Kits; Extended Day; Family Nights;	100-600	$20000

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

		Renaissance Program; RTI		
Professional Development	Mathematics (1); ELA (2, 3); Closing the Achievement Gap (3)	Implementing Reading Wonders; Math In Focus; LLI; Closing Achievement Gap; Writing in Content Areas; Renaissance	200-300 200-500	$15000

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
C. NIXON	Teacher	x	X	X	
G. Terefenko	Teacher		X	X	
J. Guli	Teacher	x	X	X	
K. Buscher	Teacher		X	X	
M. Kaldrovics	Parent		X	X	
T. Bodnar	Parent	x	X	X	
Tim Ryan	Teacher	x	X	X	
John Adolf	Teacher		X	X	
Louise Jones	Teacher		X	X	
Denise Mabee	Teacher		X	X	
Juliana Pray	Teacher	x	X	X	

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

Stakeholder/Schoolwide Committee Meetings

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
12/7/14	Folwell	Comprehensive Needs Assessment	x			
2/19/15	Folwell	Schoolwide Plan Development		X		
5/6/15	Folwell	Program Evaluation	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?	It is the mission of Folwell School to provide a distinguished educational experience for our stakeholders in a supportive environment permeated with motivating factors which continuously give opportunity to: • Demonstrate academic mastery and social competency; • Develop an insatiable thirst for learning and hope for the future; • Learn to love, value, and respect themselves and others; • Develop an honorable character and self-efficacy;	

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? Yes

2. What were the strengths of the implementation process?

Math	Math professional development was much improved. We had a number of consultants from Math in Focus (MIF) making classroom visits. This provided teachers effective feedback through a critical lens from the experts. After the observations articulation meetings were conducted to boost PLC conversation
ELA	A new program was implemented and professional development was greatly increased. Experts from the Reading Wonders (RW) program visited the school. This provided teachers effective feedback through a critical lens from the experts. After the observations articulation meetings were conducted to boost PLC conversation. Plus, there has been more of a focus on small group instruction, which hones in on specific tasks and levels.
Character Development	The planning process for the character ed program was enjoyable. It was teacher driven which helped with buy-in. The majority of the staff bought into the program which improved over time. Students were excited to be in school and were determined to earn the highest status of success (gold card)

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

Math	The MIF program is difficult. It is abstract and the students are still development that mode of thinking. The program is still new with only 3 years of implementation within the district. Parents do not understand the program and they find it frustrating helping students at home.
ELA	The RW program was new this year. The teachers struggled with planning and pacing. They wanted to make sure that the implementation went smoothly and they were hitting all the components. The teachers felt they needed more PD with the technology components of the program.
Character Development	The implementation of a new character ed program involved change. The change was challenged by parents and their persistent complaints forced the school to compromise some key components of the program.

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

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

	Strength	Weakness
Math		
Planning	When scheduling, the principal provided uninterrupted 70 minutes periods.	More feedback needs to be collected from math teachers.
implementation	Math professional development was much improved. We had a number of consultants from Math in Focus (MIF) making classroom visits. This provided teachers effective feedback through a critical lens from the experts. After the observations articulation meetings were conducted to boost PLC conversation	More vertical articulation needs to occur. The MIF language needs to be more consistent.
ELA		
Planning	The teachers were involved in the process; they participated in observations of other schools, demo lessons, and presentations of the curricula	More consideration needs to be made for improved PD with technology applications.
implementation	A new program was implemented and professional development was greatly increased. Experts from the Reading Wonders (RW) program visited the school. This provided teachers effective feedback through a critical lens from the experts. After the observations articulation meetings were conducted to boost PLC conversation. Plus, there has been more of a focus on small group instruction, which hones in on specific tasks and levels.	The teachers were not comfortable with the new material. There was hesitation to supplement and provide alternate resources.
Character Development		
Planning	Teacher driven; teachers bought into the principal's vision.	More parental feedback should have been incorporated.
implementation	The planning process for the character ed program was enjoyable. It was teacher driven which helped with buy-in. The majority of the staff bought into the program which improved over time. Students were excited to be in school and were determined to earn the highest status of success (gold card)	Timelines for student rewards needs to be improved. Intended rewards need to be distributed. In some cases the intended rewards did not reach the student.

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?

Math /ELA	**The community was invited to numerous themed nights that focused on both math and ela strategies. This assisted parents in seeing the common core and the instructional strategies employed by the teachers.** **The teachers were given release time to explore the curricula with experts from the companies as well as observe colleagues.**
Character Development	**There were community meetings held to discuss the program in a roundtable format. Also, the principal went to PTO meetings to promote the program. Technology was used to promote the positive aspects of the program.** **Staff bought in due to the fact that their colleagues were highly involved in the planning of activities. They didn't want to let their colleagues down.**

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

Math	Starting to develop more of an appreciation for the program	Survey;conversation
ELA	Like the comprehensive structure of the program; feel they need more PD	Survey;conversation
Character Development	Love the program. It's nothing on them to do.	Survey;conversation

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

Math	**Its hard to assist their children at home. Need to have more trainings and understanding of the program.**	**Survey;conversation**
ELA	**Love that their children are reading more and they have better comprehension.**	**Survey;conversation**
Character Development	**There were mixed feelings about the program. There were people that loved and supported the program, there were others that were less impressed.**	**meetings**

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.)?

Math /ELA	• **whole group** • **small group** • **workshop**
Character Development	• **whole school** • **individual student** • **individual classrooms**

9. How did the school structure the interventions?

Math /ELA	**Students that struggle with the program were first addressed in the classroom. The teacher identified struggling learners and conducted targeted groups with targeted lessons. If there was persistent under performance, these students were referred to our I&RS committee.**
Character Development	**Interventions for our character ed program came in the form of executing our school-wide discipline plan. If students did not meet behavioral expectations and/or violated the rules, the student received consequence.** **Students not meeting the academic requirements of the program met with the principal and counselor.**

10. How frequently did students receive instructional interventions? **Instructional interventions occurred daily.**

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

Math /ELA	**Both programs have an extensive library of online materials and resources.** **The teachers used ppt. to create anchor charts that assisted with instruction.** **Promethean technology is used daily.**
Character Development	**The school used Facebook to promote the positive changes occurring in the school.** **Apple Apps were used to disseminate information to parents.**

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

12. Did the technology contribute to the success of the program and, if so, how? **Using technology definitely assisted in gaining interest in our character ed program. Parents were pleased that the school was promoting a positive image. The efficacy of technology used for the academic areas can not be rated until test scores are revealed.**

Provide a separate response for each question.

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 3	40.5		• In 2014-2015, services provided to increase literacy proficiency were: • professional development on analyzing text • developing a common scope and sequence • common assessments that align with new common core standards • align targeted assistance with small group instruction. • concentration on lesson plans and objective structure • focus on Stronge Evaluation System • Basic Skills instruction using LLI	Based on data collected from the school database, the average grade for marking periods 1-3 were 87.2% in 2013-2014. This year the average grade was 92.2% (total general population) The average grade for Basic Skills students was 89.2% in marking periods 1-3. Teachers were focused on achievement of their SGO's that were based on common assessment. The common planning improved the planning of instruction as well as the consistent training that was provided.
Grade 4	46			
Grade 5	49.4			

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

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 3	35.5		• In 2014-2015, services provided to increase math proficiency were: • professional development using the Math in Focus program • developing a common scope and sequence • common assessments that align with new common core standards • align targeted assistance with small group instruction. • concentration on lesson plans and objective structure • focus on Stronge Evaluation System • Extended Day Math program	Based on data collected from the school database, the average grade for marking periods 1-3 were 87.2% in 2013-2014. This year the average grade was 92.2% (total general population) Teachers were focused on achievement of their SGO's that were based on common assessment. The common planning improved the planning of instruction as well as the consistent training that was provided. The students involved in the extended day program had an average of 85%. This does not indicate necessary success of the program. The extended day program needs to be more specific and include foundational math skills. The program included some teachers that were not particularly strong on math and the monitoring of the program was minimal. It is encouraged to develop a BSI program to promote math skills
Grade 4	44.8			
Grade 5	41.8			

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

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement **– Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	• targeted instruction • extended school year • extended day • new reading program • American Reading Company Workshops (IRLA, monitoring student growth in common core standards; informational text/research labs) • Teachers turnkey common core strategies from out-of district workshops • PARCC training and NJDOE model curriculum training	yes	IRLA reading levels SGO Data Report Cards Weekly/unit assessments	95% of students increased at least one reading level. 100% of special education teachers met their SGO The average grade percentage for marking periods 1-3 is 89%
Math	Students with Disabilities	• targeted instruction • extended school year • extended day • Teachers turnkey common core strategies from out-of district workshops • PARCC training and NJDOE model curriculum training • Singapore Math Workshops and Modeling Accountable Math Talk. Consultant worked with teachers in grades 3-5	Yes	SGO Data Unit Assessment Data Report Cards	More than 90% of teachers met their SGO for the 2014-15 school year. Based on Unit Data the majority of students improved on tested information.
ELA	ELLs	• ELL classes • Teachers turnkey common core strategies from out-of district workshops • ELL Progress Reports, Performance Assessments and Rubrics • Continued Bilingual/ESL Training • PARCC training and NJDOE model curriculum training	yes	IRLA reading levels SGO Data Report Cards Weekly/unit assessments ACCESS Scores	Based on IRLA data 100% of ELL readers increased their reading levels at least one grade level Although ACCESS scores showed low scores in writing, there was some growth in reading,

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)
		• revised ELL curriculum • Basic Skills • I&RS • 21st Century Grant • BigBrothers/Big Sisters			speaking, and listening.
Math	ELLs	• ELL classes • revised ELL curriculum • Teachers turnkey common core strategies from out-of district workshops • PARCC training and NJDOE model curriculum training • Singapore Math Workshops and Modeling Accountable Math Talk. Consultant worked with teachers in grades 3-5 • ELL Progress Reports, Performance Assessments and Rubrics, • Continued Bilingual/ESL Training • I&RS • 21st Century Grant • BigBrothers/Big Sisters	yes	SGO Data Report Cards Weekly/unit assessments	Based on SGO data 86% of students reached SGO goals. Based on Unit Data the majority of students improved on tested information.
ELA	Economically Disadvantaged	• targeted instruction • extended school year • extended day • 21st Century Grant • BigBrothers/Big Sisters • new reading program • American Reading Company Workshops (IRLA, monitoring student growth in common core standards; informational text/research labs) • Teachers turnkey common core strategies from out-of district workshops	yes	IRLA reading levels SGO Data Report Cards Weekly/unit assessments	Based on SGO goals more than 90% of economically disadvantaged students have increased their reading levels, at least one grade level.

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)
		• PARCC training and NJDOE model curriculum training • Basic Skills • I&RS			
Math	Economically Disadvantaged	• targeted instruction • extended school year • extended day • Teachers turnkey common core strategies from out-of district workshops • PARCC training and NJDOE model curriculum training • Singapore Math Workshops and Modeling Accountable Math Talk. Consultant worked with teachers in grades 3-5 • I&RS • 21st Century Grant • BigBrothers/Big Sisters	no	SGO Data Unit Assessment Data Report Cards	Based on SGO data, most students have increased their math fluency. Unfortunately this has not translated into increased reasoning.
ELA		• targeted instruction • extended school year • extended day • new reading program • American Reading Company Workshops (IRLA, monitoring student growth in common core standards; informational text/research labs) • Teachers turnkey common core strategies from out-of district workshops • 21st Century Grant • BigBrothers/Big Sisters • PARCC training and NJDOE model curriculum training • Basic Skills	yes	IRLA reading levels SGO Data Report Cards Weekly/unit assessments	Based on a comparison of 2013-14 report card data, the average percentage from marking periods 1-3 was 89%. In 2014-2015, the average was 90%.

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)
		• I&RS			
Math		• targeted instruction • extended school year • extended day • Teachers turnkey common core strategies from out-of district workshops • PARCC training and NJDOE model curriculum training • Singapore Math Workshops and Modeling Accountable Math Talk. Consultant worked with teachers in grades 3-5 • Basic Skills • I&RS • 21st Century Grant • BigBrothers/Big Sisters	no	SGO Data Unit Assessment Data Report Cards	Based on a comparison of 2013-14 report card data, the average percentage from marking periods 1-3 was 91%. In 2014-2015, the average was 90%. This is not a significant drop off but it is not growth.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	• 21st Century Grant • BigBrothers/Big Sisters • I&RS	yes	IRLA reading levels SGO Data Report Cards Weekly/unit assessments	Based on SGO goals more than 90% of economically disadvantaged students have increased their reading levels, at least one grade level.
Math	Students with Disabilities	• Extended Day Program • Go Math • 21st Century Grant • BigBrothers/Big Sisters • I&RS	Yes	SGO Data Unit Assessment Data Report Cards	More than 90% of teachers met their SGO for the 2014-15 school year. Based on Unit Data the majority of students improved on tested information.

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)
		• Think Central			
ELA	ELLs	• 21st Century Grant • BigBrothers/Big Sisters • I&RS • ELL Progress Reports • Performance Assessments and Rubrics • Basic Skills	yes	IRLA reading levels SGO Data Report Cards Weekly/unit assessments	Based on IRLA data 100% of ELL readers increased their reading levels at least one grade level Although ACCESS scores showed low scores in writing, there was some growth in reading, speaking, and listening.
Math	ELLs	• Extended Day Program • Go Math • 21st Century Grant • BigBrothers/Big Sisters • I&RS • Think Central • ELL Progress Reports • Performance Assessments and Rubrics	yes	SGO Data Report Cards Weekly/unit assessments	Based on SGO data 86% of students reached SGO goals. Based on Unit Data the majority of students improved on tested information.
ELA	Economically Disadvantaged	• 21st Century Grant • BigBrothers/Big Sisters • I&RS • Basic Skills	yes	IRLA reading levels SGO Data Report Cards Weekly/unit assessments	Based on SGO goals more than 90% of economically disadvantaged students have increased their reading levels, at least one grade level.
Math	Economically Disadvantaged	• Extended Day Program • Go Math • 21st Century Grant • BigBrothers/Big Sisters • I&RS • Think Central	no	SGO Data Unit Assessment Data Report Cards	Based on SGO data, most students have increased their math fluency. Unfortunately this has not translated into increased reasoning.

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

Evaluation of 2014-2015 Interventions and Strategies

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	• Common Core ELA Training: • American Reading Company Workshops (IRLA, monitoring student growth in common core standards; informational text/research labs) • Teaching Strategies and best practices • Teachers turnkey common core strategies from out-of district workshops • PARCC training and NJDOE model curriculum training	yes	IRLA reading levels SGO Data Report Cards Weekly/unit assessments	Based on SGO goals more than 90% of economically disadvantaged students have increased their reading levels, at least one grade level.
Math	Students with Disabilities	• Common Core Mathematics - Singapore Math Workshops and Modeling Accountable Math Talk. Consultant worked with teachers in grades 3-5 - Teachers turnkey common core strategies from out-of district workshops • - PARCC and NJDOE model curriculum training	yes	SGO Data Unit Assessment Data Report Cards	More than 90% of teachers met their SGO for the 2014-15 school year. Based on Unit Data the majority of students improved on tested information.
ELA	ELLs	• Common Core ELA Training: • American Reading Company Workshops (IRLA, monitoring student growth in common core standards; informational text/research labs)	yes	IRLA reading levels SGO Data Report Cards Weekly/unit assessments	Based on IRLA data 100% of ELL readers increased their reading levels at least one grade level Although ACCESS scores showed

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)
		• Teaching Strategies and best practices (Staff Development Workshops) • Teachers turnkey common core strategies from out-of district workshops • PARCC training and NJDOE model curriculum training			low scores in writing, there was some growth in reading, speaking, and listening.
Math	ELLs	• Common Core Mathematics - Singapore Math Workshops and Modeling Accountable Math Talk. Consultant worked with teachers in grades 3-5 - Teachers turnkey common core strategies from out-of district workshops • - PARCC and NJDOE model curriculum training	yes	SGO Data Report Cards Weekly/unit assessments	Based on SGO data 86% of students reached SGO goals. Based on Unit Data the majority of students improved on tested information.
ELA	Economically Disadvantaged	• Common Core ELA Training: • American Reading Company Workshops (IRLA, monitoring student growth in common core standards; informational text/research labs) • Teaching Strategies and best practices (Staff Development Workshops) • Teachers turnkey common core strategies from out-of district workshops • PARCC training and NJDOE	yes	IRLA reading levels SGO Data Report Cards Weekly/unit assessments	Based on SGO goals more than 90% of economically disadvantaged students have increased their reading levels, at least one grade level.

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)
		model curriculum training			
Math	Economically Disadvantaged	• Common Core Mathematics - Singapore Math Workshops and Modeling Accountable Math Talk. Consultant worked with teachers in grades 3-5 - Teachers turnkey common core strategies from out-of district workshops • - PARCC and NJDOE model curriculum training	no	SGO Data Unit Assessment Data Report Cards	Based on SGO data, most students have increased their math fluency. Unfortunately this has not translated into increased reasoning.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ALL	Family Reading Nights (3 nights)	Yes	Attendance records	Attendance was very good to high with teacher and parent participation.
Math	ALL	Family Math Nights (3 nights)	Yes	Attendance records	Attendance was moderate to good to high with teacher to parent participation.
ELA/ Math	ALL	District Parent Advisory Committee	Yes	Attendance	Attendance was moderate to good to high with teacher to parent participation.

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.

Principal's Name (Print)	Principal's Signature	Date

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

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

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	School Pace; IRLA Color System; Leveled Literacy Intervention Records	Some of the students in the BSIP push-in program exited the program after 1 year of targeted instruction via the Leveled Literacy Intervention program. Teachers input data into School Pace which demonstrated increased reading levels of students.
Academic Achievement - Writing/Grammar	Writing samples Unit/Weekly tests	Writing samples show improvement of writing skills (based on state rubric)
Academic Achievement - Mathematics	Math in Focus Chapter Tests were analyzed and discussed with Principal at Data Conferences and Grade Level Meetings Teacher created SGO with a Pre and Post-Math Fluency Test.	Math fluency test results indicate more fluency gain by students MIF data indicates improved scores from pre and post data, but achievement is not enough
Family and Community Engagement	Literacy and Math Family Nights were held. Parent Survey	Sign in Sheets, Agenda and Minutes
Professional Development	**Professional Development School Plan** Professional development that occurred inside the Mount Holly School District. We also held after-school professional development for	Sign in Sheets, Agenda and Minutes

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)
	teaching staff in order to further develop best practices. District staff participated in a series of monthly after-school workshops including the following: • Stronge Workshops • Bloom's Taxonomy • Analyzing data • Infusion of technology • Staff delivered professional development best practices to other staff members • New teacher orientation • Common Core Mathematics Reading and Math Consultants taught lessons and reviewed best practices to each grade level 3-5	
School Climate and Culture	School-wide positive behavior and character education program; REAL time discipline reports	Reports show increase of suspensions and detentions, but the numbers are increased due to a new process of documenting behavior infractions.
School-Based Youth Services	21st Century Learning Grant Big Brothers/Big Sisters	Attendance Records show high involvement levels
Students with Disabilities	Portfolios Math in Focus Chapter Tests were analyzed and discussed with Principal at Data Conferences and Grade Level Meetings Teacher created SGO with a Pre and Post-Math Fluency Test.	Data is collected and analyzed throughout the year and discussed in teacher/administrator data conferences. The data is used to isolate areas of weakness, target and remediate skills, and differentiate instruction to meet the needs of each individual student.

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)
Economically Disadvantaged	Math in Focus Chapter Tests were analyzed and discussed with Principal at Data Conferences and Grade Level Meetings Teacher created SGO with a Pre and Post-Math Fluency Test. IRLA Data Unit/Weekly Assessments	Data is collected and analyzed throughout the year and discussed in teacher/administrator data conferences. The data is used to isolate areas of weakness, target and remediate skills, and differentiate instruction to meet the needs of each individual student.

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? **The School Safety Team worked collaboratively to identify 3 priority problems. The team then reviewed the Schoolwide Plan to provide further input. The administrative team looked closely at the NJASK data and Realtime data to identify the weakest areas in Math. The data was revealed to the entire staff in the beginning of the year to share the strengths, but more importantly, identify areas in need of improvement. The data of individual students was then shared with individual teachers during data conferences. The goal of the data conferences was to determine the best means to differentiate instruction to meet the individual needs of each student. It was critical to determine how this was going to be done. Discussions were established at PTO meetings to share the NJASK scores and gain parental input on the needs assessment.**
2. What process did the school use to collect and compile data for student subgroups? **Data was compiled by the administration and the disaggregated data was shared with all staff. Data of all subgroups were obtained from Realtime and from NJASK data.**

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

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? **The data obtained from Realtime needs to be reviewed. Some of the reports are skewed from either human error of because previous years were not tracked properly. NJASK data was checked and presented to the BOE. The principal, superintendent, and curriculum director all reviewed the NJASK data.**
4. What did the data analysis reveal regarding classroom instruction? **Classroom instruction is inconsistent. Teachers need to work closer together in the planning stages. The difference in styles should not dictate implementation. We need to be aligned.**
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? **After review it was discovered there was inconsistent retention of previous PD's. There needs to be a refresher in Bloom's, objective structure, essential questions. As well as Stronge and cultural awareness.**
6. How does the school identify educationally at-risk students in a timely manner? **The school relies on teacher intervention. The teachers monitor the need and refer to the I&RS team. The I&RS team is still developing its philosophy, but needs to concentrate on district policy and timelines.**
7. How does the school provide effective interventions to educationally at-risk students? **Basic Skills Instruction, IEP, RTI, 504, modification to the educational program, before and after school programs, differentiated instruction and flexible grouping. The team teaching model is being utilized in most cases to ensure each student's needs are met. Students who are "at-risk" in LAL are provided Title I services. Data from the student scores are used to identify areas of weakness so that a proper instructional method can be used to remediate those skills.**
8. How does the school address the needs of migrant students?n/a
9. How does the school address the needs of homeless students? **The Homeless Liason works closely with the principal to ensure necessary resources are available to homeless students. We ensure transportation to ensure attendance is consistent.**
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? **There is feedback gained from the teachers during in-services. Each content area has summer curriculum teams made of teachers in that content area. The principal engages in conversations that discuss assessment practices and use of data.**
11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? **We conduct a transition day for students. Students visit their new school, meet teachers and speak with students from the school they will attend. Also, a parent transition night is conducted to help answer any questions that might arise prior to the start of the new year.**
12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? **The teachers on the School Safety Team and the building principal used a collaborative approach to identify priority problems, using their own observations and assessment data to select the three most important areas as the school's main focus.**

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	Closing the Achievement Gap
Describe the priority problem using at least two data sources	2014 NJASK Data indicates minimal progress Based on Realtime data, the average student percentage is much lower than in the area of language arts Pre and post mathematics assessments Cluster analysis data in mathematics, lacking basic skills and number sense	Students with disabilities and Economically Disadvantaged Low mean NJASK scores for the above subgroups.
Describe the root causes of the problem	In the 4th year of the program there needs to be improved articulation between grades. Common language must be used to improved coherence. Lack of proficiency on basic math facts Students are unable to transfer mathematical skills from year-to-year	Students are not demonstrating critical thinking skills in mathematics. Students are not demonstrating comprehension skills
Subgroups or populations addressed	Special education and continue to address all populations	Students with disabilities and economically disadvantaged
Related content area missed (i.e., ELA, Mathematics)	N/A	Math and Language
Name of scientifically research based intervention to address priority problems	*Math in Focus* brings the authentic Singapore math pedagogy to the classroom and is aligned with Common Core State Standards. *Math in Focus* is the mastery program for world-class math instruction and	Fountas and Pinnel leveled literacy program Reading Works Math in Focus

	results in the U.S. Standards Solution – Strategies for Improved Academic Performance. Basic Skills instruction based on MIF	
How does the intervention align with the Common Core State Standards?	It aligns to all Math standards	The implementations of the above programs will benefit students through mastering basic fundamental skills.

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 Strategies	
Describe the priority problem using at least two data sources	Using effective instructional strategies in the classroom to increase achievement ELA writing conferencing with students with low achievement on state assessments	
Describe the root causes of the problem	Lack of student engagement and formative assessments. Lack of using student data from assessments to design student growth objectives	
Subgroups or populations addressed	All student populations	
Related content area missed (i.e., ELA, Mathematics)	All	
Name of scientifically research based intervention to address priority problems	Stronge- Carol Dweck Ruby Payne	
How does the intervention align with the Common Core State Standards?	All strategies are directed toward achievement and improving students understanding of the NJ Common Core State Standards	

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

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)
LAL	Basic Skills Students	Leveled Literacy Intervention	Principal Curriculum Supervisor Teachers, Guidance	90% of students will meet their Basic Skills Student Growth Objective	http://www.heinemann.com/fountasandpinnell/reading-intervention-resources.aspx
LAL/Science	All Students	IRLA/Action Research Labs	Principal Curriculum Supervisor Teachers, Guidance	90% of students will meet their Student Growth Objectives in Reading	www.americanreadingcompany.com
	Math in Focus Mathematics				
LAL	All students	Reading Wonders Intervention Kits	Principal Teachers	Grade level consistency, continued growth in open-ended responses using grade level rubrics.	http://mhreadingwonders.com/
Math/LAL	Special Education and At-risk	Extended Day Program Extended	Principal Curriculum Supervisor	Demonstrated growth on SGO test data.	www.nwea.org www.americanreadingcompany.com

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

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)
	students	School Year	Extended Day Teachers	School Pace Data IRLA data	
ELA, Science, Math	All Students and Stakeholders	Family Math Night Family Reading Night Multiple Math In Focus and Homework Parent Training Open House Parent Advisory Groups Parent/Teacher Group	Principal Curriculum	Attendance Sheets	Parental Involvement and Students' Academic Achievement: A Meta-Analysis By: Xitao Fan and Michael Chen
ALL	ALL	Renaissance Program	ALL	Test scores; attendance and discipline records	Renaissance is a nationwide program used to promote positive school culture and climate which promotes educational excellence
All Content Areas	All Teachers	Differentiated Instruction; RTI	Curriculum Director; Principal	Evaluations; NJASK scores	http://www.rtinetwork.org/essential/tieredinstruction/tier1/effectiveteaching

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

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

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

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				

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

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA					
Math					

Use an asterisk to denote new programs.

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

Content Area Focus	**Target Population(s)**	**Name of Strategy**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	All Students	Implementing Reading Wonders – new common core basal program	Director of Curriculum	Unit Assessments SGO data Stronge Evaluation PARCC	www.americanreadingcompany.com
ELA	Basic Skills Students	Leveled Literacy Intervention	Director of Curriculum	Unit Assessments SGO data Stronge Evaluation PARCC	www.heinemann.com
ELA Science Social Studies	All Students	Integrating Writing in the Content Areas	Director of Curriculum	Unit Assessments SGO data Stronge Evaluation On-demand writings PARCC	www.coolinsed.com
ELA	Special	Closing the	Principal	Unit Assessments	EIRC; Closing the Achievement Gap

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

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)
	Education African American	Achievement Gap	Director of Curriculum	SGO data Stronge Evaluation On-demand writings PARCC	
Math	All Students	Best Practices in Math – Singapore Math	Director of Curriculum	SGO data PARCC	http://www.hmhco.com/programs/math-in-focus?gclid=CMqit6ea8L4CFStk7AodEDIA0A

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? **It will be reviewed internally by the Director of Curriculum, Principal, school staff and the School Safety Team**
2. What barriers or challenges does the school anticipate during the implementation process?

Student still struggle with the concepts and visualization associated with MIF; There are many struggling readers who require early intervention strategies and support; Teachers and staff will have to buy-in to the Renaissance program. It calls for high energy and celebrating student success. At times, we have a lack of parental support and a large economical disadvantaged students and lastly, funding.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
   The teachers asked to have learning consultants come out and work with them in both Reading and Math. The District complied with that request by securing substitutes, hiring professional consultant and creating a schedule to benefit all stakeholders. The professionals who came out to visit the school not only taught the lesson but gave feedback after observing our educators teaching the lesson in reading and math. District parent advisory meetings and numerous family nights were held throughout the school year; Parents will be invited to more events and be asked to sit on more school committees, thus enabling them to provide feedback and offer thought.
   4. What measurement tool(s) will the school use to gauge the perceptions of the staff? **Survey and meetings will measure staff perception.**
   5. What measurement tool(s) will the school use to gauge the perceptions of the community? **Surveys and parent meetings will measure parent perception.**

How will the school structure interventions? **Academic interventions will be addressed through I&RS, differentiation and BSIP; Grade level common planning meetings afford teacher's the ability to communicate concerns to the principal; monthly meetings provide open forum for communication between administration and faculty.**

How frequently will students receive instructional interventions? **An extended day program will be offered 2x a week (3 hours weekly) for 25 weeks. Students receive Math and Reading instruction daily. ELL is offered daily. Basic Skills students receive reading instruction through the LLI program 45 minutes a day.**

What resources/technologies will the school use to support the schoolwide program? **Individual Level Classroom Libraries, Math Manipulatives kits, Promethean Boards/Tables, Think Central, Education City, School Pace and Study Island, GoMath various internet websites, local agencies, survey monkey**

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

a. **Report Cards**

b. **Surveys**
c. **Attendance Records**
d. **Realtime Reports**
e. **School Pace**
f. **Benchmark Results**
g. **SGO Data**
h. **Stronge Evaluation Data**

4. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? **The school will continue to hold workshops for parents and stakeholders. We will disseminate information verbally, school Facebook Page, Remind 101 and email blasts.**

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 Students	Parent Advisory Group	Principals	Increased participation by parents	Parental Involvement and Students' Academic Achievement: A Meta-Analysis By: Xitao Fan and Michael Chen
All content areas	All Students	Open House	All staff	Increase participation by parents	
All content areas	All Students	Teacher/Parent Conferences	All staff	Increase participation by parents	
Reading, Math, Technology and Science	All Students	Family Nights	Principals, Technology Teachers	Participation Rate	

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?

   Parents do not have a thorough understanding of the ELA and mathematics curriculum. In addition, they are not familiar with the content and scoring procedures. Though parenting workshops, family nights, parent conferences, weekly Principal messages, newsletters, and email blasts, the school will be able to deliver this very important information to families.

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

   Discuss and solicit input to our school leadership team about issues and topics that directly relate to the students and activities within the school. At the beginning of each year parents are invited to be a part of the process though the parent advisory committee survey and discussion at the district and building level.

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

   District Webpage, distribute to students, email blasts

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

   Parents are included in the process from the start and are invited to attend leadership meetings that discuss this topic.

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

   Parents are called to remind them to sign and return. Also, copy of the Compact will be placed on the school's district web page and take home for parents to view, copy, sign and return.

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

   Through the use of internet, email, report cards, and progress reports.

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

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

   Folwell School will send letters to parents if there is notification that it has not met the annual AMAO for Title III.

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

   A presentation is given at a public Board of Education meeting and the Director of Curriculum reviews this data.

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

   Parents are included on the district and building school improvement team and their input in equally taken amongst the other members

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

    Report Cards, Progress Reports, Benchmark reports, Study Island, quizzes and tests are distributed to parents

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

    N/A

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		
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)		
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*		

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible