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.

DISTRICT INFORMATION	SCHOOL INFORMATION
District: BELLMAWR BOROUGH	School:Bellmawr Park
Chief School Administrator: MS. ANNETTE CASTIGLIONE	Address: 29 Peach Rd., Bellmawr, NJ 08031
Chief School Administrator's E-mail:acastiglione@bellmawrschools.org	Grade Levels: PK-4
Title I Contact: Mrs. Dottie Specht	Principal: Mrs. Elizabeth A. Calabria
Title I Contact E-mail:dspecht@bellmawrschools.org	Principal's E-mail:ecalabria@bellmawrschools.org
Title I Contact Phone Number: 856-931-6273	Principal's Phone Number: 856-931-6272

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.

X☐ 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.

___Elizabeth A. Calabria_____ ___*Elizabeth A. Calabria*_____ ___6/22/15_____

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

Critical Overview Elements

- The School held _____6_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ 3,611,043, which comprised 35 % of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 3,748,203, which will comprise 35 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Fundations	1, 3	Basic Skills teachers working in small groups;		
I&RS Process	1, 2 & 3	Basic Skills teachers working in small groups;		
RTI	1, 2, &3	Basic Skills teachers working in small groups;		
Summer Book Exchange	1, 3	Retention of skills over the summer		
iPad Technology Infusion	1, 2 &3	Basic Skills teachers working in small groups for skill development		
Progress Monitoring & Data	1, 2 & 3	Utilizing data to		

Books		imp stud achiev.		

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
Elizabeth Calabria	Principal	X	X	X	Signatures are all on meeting sign-in sheets
Patricia Bartley	Dir. Of Special Services	X	X	X	"
Lori Massey	District Read. Coor.	X	X	X	
Roseanne Yezzo	Dir. CARE before & after school program	X	X	X	
Carol Benedict	Community Member	X	X	X	
John Scarborough	Comm. Memb. 911 Operator & Vol. Vireman	X	X	X	
Tara Feeley	PTO President	X	X	X	
Petra Clark	Parent	X	X	X	
Sue DiPrinzio	BSI Teacher	X	X	X	
Marianne Fulleman	2nd gr teacher	X	X	X	

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

Jody Mangus	BOE member	X	X	X	
Eric Hoban	BOE member		X		
Padma Aleti	School Nurse	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
Sept 11, 24, 30 Feb 5, April 22	Bell Oaks, Bell Oaks & Bellmawr Park	Comprehensive Needs Assessment	X		X	
September 24 April 22	Bellmawr Park	Schoolwide Plan Development	X		X	
April 22 & June 16	Bellmawr Park	Program Evaluation	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?	MISSION Each student in the Bellmawr Public School District will develop academically, physically, emotionally, and socially in a positive learning environment that provides equitable educational opportunities for all students. All staff will hold high expectations for student achievement and accept responsibility for helping students meet those expectations. A rigorous, standards-based curriculum will be provided to all students, which includes a core that specifies the knowledge and skills that all students are to attain. All staff will be committed to fostering positive relationships between community members, parents, staff, students, and to the continuous improvement of the district. All the stakeholders will be involved in the educational process and will be partners in solving the real challenges and complex issues facing education in our community in the 21st century. VISION The Bellmawr Park learning community builds upon the foundation of parents as educational partners in their child's overall development. In addition to an academic focus, we will ensure that the social/emotional, physical, cognitive and language needs of each student are met and that a safe and healthy learning environment is provided. We are committed to enhancing our students' knowledge of 21st Century Skills by setting high expectations including problem solving, thinking creatively and critically, self-direction and self-motivation. By working collaboratively with home and school,

	we will nurture, and inspire lifelong learners.

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, holding appropriate stakeholder meetings as required.
2. What were the strengths of the implementation process? Involving all stakeholders to focus on student needs and achievement.
3. What implementation challenges and barriers did the school encounter? Parent involvement continues to be a challenge with minimal participation in after school/evening offerings.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Strengths – all stakeholders meeting to discuss CAN as well as program plan. This has been a positive in our implementation. Other than parent involvement, the need for Literacy programs in math and ELA aligned with the common core.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Bellmawr Park has a collaborative culture and climate and the student achievement data created the demand or buy-in.
6. What were the perceptions of the staff? The staff is on target with understanding the needs and challenges listed above. What tool(s) did the school use to measure the staff's perceptions? Staff contributes information during after-school meetings, CPTs and participation in the Schoolwide meetings. Also, survey data was utilized.

7. What were the perceptions of the community? The community is mixed on feelings of curriculum and program. Some are highly supportive and some doubt the effectiveness. What tool(s) did the school use to measure the community's perceptions? A community survey was created using Google. This also did not have a high participation rate.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? ELA is delivered utilizing whole group as well as small group instruction based on balanced literacy method. Math is the same. There is minimal one-on-one instruction provided by the classroom teacher as well as ELL staff and BSI staff. Small group instruction is double and in some cases triple dosed for needy students.
9. How did the school structure the interventions? The interventions were targeted in lower elementary from K to 2 and various data including DRA2 was utilized to determine students and groups.
10. How frequently did students receive instructional interventions? Daily and sometimes double and triple dosed daily. Independent reading time the last 40 minutes of the day is sometimes utilized for BSI and ELL staff to provide the triple dose.
11. What technologies did the school use to support the program? NWEA Map testing/data, Smartboard and iPad technologies, RAZ Kids, Everyday Math online
12. Did the technology contribute to the success of the program and, if so, how? Yes, RAZ Kids supports ELA both in the classroom and at home and iPads utilized in small group instruction was successful.

Provide a separate response for each question.

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

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	16		Extended Day, RTI, I&RS, Fundations, BSI targeted instruction, Balanced Literacy, small group instruction, PD Coaches, Summer Skills Packets, Summer Book Exchange, iPad Tech infusion, weekly common planning time meetings, benchmarking, data binders, RAZ Kids	Instruction not aligned to the common core; lack of rigorous instruction; low expectations
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	13		Small Group Instruction, Rocket Math, EDM Online, PD Coaches, Summer Skills Packets, Extended Day, iPad tech infusion, weekly common planning time meetings, benchmarking, data binders	Instruction not aligned to the common core; lack of rigorous instruction; low expectations

Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

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	0	0	Teaching Strategies Gold Assessment; Creative Curriculum PD; Fundations	This is the second year of full-day implementation.
Kindergarten	5	7	Data Binders, Extended Day, RTI, I&RS, Fundations, BSI targeted instruction, Balanced Literacy, small group instruction, PD Coaches, Summer Skills Packets, Summer Book Exchange, iPad Tech infusion, weekly common planning time meetings, benchmarking	Instruction not aligned to the common core; Need for new program materials; lack of rigorous instruction; low expectations
Grade 1	8	5	Data Binders, Extended Day, RTI, I&RS, Fundations, BSI targeted instruction, Balanced Literacy, small group instruction, PD Coaches, Summer Skills Packets, Summer Book Exchange, iPad Tech infusion, weekly common planning time meetings, benchmarking	Instruction not aligned to the common core; Need for new program materials; lack of rigorous instruction; low expectations
Grade 2	16	13	Data Binders, Extended Day, RTI, I&RS, Fundations, BSI targeted instruction, Balanced Literacy, small group instruction, PD Coaches, Summer Skills Packets, Summer Book Exchange,	Instruction not aligned to the common core; Need for new program materials; lack of rigorous instruction; low expectations

			iPad Tech infusion, weekly common planning time meetings, benchmarking,	
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did or did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	3	1	Teaching Strategies Gold Assessment; Creative Curriculum PD	This is the second year of full-day implementation. More PD required.
Kindergarten	3	6	Small Group Instruction, Rocket Math, EDM Online, PD Coaches, Summer Skills Packets, Extended Day, iPad tech infusion, weekly common planning time meetings, benchmarking, data binders	Instruction not aligned to the common core; Need for new program materials; lack of rigorous instruction; low expectations
Grade 1	6	6	Small Group Instruction, Rocket Math, EDM Online, PD Coaches, Summer Skills Packets, Extended Day, iPad tech infusion, weekly common planning time meetings, benchmarking, data binders	Instruction not aligned to the common core; Need for new program materials; lack of rigorous instruction; low expectations
Grade 2	21	18	Small Group Instruction, Rocket Math, EDM Online, PD Coaches, Summer Skills Packets, Extended Day, iPad tech infusion, weekly common planning time meetings, benchmarking, data binders	Instruction not aligned to the common core; Need for new Program materials; lack of rigorous instruction; low expectations
Grade 9				
Grade 10				

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

Evaluation of 2014-2015 Interventions and Strategies

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Data Binders, Extended Day, RTI, I&RS, Fundations, BSI targeted instruction, Balanced Literacy, small group instruction, PD Coaches, Summer Skills Packets, Summer Book Exchange, iPad Tech infusion, weekly common planning time meetings, benchmarking	No	Participation; increased student achievement; report card grades; NWEA;	NWEA, NJASK, benchmark testing, SGOs, Teaching Strategies Gold
Math	Students with Disabilities	Small Group Instruction, Rocket Math, EDM Online, PD Coaches, Summer Skills Packets, Extended Day, iPad tech infusion, weekly common planning time meetings, benchmarking, data binders	Yes	Participation; increased student achievement; report card grades; NWEA;	NWEA, NJASK, benchmark testing, SGOs, Teaching Strategies Gold
ELA	Homeless	Data Binders, Extended Day, RTI, I&RS, Fundations, BSI	Yes	Participation; increased student achievement; report card grades; NWEA;	NWEA, NJASK, benchmark testing, SGOs, Teaching Strategies Gold

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)
		targeted instruction, Balanced Literacy, small group instruction, PD Coaches, Summer Skills Packets, Summer Book Exchange, iPad Tech infusion, weekly common planning time meetings, benchmarking			
Math	Homeless	Small Group Instruction, Rocket Math, EDM Online, PD Coaches, Summer Skills Packets, Extended Day, iPad tech infusion, weekly common planning time meetings, benchmarking, data binders	Yes	Participation; increased student achievement; report card grades; NWEA;	NWEA, NJASK, benchmark testing, SGOs, Teaching Strategies Gold
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Data Binders, Extended Day, RTI, I&RS, Fundations, BSI targeted instruction, Balanced Literacy, small group instruction,	No	Participation; increased student achievement; report card grades; NWEA;	NWEA, NJASK, benchmark testing, SGOs, Teaching Strategies Gold

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)
		PD Coaches, Summer Skills Packets, Summer Book Exchange, iPad Tech infusion, weekly common planning time meetings, benchmarking			
Math	ELLs	Small Group Instruction, Rocket Math, EDM Online, PD Coaches, Summer Skills Packets, Extended Day, iPad tech infusion, weekly common planning time meetings, benchmarking, data binders	Yes	Participation; increased student achievement; report card grades; NWEA;	NWEA, NJASK, benchmark testing, SGOs, Teaching Strategies Gold
ELA	Economically Disadvantaged	Data Binders, Extended Day, RTI, I&RS, Fundations, BSI targeted instruction, Balanced Literacy, small group instruction, PD Coaches, Summer Skills Packets, Summer Book Exchange, iPad Tech infusion, weekly common planning time meetings, benchmarking	Yes	Participation; increased student achievement; report card grades; NWEA;	NWEA, NJASK, benchmark testing, SGOs, Teaching Strategies Gold

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)
Math	Economically Disadvantaged	Small Group Instruction, Rocket Math, EDM Online, PD Coaches, Summer Skills Packets, Extended Day, iPad tech infusion, weekly common planning time meetings, benchmarking, data binders	Yes	Participation; increased student achievement; report card grades; NWEA;	NWEA, NJASK, benchmark testing, SGOs, Teaching Strategies Gold
ELA					
Math					

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	Extended Day	yes	Participation; increased student achievement; report card grades; NWEA;	NWEA, NJASK, benchmark testing, SGOs, Teaching Strategies Gold, GR levels, Grades
Math	Students with Disabilities	Extended Day	yes	Participation; increased student achievement; report card grades; NWEA;	NWEA, NJASK, benchmark testing, SGOs, Teaching Strategies Gold, GR levels, Grades

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Homeless	Extended Day	yes	Participation; increased student achievement; report card grades; NWEA;	NWEA, NJASK, benchmark testing, SGOs, Teaching Strategies Gold, GR levels, Grades
Math	Homeless	Extended Day	yes	Participation; increased student achievement; report card grades; NWEA;	NWEA, NJASK, benchmark testing, SGOs, Teaching Strategies Gold, GR levels, Grades
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Extended Day	yes	Participation; increased student achievement; report card grades; NWEA;	NWEA, NJASK, benchmark testing, SGOs, Teaching Strategies Gold, GR levels, Grades
Math	ELLs	Extended Day	yes	Participation; increased student achievement; report card grades; NWEA;	NWEA, NJASK, benchmark testing, SGOs, Teaching Strategies Gold, GR levels, Grades
ELA	Economically Disadvantaged	Extended Day	yes	Participation; increased student achievement; report card grades; NWEA;	NWEA, NJASK, benchmark testing, SGOs, Teaching Strategies Gold, GR levels, Grades
Math	Economically Disadvantaged	Extended Day	yes	Participation; increased student achievement; report card grades; NWEA;	NWEA, NJASK, benchmark testing, SGOs, Teaching Strategies Gold, GR levels, Grades
ELA					
Math					

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

Evaluation of 2014-2015 Interventions and Strategies

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Coaches/Consultants	yes	Participation; increased student achievement; report card grades; implementation of program	Improved writing scores; 80% of the students are reading at grade level; improved benchmark scores
Math	Students with Disabilities	Coaches/Consultants	Yes	Participation; increased student achievement; report card grades; implementation of program	Improved benchmark scores & SGOs
ELA	Homeless	Coaches/Consultants	Yes	Participation; increased student achievement; report card grades; implementation of program	Improved writing scores; 80% of the students are reading at grade level; improved benchmark scores
Math	Homeless	Coaches/Consultants	Yes	Participation; increased student achievement; report card grades; implementation of program	Improved benchmark scores & SGOs
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Coaches/Consultants	yes	Participation; increased student achievement; report card grades; implementation of program	Improved writing scores; 80% of the students are reading at grade level; improved benchmark scores
Math	ELLs	Coaches/Consultants	Yes	Participation; increased student achievement; report	Improved benchmark scores & SGOs

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)
				card grades; implementation of program	
ELA	Economically Disadvantaged	Coaches/Consultants	Yes	Participation; increased student achievement; report card grades; implementation of program	Improved writing scores; 80% of the students are reading at grade level; improved benchmark scores
Math	Economically Disadvantaged	Coaches/Consultants	Yes	Participation; increased student achievement; report card grades; implementation of program	Improved benchmark scores & SGOs
ELA					
Math					

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parent workshops-PARCC and Family Lit Night, Fundations Night, Family Support Center	Yes	Parent/Student participation	Increased reading and math ability
Math	Students with	Parent workshops -	yes	Parent/Student	Increased reading and math ability

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)
	Disabilities	PARCC, Family Support Center		participation	
ELA	Homeless	Parent workshops-PARCC & Family Lit Night, Fundations Night, Family Support Center	yes	Parent/Student participation	Increased reading and math ability
Math	Homeless	Parent workshops-PARCC, Family Support Center	yes	Parent/Student participation	Increased reading and math ability
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Parent workshops-PARCC & Family Lit Night, Fundations Night, Family Support Center	yes	Parent/Student participation	Increased reading and math ability
Math	ELLs	Parent workshops-PARCC, Family Support Center	yes	Parent/Student participation	Increased reading and math ability
ELA	Economically Disadvantaged	Parent workshops-PARCC & Family Lit Night, Fundations Night, Family Support Center	yes	Parent/Student participation	Increased reading and math ability
Math	Economically	Parent workshops-	yes	Parent/Student	Increased reading and math ability

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)
	Disadvantaged	PARCC, Family Support Center		participation	
ELA					
Math					

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

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Elizabeth A. Calabria	*Elizabeth A. Calabria*	6/22/2015
Principal's Name (Print)	**Principal's Signature**	**Date**

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

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

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NWEA 2nd -4th Progress Monitoring K-4 GR Benchmark K-4 NJASK 3rd & 4th DRA2 Teaching Strategies Gold Extended Day tutoring Anecdotal Notes & data binders Reading Support PLC Fundations PLC Fundations Coach Attendance RAZ Kids	Discussed and reviewed in CPTs PLC Survey Expectation of GR level chart I&RS Process As noted on all assessment data, students continue to make gains in Reading, however approximately one fourth of students continue to read below grade level. 7% of our student population has poor attendance as noted on the School Report Card.
Academic Achievement - Writing	NWEA 2nd-4th Progress Monitoring K-4 Benchmark K-4 Teaching Strategies Gold	Discussed and reviewed in CPTs I&RS Process Writing is improving but still not proficient as determined by the state standards. 7% of our student population has poor attendance as noted on the School

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	NJASK 3rd & 4th Extended Day tutoring Writing Coach Anecdotal Notes & data binders Attendance	Report Card.
Academic Achievement - Mathematics	NWEA 2nd -4th Progress Monitoring K-4 Benchmark K-4 Teaching Strategies Gold NJASK 3rd & 4th Extended Day tutoring Math Coach Anecdotal notes & data binders Attendance	Discussed and reviewed in CPTs I&RS Process Improvement has been demonstrated on varied assessments. On NWEA students begin 8 to 10 RITs below the norm, however by the end of the year the gap closes and in most grade levels performance was at or above the norm. 7% of our student population has poor attendance as noted on the School Report Card.
Family and Community Engagement	Family Support Center/ workshops & Village Shop; Parent/Teacher Conferences Open House Back to Sch Night Students come in 15 min prior to sch start to read-aiding parents Book Fair, Santa's Shop Family Holiday Night Spring Concert Mystery Readers from Community	Attendance varies based on the activity/workshop; shop visits are steady and utilized donated clothing and items for 1 family devastated by fire and another where grandparent had to take custody with no clothing for the child. High % of parents attending parent conferences, Back to School Night and Open House. Parents struggle with learning new educational trends or strategies as seen in Everyday Math, Guided Reading, Use of Rubrics, and Fundations.

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)
	Mother's Day Tea Donuts with Dad PTO/Staff activities & fundraisers Annual Health Fair	
Professional Development	District PD Survey and Comm.; School level PD Comm. PLCs; CPTs Vertical Articulation meetings Math, ELA & Fundations- Coaches	Six PD sessions are offered per year for all staff including technology, McRel teacher evaluation system now accessed through Genesis Portal, and link It Data and Assessment System. CPTs are weekly and PLCs are monthly. Attendance is high. Evaluation forms support that PD is relevant and meaningful. PD survey results reflect positive teacher responses as well as needs for following year.
Leadership	School Safety Team; DEAC; School Leadership Team; Schoolwide Team; Parade/Float participation; 100 Book Ch Comm.; Bucketfiller Char Ed Comm.; Volunteerism to lead fundraisers HIB/Safety/Culture/Climate Committee Perception Survey Committee	Administrators share successes and challenges, which are addressed in a timely fashion based upon meeting outcomes. Teachers volunteer to participate on various leadership teams, which meet frequently and provide ongoing information to all stakeholders.
School Climate and Culture	Spirit Days, Fundraisers, birthday celebrations; salad days; Attendance at Comm. and Sch. based activities; celebration of student work on web pages; Bucketfillers; 100 Book Challenge celebrations; School Concert and Holiday Sing-Off; National Night Out; School Climate and Culture Comm.	The new Character Ed. Program "Bucketfillers" has had a positive effect on school climate and culture. All staff activities and PTO/Community sponsored activities are highly attended and add to the positive climate of the school.

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Violence Prevention Week Red Ribbon Week Fire Prevention Week Week of Respect Essay and Poster Contests PTO/Staff activities & fundraisers Mentoring	
School-Based Youth Services	Interactive Kids; Before and After Care Program; Intramurals; Bowling Club; Chorus; Recorders; "Josh the Otter" water and bike safety Breakfast program Safety Program Mentoring Student Mileage Club "Turkey Trot"-for canned goods Visit with Fire Dept./ trucks & smoke house	Participation is strong and there is a steady increase in all offered activities. Food Services data shows that with the School-wide Breakfast program that students' participation and eating breakfast continues to increase. However, This is still less than half of the student population. Nurse records show that many students that complain of stomach issues have not eaten breakfast.
Students with Disabilities	I&RS data; early intervention referrals; parent referrals; Interactive Kids Notes from parent mtgs Summer Camp Extended School Year	The Special Education population struggles with statewide tests in the areas of ELA and Math. Co-teaching remains a priority in the district along with the implementation of intervention programs.
Homeless Students	Homeless Liaison- Dr. visits, Health Care, Crisis Ctr visits, Thanksgiving-turkey dinners, &	Homeless Request information/forms Food Services data shows that with the School-wide Breakfast program that

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)
	xmas- gifts and food Nurse-doctor visits, free dental, hearing and vision screening Breakfast program	students' participation and eating breakfast has increased. However, This is still less than half of the student population. Nurse records show that many students that complain of stomach issues have not eaten breakfast.
Migrant Students	NA	
English Language Learners	Family Support Center/ workshops & Village Shop; Interpreting svc. Extended Day Summer Camp Multi-Cultural Fair	Attendance is high to the ELL Family Support Center and workshops. An interpreter is provided at all critical parent meetings. WIDA Entrance Exam, ACCESS Tests results, and Exit Criteria Multiple Measures show that some students test out of the program, but some remain requiring services throughout their elementary school years.
Economically Disadvantaged	Free and Reduced classification; Same assessment data as above Family Liaison-Dr. visits, Health Care, Crisis Ctr visits, Thanksgiving-turkey dinners, & xmas- gifts & food Nurse-doctor visits, free dental, hearing and vision screening Breakfast program Supplies, books, backpacks, coats, & clothing supplied when needed "Turkey Trot" to collect canned goods	Food Services data shows that with the School-wide Breakfast program that students' participation and eating breakfast has increased. However, this is still less than half of the student population. Nurse records show that many students that complain of stomach issues have not eaten breakfast.

2015-2016 Comprehensive Needs Assessment Process*

Narrative

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

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

   Through CPTs, after-school faculty meetings, and Schoolwide Committee meetings data from NJASK, benchmark data, NWEA, Teaching Strategies Gold, Progress Monitoring, SGOs, attendance records and perception survey results were discussed on an ongoing basis throughout the school year.

   The school gathered committee members to determine multiple measures. In subsequent meetings the committee analyzed the available data for each measure including results and outcomes. School PLC teams as well as CPT meetings were utilized to improve upon needs assessment information.

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

   The same as above including NWEA MAP test results were analyzed using "Descartes" information for individual and subgroup data. NWEA results were compared longitudinally as well as to the norm. Progress Monitoring sheets reviewed Quarterly which include the following headings: Guided Read Level, Timed Writing Benchmark, Process Writing Benchmark, Rocket Math Level, Beg/Mid/End Math Benchmark Assessments, and DRA2 data.

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)?

   NWEA MAP as well as NJASK are valid and reliable, normed data. These assessments are consistent with the Common Core. All assessments utilized and created are based on Scientifically proven research. The District Reading Coordinator oversees the administration of the DRA2.

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

   Enrichment/G&T beginning in Kindergarten is needed to challenge and move our middle to higher students. More rigorous questioning and assessments are required to align new curriculum with the Common Core and PARCC, as well as more infusion of higher-order thinking and use of essential questions. A new series "Benchmark Literacy" will be utilized in the coming year to address these

strategies and challenges. The district is committed to the continued use of small group instruction to provide targeted instruction. There is a need for increased interventions through RTI as well as Interventionist support. Students are unable to recoup skills taught in the successive school year in a reasonable amount of time, which supports the need for an Extended School Year Program.

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

PD to provide opportunities for activities that challenge our students beginning in Kindergarten and move our middle to higher students was implemented through technology based instruction workshops provided by the District Technology Coordinator. However, more PD regarding instructional strategies, RTI and challenging the higher students is still necessary. Teachers continue to express the need for increased instruction in the areas of technology integration to support various apps, iPad and Smartboard instruction, as well as in Best Practices in Reading and Writing as well as use of Running Records.

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

Students are identified through the I&RS process, DRA2 testing, early intervention referrals, parent referrals, observations. NWEA growth is measured and reviewed at 3 reporting periods, and NJASK data is analyzed to identify students at risk. Progress Monitoring sheets are reviewed and discussed quarterly. Guided Reading levels are reviewed every 6 weeks and various benchmarks are reviewed each month. There are parent conferences offered twice per year and on an as needed basis.

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

Through the I&RS process, interventions and various strategies are put forth to create goals and objectives which are individualized per student. Data is collected on each student in relation to these interventions. ISIPs are created for each student. The I&RS Committee meets periodically to review student progress. The three-Tiered System is utilized. When a student is elevated to Tier III, CST becomes involved in the process. Students are evaluated using the DRA2 to gauge reading level. Extended Day services are offered to those identified through various assessments as well as through parent recommendation. Students are seen twice to three times daily in small group for guided reading as well as other content skills needed.

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

There are no students identified as migrant students in the district. However if students were identified they would be involved in the parent support center, which includes parent classes and workshops. If deemed necessary they would be administered the ACCESS assessment and placed accordingly. ELL services would be provided if needed. The Village Shop is made accessible to families as well as interpreter services. Accommodations are provided as needed. Extended Day tutoring would be offered. Web page provides translation of each section. ELL Summer Camp is provided to extend the school year.

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

The District provides a Homeless Liaison to meet with parents to assist them through the registration process as well as identifying other necessary services including Family Support Center, Family/Home visits, interpreter services, Village Shop, Family Workshops, Dr. visits, Health Care, Crisis Ctr visits,Thanksgiving turkey dinners, & Christmas gifts and food. The Nurse provides-doctor visits, free dental, hearing and vision screening.

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

Teachers are engaged in the decision making process through PLC meetings, CPT meetings, PD workshops including Use of MAP data and NJASK, I&RS meetings, Vertical and Horizontal Articulation meetings, Math and ELA Coaching and faculty meetings. All data, including progress monitoring data, is discussed at least quarterly to determine student needs as well as program needs.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? 2013/14 School year moved to full-day preschool providing PD to all PK staff. Preschool/Kindergarten Liaison who sends mid-year survey home to parents and conducted parent visitations. There is a "Meet and Greet" Orientation in the summer for new preschool parents and preschool students. There is an introduction of teaching staff, office staff, custodians, and nurse, building tour, cafeteria visit, brief introduction to the schedule and activities that occur throughout the day including arrival and dismissal. The

transition from preschool to kindergarten includes a visitation of preschoolers for story and snack in kindergarten. Kindergarten students also demonstrate cafeteria procedures to preschool students. Preschool students visit Kindergarten for a second visitation including a story and a project.

Guidance Counselors arrange for Middle School visitations along with a parent information session when transitioning elementary to Middle School. The Guidance Counselors also work with the High School Guidance Department to arrange course selection meetings with students and provide tours to both the High School and Vocational Schools. The guidance counselor visits the 4th-graders discussing the transition, what clubs are available at Bell Oaks, and answering questions and/or addressing concerns. Each 5th grade class writes a personal letter to a fourth grader, and the 4th graders write back. This year the "buddies" will continue to Skype each other. There is a visitation day with 4th grade going to the Middle School to visit their buddies. The students receive a tour, meet the Principal, 5th grade teachers and special area staff. The students hear about the various clubs and activities that are available, followed by a question and answer period. There is also an evening orientation held at the middle school for parents and students. Another activity is a 4th grade picnic, which gets both schools' 4th graders together to meet, eat lunch and be involved in various outdoor activities so that they are familiar with each other when together in 5th grade at the middle school.

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

Priority Problems and root causes were selected based on analysis of various data including NWEA, NJASK, DRA2, Benchmarks, and Progress Monitoring. Staff provided input through weekly CPT meetings, as well as after-school faculty meetings. The building Schoolwide Committee utilized all information provided to finalize the priority problems as well as root causes.

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	English Language Arts	Math
Describe the priority problem using at least two data sources	Student performance on the Reading and Writing portion of the LAL NJASK was below the benchmark established by the NJDOE. Reading and Language Usage in NWEA MAP was below the norm in some cases.	Student performance on the Math portion of the NJASK was below the benchmark established by the NJDOE. Math data in NWEA MAP was below the norm in some cases.
Describe the root causes of the problem	Lack of rigor in instructional practice and low expectation of student performance in addition to need for program aligned to common core.	Lack of rigor in instructional practice and low expectation of student performance in addition to need for program aligned to common core.
Subgroups or populations addressed	All students	All students
Related content area missed (i.e., ELA, Mathematics)	Reading and Writing	Math
Name of scientifically research based intervention to address priority problems	Small group instruction; reading and writing across the curriculum; Fundations; RTI; Benchmark Literacy newly implemented next school year; Guided Reading and writing	Small group instruction; skill reinforcement; RTI
How does the intervention align with the Common Core State Standards?	They are commercially created programs and strategies which are aligned to the NJCCCS.	They are commercially created programs and strategies which are aligned to the NJCCCS.

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

2015-2016 Comprehensive Needs Assessment Process

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

	#3	#4
Name of priority problem	English Language Learners	
Describe the priority problem using at least two data sources	Poor performance on the Access testing and NJASK, NWEA and benchmark assessments	
Describe the root causes of the problem	Some students are port of entry; varying level of language proficiency; Lack of rigor in instructional practice and low expectation of student performance	
Subgroups or populations addressed	All students	
Related content area missed (i.e., ELA, Mathematics)	ELA and Math	
Name of scientifically research based intervention to address priority problems	Small group instruction; reading and writing across the curriculum; Fundations; RTI; Benchmark Literacy newly implemented next school year; Guided Reading and writing	
How does the intervention align with the Common Core State Standards?	They are commercially created programs and strategies which are aligned to the NJCCCS.	

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

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

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Fundations; writing across the curriculum; balanced literacy; focused basic skills support Benchmark Literacy Comprehensive Reading program*	Teachers and Administrators	-Increase of 3 RIT in Reading on the Map at each grade levels 2-8 -Increase GR to meet grade level expectation by the end of k-1 grade -increase in Writing rubric scores as per SGO per marking period	Improving Reading Comprehension in Kindergarten Through 3rd Grade http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14 Helping Students Navigate the Path to College: What High Schools Can Do http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11
Math	Students with Disabilities	focused basic skills support; Benchmark Small group instruction	Teachers and Administrators	-increase of 3 RIT in Math on the MAP at grade levels 2-8	Teaching Math to Young Children k- http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=18 Improving Mathematical Problem Solving in Grades 4 Through 8 http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16 Helping Students Navigate the Path to College: What High Schools Can Do http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11
ELA	Homeless	Fundations; writing across the curriculum; balanced literacy; focused basic skills support	Teachers and Administrators	-Increase of 3 RIT in Reading on the Map at each grade levels 2-8 -Increase GR to meet grade level	Improving Reading Comprehension in Kindergarten Through 3rd Grade http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14 Helping Students Navigate the Path to College: What High Schools Can Do http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11

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)
		Benchmark Literacy Comprehensive Reading program*		expectation by the end of k-1 grade -increase in Writing rubric scores as per SGO per marking period	
Math	Homeless	focused basic skills support; Benchmark Small group instruction	Teachers and Administrators	-increase of 3 RIT in Math on the MAP at grade levels 2-8	Teaching Math to Young Children k- http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=18 Improving Mathematical Problem Solving in Grades 4 Through 8 http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16 Helping Students Navigate the Path to College: What High Schools Can Do http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Fundations; writing across the curriculum; balanced literacy; focused basic skills support Benchmark Literacy Comprehensive Reading program*	Teachers & Administrators	-Increase of 3 RIT in Reading on the Map at each grade levels 2-8 -Increase GR to meet grade level expectation by the end of k-1 grade -increase in Writing rubric scores as per SGO	Improving Reading Comprehension in Kindergarten Through 3rd Grade http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14 Helping Students Navigate the Path to College: What High Schools Can Do http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11

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)
				per marking period	
Math	ELLs	focused basic skills support; Benchmark Small group instruction	Teachers and Administrators	-increase of 3 RIT in Math on the MAP at grade levels 2-8	Teaching Math to Young Children k- http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=18 Improving Mathematical Problem Solving in Grades 4 Through 8 http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16 Helping Students Navigate the Path to College: What High Schools Can Do http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11
ELA	Economically Disadvantaged	Fundations; writing across the curriculum; balanced literacy; focused basic skills support Benchmark Literacy Comprehensive Reading program*	Teachers and Administrators	-Increase of 3 RIT in Reading on the Map at each grade levels 2-8 -Increase GR to meet grade level expectation by the end of k-1 grade -increase in Writing rubric scores as per SGO per marking period	Improving Reading Comprehension in Kindergarten Through 3rd Grade http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14 Helping Students Navigate the Path to College: What High Schools Can Do http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11
Math	Economically Disadvantaged	focused basic skills support; Benchmark Small group instruction	Teachers and Administrators	-increase of 3 RIT in Math on the MAP at grade levels 2-8	Teaching Math to Young Children k- http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=18 Improving Mathematical Problem Solving in Grades 4 Through 8 http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16 Helping Students Navigate the Path to College: What High Schools Can Do

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)
					http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11
ELA					
Math					

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)
ELA	Students with Disabilities	After school tutoring/small group & 1 to 1	Teachers and Administrators	-Increase of 3 RIT in Reading on the Map at each grade levels 2-8 -Increase GR to meet grade level expectation by the end of k-1 grade -increase in Writing rubric	Improving Reading Comprehension in Kindergarten Through 3rd Grade http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14 Helping Students Navigate the Path to College: What High Schools Can Do http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11

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

ESEA §1114(b)(1)(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)
				scores as per SGO per marking period	
Math	Students with Disabilities	After school tutoring/small group & 1 to 1	Teachers and Administrators	-increase of 3 RIT in Math on the MAP at grade levels 2-8	Teaching Math to Young Children k- http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=18 Improving Mathematical Problem Solving in Grades 4 Through 8 http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16 Helping Students Navigate the Path to College: What High Schools Can Do http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11
ELA	Homeless	After school tutoring/small group & 1 to 1	Teachers and Administrators	-Increase of 3 RIT in Reading on the Map at each grade levels 2-8 -Increase GR to meet grade level expectation by the end of k-1 grade -increase in Writing rubric scores as per SGO per marking period	Improving Reading Comprehension in Kindergarten Through 3rd Grade http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14 Helping Students Navigate the Path to College: What High Schools Can Do http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11
Math	Homeless	After school tutoring/small group & 1 to 1	Teachers and Administrators	-increase of 3 RIT in Math on the MAP at grade levels 2-8	Teaching Math to Young Children k- http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=18 Improving Mathematical Problem Solving in Grades 4 Through 8 http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16 Helping Students Navigate the Path to College: What High Schools Can Do http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11

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	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	After school tutoring/small group & 1 to 1	Teachers and Administrators	-Increase of 3 RIT in Reading on the Map at each grade levels 2-8 -Increase GR to meet grade level expectation by the end of k-1 grade -increase in Writing rubric scores as per SGO per marking period	Improving Reading Comprehension in Kindergarten Through 3rd Grade http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14 Helping Students Navigate the Path to College: What High Schools Can Do http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11
Math	ELLs	After school tutoring/small group & 1 to 1	Teachers and Administrators	-increase of 3 RIT in Math on the MAP at grade levels 2-8	Teaching Math to Young Children k- http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=18 Improving Mathematical Problem Solving in Grades 4 Through 8 http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16 Helping Students Navigate the Path to College: What High Schools Can Do http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11
ELA	Economically Disadvantaged	After school tutoring/small group & 1 to 1	Teachers and Administrators	-Increase of 3 RIT in Reading on the Map at each grade levels 2-8	Improving Reading Comprehension in Kindergarten Through 3rd Grade http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14 Helping Students Navigate the Path to College: What High Schools Can Do http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11

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)
				-Increase GR to meet grade level expectation by the end of k-1 grade -increase in Writing rubric scores as per SGO per marking period	
Math	Economically Disadvantaged	After school tutoring/small group & 1 to 1	Teachers and Administrators	-increase of 3 RIT in Math on the MAP at grade levels 2-8	Teaching Math to Young Children k- http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=18 Improving Mathematical Problem Solving in Grades 4 Through 8 http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16 Helping Students Navigate the Path to College: What High Schools Can Do http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11
ELA					
Math					

Use an asterisk to denote new programs.

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

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

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)
ELA	Students with Disabilities	Revision of Curriculum to align to the common core; novel units; writing coaches; Fundations coaching; Benchmark Literacy program PD* Link It data and Assessment system*	Teachers and Administrators	Improved instruction by staff through evaluation and PDPs	Using Student Achievement Data to Support Instructional Decision Making http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 Professional Learning Communities http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=181
Math	Students with Disabilities	PD to ensure curriculum is aligned to the common core; PD to support new K-5 math strategies Link It data and Assessment system*	Teachers and Administrators	Improved instruction by staff through evaluation and PDPs	University of Chicago School Mathematics Project, "About UCSMP", University of Chicago Mathematics Project. Using Student Achievement Data to Support Instructional Decision Making http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 Professional Learning Communities http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=181
ELA	Homeless	Revision of Curriculum to align to the common core; novel units; writing coaches; Fundations coaching; Benchmark	Teachers and Administrators	Improved instruction by staff through evaluation and PDPs	Using Student Achievement Data to Support Instructional Decision Making http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 Professional Learning Communities http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=181

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Literacy program PD* Link It data and Assessment system*			
Math	Homeless	PD to ensure curriculum is aligned to the common core; PD to support new K-5 math strategies Link It data and Assessment system*	Teachers and Administrators	Improved instruction by staff through evaluation and PDPs	University of Chicago School Mathematics Project, "About UCSMP", University of Chicago Mathematics Project. Using Student Achievement Data to Support Instructional Decision Making http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 Professional Learning Communities http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=181
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Revision of Curriculum to align to the common core; novel units; writing coaches; Fundations coaching; Benchmark Literacy program PD*	Teachers and Administrators	Improved instruction by staff through evaluation and PDPs	Using Student Achievement Data to Support Instructional Decision Making http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 Professional Learning Communities http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=181

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Link It data and Assessment system*			
Math	ELLs	PD to ensure curriculum is aligned to the common core; PD to support new K-5 math strategies Link It data and Assessment system*	Teachers and Administrators	Improved instruction by staff through evaluation and PDPs	University of Chicago School Mathematics Project, "About UCSMP", University of Chicago Mathematics Project. Using Student Achievement Data to Support Instructional Decision Making http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 Professional Learning Communities http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=181
ELA	Economically Disadvantaged	Revision of Curriculum to align to the common core; novel units; writing coaches; Fundations coaching; Benchmark Literacy program PD* Link It data and Assessment system*	Teachers and Administrators	Improved instruction by staff through evaluation and PDPs	Using Student Achievement Data to Support Instructional Decision Making http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 Professional Learning Communities http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=181
Math	Economically Disadvantaged	PD to ensure curriculum is aligned to the	Teachers and Administrators	Improved instruction by staff through evaluation and PDPs	University of Chicago School Mathematics Project, "About UCSMP", University of Chicago

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		common core; PD to support new K-5 math strategies Link It data and Assessment system*			Mathematics Project. Using Student Achievement Data to Support Instructional Decision Making http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 Professional Learning Communities http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=181
ELA					
Math					

Use an asterisk to denote new programs.

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? Teachers, Community members, administrators and members of the Schoolwide Committee.

2. Will the review be conducted internally (by school staff), or externally? Internally

   How frequently will evaluation take place? Quarterly

   In school during faculty and common planning time meetings and after school meetings as well as at Board meetings which are open to the entire community. Also during Schoolwide Committee meetings.
3. What barriers or challenges does the school anticipate during the implementation process? We struggle with garnering support from parents in the educational process. There is a sense of satisfaction with the status quo. We address this through parent workshops, our Family Support Center, Open houses, and Back to School Night.
4. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? We will continue to conduct meetings during the day, after school and in the evening in an effort to reach parents who are working and at home. We will make quarterly presentations at Board meetings. Parent support groups have been created for varying grade levels: early childhood, elementary and adolescent groups.
5. What measurement tool(s) will the school use to gauge the perceptions of the staff? Survey
6. What measurement tool(s) will the school use to gauge the perceptions of the community? Parent Perception Survey created by Committee
7. How will the school structure interventions? Interventions will be provided during the day as well as through our before and after school programs and our summer regression and Extended School year activities. There is also triple dosing of guided reading as well as 4th grade team time at the end of the day to address students in ELA levels (high, medium, low). A 3rd BSI teacher has been added to address more students needs from K through 4 as well as to work with Math in addition to ELA. A preschool and Kindergarten screening will be completed in September on all students to provide data to inform instruction.
8. How frequently will students receive instructional interventions? Daily and Weekly
9. What resources/technologies will the school use to support the schoolwide program? IPADS, kindles, Nooks, technology centers, 1:1 laptop initiative.

10. What quantitative data will the school use to measure the effectiveness of each intervention provided? MAP results, benchmarking data, student progress monitoring charts, Teacher data collected in Link It online data and assessment system.
11. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Quarterly community meetings

Provide a separate response for each question.

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

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Parent Liaison Committee & Center; Back to school night; Open house, Pride in Education week; Parent Volunteers, PTO; National Night Out; parades; web site; sponsored game night; budget hearing; concerts; Character education fashion show; technology demonstration; Parent visitation tours; Parent advisory group; LEARN Parent Literacy Nights Monthly*	Parent Liaison committee, Teachers, Principals, Super of C & I, Director of Special Education Superintendent	Increased participation in school events; Parent involvement increases student achievement; Better informed community	Dropout Prevention (parent involvement) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9
Math	Students with Disabilities	Parent Liaison Committee & Center; Back to school night; Open house, Pride in Education week; Parent Volunteers, PTO; National Night Out; parades; web site; sponsored game night; budget hearing; concerts; Character education fashion show; technology demonstration; Parent visitation tours; Parent	Parent Liaison committee, Teachers, Principals, Super of C & I, Director of Special Education Superintendent	Increased participation in school events; Parent involvement increases student achievement; Better informed community	Dropout Prevention (parent involvement) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		advisory group LEARN Parent Literacy Nights Monthly*;			
ELA	Homeless	Parent Liaison Committee & Center; Back to school night; Open house, Pride in Education week; Parent Volunteers, PTO; National Night Out; parades; web site; sponsored game night; budget hearing; concerts; Character education fashion show; technology demonstration; Parent visitation tours; Parent advisory group; LEARN Parent Literacy Nights Monthly*	Parent Liaison committee, Teachers, Principals, Super of C & I, Director of Special Education Superintendent	Increased participation in school events; Parent involvement increases student achievement; Better informed community	Dropout Prevention (parent involvement) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9
Math	Homeless	Parent Liaison Committee & Center; Back to school night; Open house, Pride in Education week; Parent Volunteers, PTO; National Night Out; parades; web site; sponsored game night; budget hearing; concerts; Character education fashion show; technology demonstration; Parent visitation tours; Parent advisory group; LEARN Parent Literacy Nights Monthly*	Parent Liaison committee, Teachers, Principals, Super of C & I, Director of Special Education Superintendent	Increased participation in school events; Parent involvement increases student achievement; Better informed community	Dropout Prevention (parent involvement) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Parent Liaison Committee & Center; Back to school night; Open house, Pride in Education week; Parent Volunteers, PTO; National Night Out; parades; web site; sponsored game night; budget hearing; concerts; Character education fashion show; technology demonstration; Parent visitation tours; Parent advisory group; LEARN Parent Literacy Nights Monthly*	Parent Liaison committee, Teachers, Principals, Super of C & I, Director of Special Education Superintendent	Increased participation in school events; Parent involvement increases student achievement; Better informed community	Dropout Prevention (parent involvement) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9
Math	ELLs	Parent Liaison Committee & Center; Back to school night; Open house, Pride in Education week; Parent Volunteers, PTO; National Night Out; parades; web site; sponsored game night; budget hearing; concerts; Character education fashion show; technology demonstration; Parent visitation tours; Parent advisory group; LEARN Parent Literacy Nights Monthly*	Parent Liaison committee, Teachers, Principals, Super of C & I, Director of Special Education Superintendent	Increased participation in school events; Parent involvement increases student achievement; Better informed community	Dropout Prevention (parent involvement) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Parent Liaison Committee & Center; Back to school night; Open house, Pride in Education week; Parent Volunteers, PTO; National Night Out; parades; web site; sponsored game night; budget hearing; concerts; Character education fashion show; technology demonstration; Parent visitation tours; Parent advisory group; LEARN Parent Literacy Nights Monthly*	Parent Liaison committee, Teachers, Principals, Super of C & I, Director of Special Education Superintendent	Increased participation in school events; Parent involvement increases student achievement; Better informed community	Dropout Prevention (parent involvement) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9
Math	Economically Disadvantaged	Parent Liaison Committee & Center; Back to school night; Open house, Pride in Education week; Parent Volunteers, PTO; National Night Out; parades; web site; sponsored game night; budget hearing; concerts; Character education fashion show; technology demonstration; Parent visitation tours; Parent advisory group; LEARN Parent Literacy Nights Monthly*	Parent Liaison committee, Teachers, Principals, Super of C & I, Director of Special Education Superintendent	Increased participation in school events; Parent involvement increases student achievement; Better informed community	Dropout Prevention (parent involvement) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9
ELA					

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math					

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? We will sponsor parent workshops that focus on the academic program and services offered at the school. These will include but are not limited to sessions teaching parents how to read with their children, learning the strategies associated with our math program, how to help your child complete homework (monthly LEARN Parent Literacy Nights*).
2. How will the school engage parents in the development of the written parent involvement policy? Parents and community members are invited to attend our school board meeting in June when district goals are established. We will address the parent involvement policy at that time.
3. How will the school distribute its written parent involvement policy? Through the website, evening meetings, by letter to parents
4. How will the school engage parents in the development of the school-parent compact? A meeting will be held during the first week of school. Letters will be sent to parents explaining what the parent compact is and that they are encouraged to attend. Messages are sent through Blackboard Connect voice and email*.
5. How will the school ensure that parents receive and review the school-parent compact? It will be posted on the school and district web pages and a letter will be sent home.
6. How will the school report its student achievement data to families and the community? Through our annual report, school videos, board meetings, School web page*.

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? Letters will be sent to parents

8. How will the school inform families and the community of the school's disaggregated assessment results? They will be presented at Board meetings, a letter will go home announcing that the data is posted on the school and district web pages.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? Parents and community members were part of the stakeholder group that created the school wide plan.

10. How will the school inform families about the academic achievement of their child/children? Genesis Parent Portal, NWEA reports sent home, conferences, Back to School nights.

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

Provide a separate response for each question.

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

ESEA §1116(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	28 100%	In order to retain new teachers, the district provides new teacher orientation to acquaint new teachers with district policies and procedures. New teachers are paired with veteran teachers as mentors, and seasoned teachers, new to the district, are paired with mentors as well. The district provides professional development, evaluations, and as follow-up, additional professional development is provided to address concerns, when needed.
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)	7 100%	In order to retain new paraprofessionals, the district provides new teacher orientation to acquaint new paras with district policies and procedures. New paras are paired with veteran teachers as mentors. The district provides professional development, evaluations, and as follow-up, additional professional development is provided to address concerns, when needed.
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 §6[illegible]

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
Readily available technology; high quality PD; incentives for degree extension; tuition reimbursement; competitive pay scale; family illness days; diversity; excellent mentoring program; teacher training in the summer; opportunities for stipend – extra-curricular positions	**Administration, Board of Education**