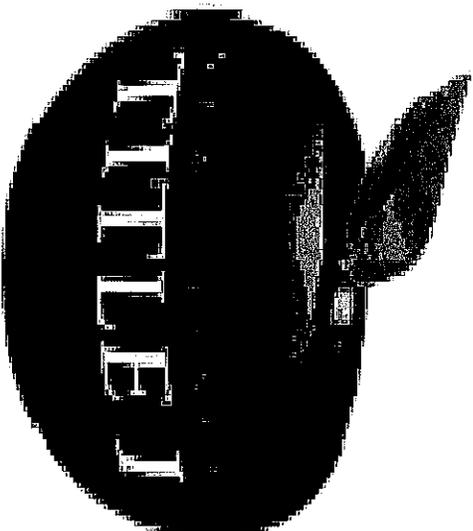


NEW JERSEY DEPARTMENT OF EDUCATION

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	School: Ethel M. Burke
Chief School Administrator: ANNETTE CASTIGLIONE	Address: 112 S. Black Horse Pike Bellmawr NJ 08031
Chief School Administrator's E-mail: acastiglione@bellmawrschools.org	Grade Levels: PreK-4
Title I Contact: Dottie Specht	Principal: Frank E. Jankowski
Title I Contact E-mail: dspecht@bellmawrschools.org	Principal's E-mail: frankowski@bellmawrschools.org
Title I Contact Phone Number: 856-931-3620 x1213	Principal's Phone Number: 856-931-6362 X 3300

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school 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.

Principal's Name Frank Jankowski Principal's Signature _____ Date June 15, 2015

Critical Overview Elements

- The School had 6 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$2,760,870, which comprised 27% of the school's budget in 2014-15.
- State/local funds to support the school will be \$2,865,738, which will comprise 27% of the school's budget in 2015-16..
- Title I funded programs/interventions/strategies/activities in 2014-2015 include the following:

Fundations	1,3	Basic Skills teacher working in small groups	100-600 and 100-100	65,200
I&RS Process	1,2 & 3	Basic Skills teacher working in small groups	100-100	Same as first box
RTI	1,2 & 3	Basic Skills teacher working in small groups	100-100	Same as first box
Summer Book Exchange and summer camp	1,3	Retention of skills over the summer	100-600, 200-100	2,000
Ipad Technology Infusion	1,2 & 3	Basic Skills teacher working in small groups	100-100	Same as first box

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

ESEA §1114(b)(2)(B)(iii): "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 continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. * Add lines as necessary.

Name	Stakeholder Group	Participated	Participated	Participated	Signature
		In Needs Assessment	in Plan Development	In Program Evaluation	
Jody Mangus	Board of Education	Yes	Yes	Yes	
Eric Hoban	Board of Education	Yes	Yes	Yes	
Cindy MacAdams	Kindergarten Teacher	Yes	Yes	Yes	
Mike Echmeyer	Board of Education	Yes	Yes	Yes	
Jessica Scherer	Adjunct professor CCC	Yes	Yes	Yes	
Annette Castiglione	Superintendent	Yes	Yes	Yes	
Patricia Bartley	Director of Special Services	Yes	Yes	Yes	
Gina Heller	3 rd Grade Teacher	Yes	Yes	Yes	
Kathy Vespe	4 th Grade Teacher	Yes	Yes	Yes	
Mike Mazzuca	3 rd Grade/Special Ed.	Yes	Yes	Yes	
Regina Andrews-Collette	Social worker	Yes	Yes	Yes	
Melissa Kormann	2 nd Grade Teacher	Yes	Yes	Yes	
Frank Jankowski	Principal	Yes	Yes	Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Jackie Soukup	PTO President	Yes	Yes	Yes	
Danielle Tomeo	Parent	Yes	Yes	Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at different times of the year (e.g., fall and spring). List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment, Schoolwide Plan development, and the program evaluation below.

Date	Location	Topic	Agenda on File	Minutes on File
9/2, 10/22, 11/13, 12/9, 4/22	Ethel M. Burke	Plan Development	X	X
6/16/15		Program Evaluation	X	X

*Add rows as necessary.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

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

What is the school's mission statement?

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.

SCHOOLWIDE COMPONENT: EVALUATION

24 CFR § 200.26©: 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 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2012-2013	2013-2014	Interventions Provided	Describe why the interventions <u>did</u> or <u>did not</u> result in proficiency.
Grade 4	10	10	Continue to provide small group instruction Math/LAL, after-school tutoring, BSI targeted instruction, Balanced Literacy, RTI, PD coaches, Summer Skills packets, Summer Book Exchange, Ipad Tech Infusion, Weekly common planning time meetings, benchmarking, data binders	Instruction not aligned to Common Core, lack of rigorous instruction, low expectations
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

SCHOOLWIDE COMPONENT: EVALUATION

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4	8	12	Continue to provide small group instruction Math/LAL, after-school tutoring, BSI targeted instruction, Balanced Literacy, RTI, PD coaches, Summer Skills packets, Summer Book Exchange, Ipad Tech infusion, Weekly common planning time meetings, benchmarking, data binders	Instruction not aligned to 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	2012-2013	2013-2014	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Pre-Kindergarten	NA	NA	Continue to utilize Teaching Strategies Gold Assessment; Creative Curriculum PD Small group instruction Math/LAL, after-school tutoring, BSI targeted instruction, Balanced Literacy, RTI, PD coaches, Summer Skills packets, Summer Book Exchange, Ipad Tech infusion, Weekly common planning time meetings, benchmarking, data binders	It is evident that more professional development is needed in this area.

SCHOOLWIDE COMPONENT: EVALUATION

Kindergarten			Teachers have continued to use Data Binders; Small group instruction Math/LAL, after-school tutoring, BSI targeted instruction, Balanced Literacy, RTI, PD coaches, Summer Skills packets, Summer Book Exchange, Ipad Tech infusion, Weekly common planning time meetings, benchmarking, data binders	Instruction not aligned to Common Core, lack of rigorous instruction, low expectations
Grade 1			Teachers have continued to use Data Binders; Small group instruction Math/LAL, after-school tutoring, BSI targeted instruction, Balanced Literacy, RTI, PD coaches, Summer Skills packets, Summer Book Exchange, Ipad Tech infusion, Weekly common planning time meetings, benchmarking, data binders	Instruction not aligned to Common Core, lack of rigorous instruction, low expectations
Grade 2			Teachers have continued to use Data Binders; Small group instruction Math/LAL, after-school tutoring, BSI targeted instruction, Balanced Literacy, RTI, PD coaches, Summer Skills packets, Summer Book Exchange, Ipad Tech infusion, Weekly common planning time meetings, benchmarking, data binders	Instruction not aligned to Common Core, lack of rigorous instruction, low expectations
Grade 9				
Grade 10				

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency.
Pre-Kindergarten	NA	NA	Teaching Strategies Gold Assessment continued; Creative Curriculum PD	More PD needed.
Kindergarten	NA	NA	Teachers have continued to provide small group instruction Math/LAL, after-school tutoring, BSI targeted instruction, Balanced Literacy, RTI, PD coaches, Summer Skills packets, Summer Book Exchange, Ipad Tech infusion, Weekly common planning time meetings, benchmarking, data	Instruction not aligned to Common Core, lack of rigorous instruction, low expectations

SCHOOLWIDE COMPONENT: EVALUATION

			binders	
Grade 1			Teachers have continued to use Data Binders; Small group instruction Math/LAL, after-school tutoring, BSI targeted instruction, Balanced Literacy, RTI, PD coaches, Summer Skills packets, Summer Book Exchange, Ipad Tech infusion, Weekly common planning time meetings, benchmarking, data binders	Instruction not aligned to Common Core, lack of rigorous instruction, low expectations
Grade 2			Teachers have continued to use Data Binders; Small group instruction Math/LAL, after-school tutoring, BSI targeted instruction, Balanced Literacy, RTI, PD coaches, Summer Skills packets, Summer Book Exchange, Ipad Tech infusion, Weekly common planning time meetings, benchmarking, data binders	Instruction not aligned to Common Core, lack of rigorous instruction, low expectations

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement Implemented in 2014-2015

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
<p>Small group instruction; RTI; Small group instruction Math/LAL, after-school tutoring, BSI targeted instruction, Balanced Literacy, RTI, PD coaches, Summer Skills packets, Summer Book Exchange, Ipad Tech Infusion, Weekly common planning time meetings, benchmarking, data binders</p>	<p>ELA</p>	<p>yes</p>	<p>Continued participation; increased student achievement; report card grades; NWEA</p>	<p>NWEA MAP scores, NJASK, DRA2, Running Records, Academic grading, Benchmark assessments, surveys, Anecdotal notes & rubrics</p>
<p>Small group instruction; RTI; Small group instruction Math/LAL, after-school tutoring, BSI targeted instruction, Balanced Literacy, RTI, PD coaches, Summer Skills packets, Summer Book Exchange, Ipad Tech infusion, Weekly common planning time meetings,</p>	<p>Mathematics</p>	<p>yes</p>	<p>Continued participation; increased student achievement; report card grades; NWEA</p>	<p>NWEA MAP scores, NJASK, Academic grading, Benchmark assessments, surveys, Anecdotal notes & rubrics</p>

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
benchmarking, data binders				
Small group instruction; RTI; Small group instruction Math/LAL, after-school tutoring, BSI targeted instruction, Balanced Literacy, RTI, PD coaches, Summer Skills packets, Summer Book Exchange, Ipad Tech infusion, Weekly common planning time meetings, benchmarking, data binders	Students with Disabilities	yes	Continued participation; increased student achievement; report card grades; NWEA	NWEA MAP scores, NJASK, DRA2, Running Records, Academic grading, Benchmark assessments, surveys, Anecdotal notes & rubrics
Small group instruction; RTI; Small group instruction Math/LAL, after-school tutoring, BSI targeted instruction, Balanced Literacy, RTI, PD coaches, Summer Skills packets, Summer Book Exchange, Ipad Tech infusion, Weekly common planning time meetings, benchmarking, data	Homeless/Migrant	yes	Continued participation; increased student achievement; report card grades; NWEA	NWEA MAP scores, NJASK, DRA2, Running Records, Academic grading, Benchmark assessments, surveys, Anecdotal notes & rubrics

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
binders				
Small group instruction; RTI; Small group instruction Math/LAL, after-school tutoring, BSI targeted instruction, Balanced Literacy, RTI, PD coaches, Summer Skills packets, Summer Book Exchange, Ipad Tech infusion, Weekly common planning time meetings, benchmarking, data binders	ELLS	yes	Continued participation; increased student achievement; report card grades; NWEA	NWEA MAP scores, NJASK, DRA2, Running Records, Academic grading, Benchmark assessments, surveys, Anecdotal notes & rubrics

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

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Continued Extended Day tutoring; Small group instruction; RTI; Small group instruction Math/LAL, after-school tutoring, BSI targeted instruction, Balanced Literacy, RTI, PD coaches, Summer Skills packets, Summer Book Exchange, Ipad	ELA	yes	Continued participation; increased student achievement; report card grades; NWEA	NWEA MAP scores, NJASK, DRA2, Running Records, Academic grading, Benchmark assessments, surveys, Anecdotal notes & rubrics

SCHOOLWIDE COMPONENT: EVALUATION

	2	3	4	5
Tech infusion, Weekly common planning time meetings, benchmarking, data binders				
Extended Day tutoring; Small group instruction; RTI; Small group instruction Math/LAL, after-school tutoring, BSI targeted instruction, Balanced Literacy, RTI, PD coaches, Summer Skills packets, Summer Book Exchange, Ipad Tech infusion, Weekly common planning time meetings, benchmarking, data binders	Mathematics	yes	Continued participation; increased student achievement; report card grades; NWEA	NWEA MAP scores, NJASK, Academic grading, Benchmark assessments, surveys, Anecdotal notes & rubrics
Extended Day tutoring; ESY; Small group instruction; RTI; Small group instruction Math/LAL, after-school tutoring, BSI targeted instruction, Balanced Literacy, RTI, PD coaches, Summer Skills packets, Summer	Students with Disabilities	yes	Continued participation; increased student achievement; report card grades; NWEA	NWEA MAP scores, NJASK, DRA2, Running Records, Academic grading, Benchmark assessments, surveys, Anecdotal notes & rubrics

SCHOOLWIDE COMPONENT: EVALUATION

	2	3	4	5
<p>Book Exchange, Ipad Tech infusion, Weekly common planning time meetings, benchmarking, data binders</p>				
<p>Small group instruction; RTI; Small group instruction Math/LAL, after- school tutoring, BSI targeted instruction, Balanced Literacy, RTI, PD coaches, Summer Skills packets, Summer Book Exchange, Ipad Tech infusion, Weekly common planning time meetings, benchmarking, data binders</p>	Homeless/Migrant	yes	Continued participation; increased student achievement; report card grades; NWEA	NWEA MAP scores, NJASK, DRA2, Running Records, Academic grading, Benchmark assessments, surveys, Anecdotal notes & rubrics
<p>Small group instruction; RTI; Small group instruction Math/LAL, after- school tutoring, BSI targeted instruction, Balanced Literacy, RTI, PD coaches, Summer Skills packets, Summer Book Exchange, Ipad Tech infusion, Weekly common planning</p>	ELLs	yes	Continued participation; increased student achievement; report card grades; NWEA	NWEA MAP scores, NJASK, DRA2, Running Records, Academic grading, Benchmark assessments, surveys, Anecdotal notes & rubrics

SCHOOLWIDE COMPONENT: EVALUATION

	2	3	4	5
time meetings, benchmarkings, data binders				

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Professional Development Implemented in 2014-2015

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Coaches	ELA	yes	Continued participation; increased student achievement; report card grades; implementation of program	NWEA MAP scores, NJASK, DRA2, Running Records, Academic grading, Benchmark assessments, surveys, Anecdotal notes & rubrics
Consultants	Mathematics	yes	Continued participation; increased student achievement; report card grades; implementation of program	NWEA MAP scores, NJASK, DRA2, Running Records, Academic grading, Benchmark assessments, surveys, Anecdotal notes & rubrics
Coaches, consultants	Students with Disabilities	yes	Continued participation; increased student achievement; report card grades; implementation of program	NWEA MAP scores, NJASK, DRA2, Running Records, Academic grading, Benchmark assessments, surveys, Anecdotal notes & rubrics
Coaches, consultants	Homeless/Migrant	yes	Continued participation; increased student achievement; report card grades; implementation of program	NWEA MAP scores, NJASK, DRA2, Running Records, Academic grading, Benchmark assessments, surveys, Anecdotal notes & rubrics
Coaches, consultants	ELLs	yes	Continued participation; increased student achievement; report card grades; implementation of program	NWEA MAP scores, NJASK, DRA2, Running Records, Academic grading, Benchmark assessments, surveys, Anecdotal notes & rubrics

Family and Community Engagement Implemented in 2014-2015

SCHOOLWIDE COMPONENT: EVALUATION

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Parent workshops; Reminder 101	ELA	yes	Continued participation; increased student achievement; report card grades; implementation of program	NWEA MAP scores, NJASK, DRA2, Running Records, Academic grading, Benchmark assessments, surveys, Anecdotal notes & rubrics
Online subscription; Reminder 101	Mathematics	yes	Continued participation; increased student achievement; report card grades; implementation of program	NWEA MAP scores, NJASK, DRA2, Running Records, Academic grading, Benchmark assessments, surveys, Anecdotal notes & rubrics
Parent workshops; Reminder 101; online subscriptions; family support center	Students with Disabilities	yes	Continued participation; increased student achievement; report card grades; implementation of program	NWEA MAP scores, NJASK, DRA2, Running Records, Academic grading, Benchmark assessments, surveys, Anecdotal notes & rubrics
Parent workshops; Reminder 101; online subscriptions; family support center	Homeless/Migrant	yes	Continued participation; increased student achievement; report card grades; implementation of program	NWEA MAP scores, NJASK, DRA2, Running Records, Academic grading, Benchmark assessments, surveys, Anecdotal notes & rubrics
Parent workshops; Reminder 101; online subscriptions; family support center; parents are better able to understand the educational process thereby able to assist their students with schoolwork	ELLs	yes	Continued participation; increased student achievement; report card grades; implementation of program	NWEA MAP scores, NJASK, DRA2, Running Records, Academic grading, Benchmark assessments, surveys, Anecdotal notes & rubrics

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

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 Frank Jankowski

Principal's Signature _____

June 16, 2015
Date

SCHOOLWIDE COMPONENT: EVALUATION

2014-2015 Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2014-2015 Interventions and Strategies (Results and outcomes must be measurable.)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
Academic Achievement – Reading	NWEA; benchmarks; progress monitoring; NJASK	Students continue to read below grade level; Foundations analysis (i.e. letter sounds; blends, etc) ongoing
Academic Achievement – Writing	NWEA; benchmarks; progress monitoring NJASK	Students continue to read below grade level
Academic Achievement - Mathematics	NWEA; benchmarks; progress monitoring; NJASK	Students continue to read below grade level
Family and Community Engagement	Literacy workshop; Back to School Night; Open House; National Night Out; parades; board meetings; Spring Concert; community survey districtwide emergency response; prek and k orientation; parent portal	Attendance; Village Shoppe visits; Parents struggle with understanding of Foundations and EDM; DEAC meeting; teacher webpages; frequent email comm.; teacher newsletters; highlighting district programs at BOE meetings
Professional Development	District PD survey; McRel PD; PLC; CPT; grade level articulation	Refer to online McRel PD plans; end of year summative; majority between 3 and 4
Homeless	Homeless paperwork; liaison contacted; Village Shoppe	Continued communication between parents and liaison
Students with Disabilities	I & RS process; Interactive Kids;	Our special ed population struggles with state tests per NJASK; Math indicators typically stronger than ELA; continue instruction based on IEPs; Community based instruction; Extended School year program

SCHOOLWIDE COMPONENT: EVALUATION

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
English Language Learners	ACCESS for ELL; adult ELL classes; WIDA; benchmarks; NJASK	Current analysis of assessments listed.
Economically Disadvantaged	NJASK; NWEA; ACCESS testing; free and reduced classification reports	ED population continues to struggle with both statewide assessments and building wide assessments.
School Climate and Culture	Character Ed. Programs; Bucketfiller; 100 Book Challenge; End of Year Awards ceremony; in class individual behavioral/positive reinforcement programs; Spirit Days; celebration of student work on webpages; concert; sing-off; PLCs, parent surveys, staff attendance; Staff of the Month	Students actively engaged in the learning process; positive activities that encourage our students to participate in learning; positive effect on school climate; PLCs have given time to teachers for collaboration
Leadership	Meetings with Principal; School Leadership Committee; CPTs; Staff of the Month	Share out successes and challenges
School-Based Youth Services	NA	

SCHOOLWIDE COMPONENT: EVALUATION

2014-2015 Needs Assessment Process

Narrative

1. What process did the school use to conduct its needs assessment? Schoolwide Team met to review data and to discuss our current needs with our Title I population.
2. What process did the school use to collect and compile data for student subgroups? Frequent checks on progress monitoring charts; after students referred to I and RS, follow and implement strategies and report through various Tiers.
3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?¹ Cross check NWEA to benchmarks (GR levels), previous ASK scores
4. What did the data analysis reveal regarding classroom instruction? Wide range of skill levels; academic plan developed and instruction differentiated to meet student needs.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? It showed us that we did benefit from PD focused on differentiated instruction.
6. How does the school identify educationally at-risk students in a timely manner? The I&RS process currently in place requires teachers to complete a detailed analysis of the current academic concerns; data gathered includes parental conferences, current academic levels; strategies to utilize in the classroom; teacher recs; checks and balances in place; meetings scheduled through CST in a timely manner.
7. How does the school provide effective interventions to educationally at-risk students? We review academic folders; data; files; timelines established for data checks; use of additional staff to focus upon BSI needs; both pull out and push in instruction provided
8. How does the school address the needs of migrant students? N/A
9. How does the school address the needs of homeless students? Students referred through Homeless Liaison; Village Shoppe assistance

¹ Definitions taken from "Understanding Research Methods" by Mildred Patten

Patten, M. L. (2012). *Understanding Research Methods*. Glendale, California: Pyrczak Publishing

SCHOOLWIDE COMPONENT: EVALUATION

- 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 actively engaged in I & RS process; teachers serve on curriculum committees; frequent teacher articulation meetings; PLC and CPT meetings to discuss current academic progress; PD sessions to assess needs
- 11.** How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school? School sponsored orientations (4th to 5th); parents involved also; student grade level visitations; collaboration between PreK and K; Grade level (up/down) articulation
- 12.** How did the school select the priority problems and root causes for the 2014-15 schoolwide plan? Free/reduced; I & RS; analysis of both formative and summative assessments (NWEA; progress monitoring, benchmarks); leadership team meetings

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three 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	Mathematics
Describe the priority problem using at least two data sources	Low student achievement according to NWEA and NJASK; benchmark assessments and report card grades; Student performance on the Writing portion of the LAL NJASK 2011 was below the benchmark established by the NJDOE.	Low student achievement according to NWEA and NJASK; benchmark assessments and report card grades
Describe the root causes of the problem	Lack of rigor instructional practice and low expectations of student performance	Low student achievement according to NWEA and NJASK; benchmark assessments and report card grades
Subgroups or populations addressed	All students	All students
Related content area missed	Reading and Writing	Math
Name of scientifically research based intervention to address priority problems	Small group instruction, reading and writing across the curriculum; skill reinforcement, Foundations; RTI; Purchase of new ELA program (Benchmark); guided reading and writing; hired additional Basic Skills teacher to reach students in grades 2, 3, 4	Small group instruction, reading and writing across the curriculum; 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 NJCCC	They are commercially created programs and strategies which are aligned to NJCCC

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 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	ACCESS for ELL; NJASK; benchmark assessments.	
Describe the root causes of the problem	Lack of rigor instructional practice and low expectations of performance; point of entry students; varying levels of English-language proficiency	
Subgroups or populations addressed	All students	
Related content area missed	ELA and Math	
Name of scientifically research based intervention to address priority problems	Small group instruction, reading and writing across the curriculum; skill reinforcement; Fundations; RTI; Purchase of new ELA program with ELA supplementary materials; 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 NJCC	

SCHOOLWIDE COMPONENT: Reform Strategies

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

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b) strengthen the core academic program in the school.</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
*Foundations; writing across the curriculum; balanced literacy; focused basic skills support Reading program (continued)	ELA	All students	Teacher/administrator and all staff	Increase of 3 RIT in Reading on the MAP at each grade level 2-8; Increase GR to meet grade level expectations by the end of K-1 grade; increase in writing rubric scores as per SGO per marking period	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14; http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11
Tutoring, Small group and one to one instruction (continued)	Mathematics	All students	Teacher/administrator and all staff	Increase of 3 RIT in Reading on the MAP at each grade level 2-8; Increase GR to meet grade level expectations	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=18; http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16

SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school.</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
<p>*Fundations; writing across the curriculum; balanced literacy; focused basic skills support Reading program (continued)</p>	<p>ELA/Math</p>	<p>Homeless Migrant</p>	<p>Teacher/administrator</p>	<p>Increase of 3 RIT in Reading on the MAP at each grade level 2-8; Increase GR to meet grade level expectations by the end of K-1 grade; increase in writing rubric scores as per SGO per marking period</p>	<p>http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=18; http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16</p>
<p>*Fundations; writing across the curriculum;</p>	<p>ELA/Math</p>	<p>ELLS</p>	<p>Teacher/administrator</p>	<p>Increase of 3 RIT in Reading on the MAP</p>	<p>http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=18; http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16</p>

SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school.</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
balanced literacy; focused basic skills support Reading program (continued)				at each grade level 2-8; Increase GR to meet grade level expectations by the end of K-1 grade; increase in writing rubric scores as per SGO per marking period	
*Foundations; writing across the curriculum; balanced literacy; focused basic skills support Reading program (continued)	ELA/Math	Students with Disabilities	Teacher/administrator	Increase of 3 RIT in Reading on the MAP at each grade level 2-8; Increase GR to meet grade level expectations by the end of K-1 grade; increase in writing rubric scores as per SGO per	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=18; http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16

SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school:</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
				marking period	

* Use an asterisk to denote new programs.

2014-2015 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

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.

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
After school tutoring, Small group and one to one instruction, *Summer Enrichment camp	ELA	All students	Teacher/administrator	Increase of 3 RIT in Reading on the MAP at each grade level 2-8; Increase GR to meet grade level expectations by the end of K-1 grade; increase in writing rubric scores as per SGO per marking period	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14 ; http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11
After school tutoring,	Mathematics	All students	Teacher/administrator	Increase of 3 RIT in Reading	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14 ; http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11

SCHOOLWIDE COMPONENT: Reform Strategies

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.

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Small group and one to one instruction, *Summer Enrichment camp (continued)				on the MAP at each grade level2-8; Increase GR to meet grade level expectations by the end of K-1 grade; increase in writing rubric scores as per SGO per marking period	
After school tutoring, Small group and one to one instruction, *Summer Enrichment camp (continued)	ELA/Math	Homeless Migrant	Teacher/administrator	Increase of 3 RIT in Reading on the MAP at each grade level2-8; Increase GR to meet grade level expectations by the end of K-1 grade; increase in writing rubric scores as per SGO per	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14 ; http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11

SCHOOLWIDE COMPONENT: Reform Strategies

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.

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
After school tutoring, Small group and one to one instruction, *Summer Enrichment camp (continued)	ELA/Math	ELLs	Teacher/administrator	marking period Increase of 3 RIT in Reading on the MAP at each grade level 2-8; Increase GR to meet grade level expectations by the end of K-1 grade; increase in writing rubric scores as per SGO per marking period	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14; http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11
After school tutoring, Small group and one to one instruction, *Summer Enrichment camp (continued)	ELA/Math	Students with Disabilities	Teacher/administrator	Increase of 3 RIT in Reading on the MAP at each grade level 2-8; Increase GR to meet grade level expectations by the end of K-1 grade; increase in writing rubric	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14; http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11

SCHOOLWIDE COMPONENT: Reform Strategies

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;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
				scores as per SGO per marking period	

*Use an asterisk to denote new programs.

2014-2015 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.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Revision of curriculum to align to the common core; novel units; writing coaches; Foundations* coaching;	ELA	All students	Teacher/administrator	Improved instruction by staff through evaluation and PDPs	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12
Revision of curriculum to align to the common	Mathematics	All students	Teacher/administrator	Improved instruction by staff through evaluation and	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9 http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12

SCHOOLWIDE COMPONENT: Reform Strategies

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.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
core; novel units; writing coaches; Fundations* coaching;				PDPs	
Revision of curriculum to align to the common core; novel units; writing coaches; Fundations* coaching;	ELA/Math	Homeless Migrant	Teacher/administrator	Improved instruction by staff through evaluation and PDPs	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9 http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12
Revision of curriculum to align to the common core; novel units; writing coaches; Fundations* coaching;	ELA/Math	ELL	Teacher/administrator	Improved instruction by staff through evaluation and PDPs	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9 http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12
Revision of	ELA/Math	Students with	Teacher/administrator	Improved instruction by	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114 (b)(4)(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.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide on What Works Clearinghouse)
curriculum to align to the common core; novel units; writing coaches; Fundations* coaching;		Disabilities		staff through evaluation and PDs	http://ies.ed.gov/nosee/www/PracticeGuide.aspx?sid=12

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

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

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
2. Will the review be conducted internally (by school staff), or externally? Both in school during faculty, common planning time meetings and after school meetings as well as at Board meetings which are open to the entire community
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 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? Surveys

SCHOOLWIDE COMPONENT: Reform Strategies

6. What measurement tool(s) will the school use to gauge the perceptions of the community? Surveys
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 (summer enrichment camp).
8. How frequently will students receive instructional interventions? Daily during the school year. 4 days a week for 5 weeks during the summer enrichment camp.
9. What resources/ technologies will the school use to support the schoolwide program? IPADS, kindles, Nooks, technology centers, 1:1 laptop initiative.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

ESEA §11114 (b)(1)(F) Strategies to increase parental involvement in accordance . . . such as family literacy services

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans 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

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
<p>*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</p>	<p>ELA</p>	<p>All students</p>	<p>Parent Liaison committee, Teachers, Principals, Super of C & I, Director of Special Education Superintendent</p>	<p>Increased participation in school events; parent involvement; increases student achievement; better informed community</p>	<p>http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9</p>
<p>*Parent Liaison Committee & Center, Back to school night; Open house, Pride in</p>	<p>Mathematics</p>	<p>All students</p>	<p>Parent Liaison committee, Teachers, Principals, Super of C & I,</p>	<p>Increased participation in school events; parent involvement; increases student</p>	<p>http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9</p>

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
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			Director of Special Education Superintendent	achievement; better informed community	
*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	ELA and Math	Homeless Migrant	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	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9
*Parent Liaison Committee &	ELA and	ELL	Parent Liaison committee,	Increased participation	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
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	Math		Teachers, Principals, Super of C & I, Director of Special Education Superintendent	in school events; parent involvement; increases student achievement; better informed community	
*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	ELA and Math	Students with Disabilities	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	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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 continue to 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.
2. How will the school engage parents in the development of the written parent involvement policy? We will once again invite parents and community members 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.
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.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?
Letters will be sent home 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 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? 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.

SCHOOLWIDE HIGHLY QUALIFIED STAFF

ESEA SECTION 1119 STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS TO HIGH-POVERTY 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 section 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	100	In order to retain new paraprofessional, the district provides an orientation to acquaint new staff members with district policies and procedures. 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		
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)		
	100	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*		

SCHOOLWIDE HIGHLY QUALIFIED STAFF

* The district must assign these 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

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. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

<i>Description of strategies to attract high-quality teachers to high-need schools</i>	<i>Agency & Responsible</i>
<p>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</p>	<p>Administration, Board of Education</p>