NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are ***not*** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: CAMDEN COUNTY TECHNICAL SCHOOLS	School: Pennsauken Campus
Chief School Administrator: PATRICIA FITZGERALD	Address: **343 Berlin Cross Keys Road, Sicklerville, NJ 08081**
Chief School Administrator's E-mail: pfitzgerald@ccts.net	Grade Levels: 9 to 12
Title I Contact: Jack Marcellus	Principal: Bonnie Durante
Title I Contact E-mail: jmarcellus@ccts.net	Principal's E-mail: bdurante@ccts.net
Title I Contact Phone Number: 856-767-7000 x-5414	Principal's Phone Number: 856-767-7000

Principal's Certification

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

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

_____ _____ _____

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

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held ___10__ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ _44,318,590_____, which comprised _____94.9____% of the school's budget in 2014-2015.
- State/local funds to support the school will be $ $43,218,293_____, which will comprise ___95.1____% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Extended-Day (Tutoring)/Year Learning	1,4,5	1A, 4A, 4B, 5A, 5B, 5D, 5G, 11K, , 12K, 37A, 37K, 37M, 47M	100-100, 200-100 200-200	$119,803.52
Sustained Summer Reading Initiative	4,11	4A, 4B,11K,	100-100, 100-300, 200-100, 200-200	$3,604.26
Instructional Supplies and Technology Support for Instruction	1,4,5	1A, 4A, 4B, 5A, 5B, 5D, 5G1A, 4A, 4B, 5A, 5B, 5D, 5G, 11K, , 12K, 37A, 37K, 37M, 47M	100-600, 200-100, 200-200, 200-300	$66,869.22
Instructional Coaching, Coordination of Assessments, Supervision of Curriculum	1,11,12	1A, 11K, 12K	200-100, 200-200	$296,418.54

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Professional Development Efforts, Year One of Establishing Highly Effective Professional Learning Communities	1,11,12, 37	1A, 11K, 12K, 37A, 37K, 37M	200-100, 200-200, 200-300, 200-500, 200-600	$335,802.06
Parent Involvement	1, 37, 47	1A, 37K, 37M, 47M	200-100, 200-200, 200-300, 200-500, 200-600	$17,065.62
Professional Development/Non-Instructional Supplies-Supplies	1, 11, 12, 37, 47	1A, 11K, 12K, 37A, 37K, 37M, 47M	200-600	$52,834.98
Secretarial Support for Instruction and Professional Development	1, 4, 5, 11, 12, 37, 47	1A, 4A, 4B, 5A, 5B, 5D, 5G, 11K, , 12K, 37A, 37K, 37M, 47M	200-100, 200-200	$19,126.80

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
Bonnie Durante	School Administrator	X	X	X
Brett Fetty	School Staff--Administrator	X	X	X
John Hourani	School Staff--Administrator	X	X	X
Eva Cetrullo	Director of Guidance	X	X	X
Marianne Tracy	School Staff--Supervisor	X	X	X
Tonya Davenport	School Staff—Supervisor	X	X	X
Lara Hilaman	School Staff—Assessment Coordinator	X	X	X
James Kay	Classroom Teacher	X	X	X
Terry Bles	Parent	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.

***Add rows as necessary**.

Date	Location	Topic	Agenda on File		Minutes on File	
August 20 and 21, 2014	Pennsauken Campus	Needs Assessment & ID Data Analysis	**Yes**		**Yes**	
October 14, 2014	Pennsauken Campus	Data Analysis Needs Assessment	Yes		Yes	
December 4, 2014	Gloucester Township Campus	Curriculum Mapping Common Assessments Extended Learning Data	Yes		Yes	
January 13, 2015	Pennsauken Campus	Needs Assessment Walkthrough Data	Yes		Yes	
April 21, 2015	Gloucester Township Campus	Needs Assessment Walkthroughs Parent/Student Portals	Yes		Yes	
May 6, 2015	Gloucester Township Campus	Schoolwide Plan Development	Yes		Yes	

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

May 8, 2015	Gloucester Township Campus	Schoolwide Plan Development	Yes		Yes	
May 12, 2015	Gloucester Township Campus	Schoolwide Plan Development	Yes		Yes	
May 21, 2015	Gloucester Township Campus	Schoolwide Plan Development	Yes		Yes	

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

School's Mission

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

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

What is the school's mission statement?	The school's mission is: • Ensure all students are proficient in the Core Curriculum Content Standards • Prepare all students for career and college success • Develop ethical character • Provide a safe, secure, and caring environment. Our partnerships with our parent advisory committee, The Camden County Board of Freeholders, Camden County College, and our local sending districts are crucial to our continued improvement as the leader of Career and Technical Education in Camden County.

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

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

Evaluation of 2014-2015 Schoolwide Program *

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

1. Did the school implement the program as planned? Yes
2. What were the strengths of the implementation process? Tutoring for students and increased student engagement with technology. The work of our instructional supervisors to coordinate the efforts
3. What implementation challenges and barriers did the school encounter? A change in principal mid-year
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? A strong collaborative effort in our math and English departments led by our instructional supervisors was a strength. Changing principals was a weakness.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? School Leadership Committee meetings, leaders from the area, and instructional coaches helped to build but in throughout the year.
6. What were the perceptions of the staff? Mostly positive and optimistic. What tool(s) did the school use to measure the staff's perceptions? A schoolwide perception survey of students, staff, and parents.
7. What were the perceptions of the community? Highly positive. What tool(s) did the school use to measure the community's perceptions? Feedback forms for community members who attended our school leadership and advisory meetings

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

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? Our math and English interventions were done in small groups for students with follow up to our professional development on a one to one basis by instructional coaches
9. How did the school structure the interventions? Summer months used a bulk of the time so students and staff could be pulled out at a minimum from normal instructional time during the school year. Four weeks of extended learning took place in the summer and 35 weeks of extended day tutoring occurred each week from Tuesday-Thursday in both math and English
10. How frequently did students receive instructional interventions? For 4 weeks in the summer, every day. During the school year, 3 days a week for 35 weeks.
11. What technologies did the school use to support the program? Google classroom, chromebooks, and iPad applications in math classrooms
12. Did the technology contribute to the success of the program and, if so, how? Yes, student engagement increased substantially. This was most obvious when google classroom was used in our English classrooms. Math teachers discovered the program IXL helped with instructional delivery and student engagement in Algebra and Geometry classes.

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

Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

Grade 12			Tutoring, Extended year learning, an AHSA course, additional technology, professional development for teachers	All students displayed proficiency in Grade 12 before graduating due to excellent efforts by our teachers

Grade 12			Extended Day Tutoring, an AHSA course, Extended year learning, additional technology, professional development for teachers	All students displayed proficiency in Grade 12 before graduating due to excellent efforts by our teachers

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).
Grade 9	Avg SGO 3.5	Avg SGO 3.25	Tutoring, Extended year learning, an AHSA course, additional technology, professional development for teachers	Proficiency in student growth occurred due to extended learning opportunities. A lower overall average in growth occurred due to more rigorous assessments and placing each student in a tier for the first time.
Grade 10	Avg SGO 3.5	Avg SGO 3.25	Tutoring, Extended year learning, an AHSA course, additional technology, professional development for teachers	Proficiency in student growth occurred due to extended learning opportunities. A lower overall average in growth occurred due to more rigorous

				assessments and placing each student in a tier for the first time.

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided ***did* or *did not*** result in proficiency (Be specific for each intervention).
Grade 9	Avg SGO 3.5	Avg SGO 3.20	Tutoring, Extended year learning, an AHSA course, additional technology, professional development for teachers	Proficiency in student growth occurred due to extended learning opportunities. A lower overall average in growth occurred due to more rigorous assessments and placing each student in a tier for the first time.
Grade 10	Avg SGO 3.5	Avg SGO 3.20	Tutoring, Extended year learning, an AHSA course, additional technology, professional development for teachers	Proficiency in student growth occurred due to extended learning opportunities. A lower overall average in growth occurred due to more rigorous assessments and placing each student in a tier for the first time.

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	Extended Day Tutoring, Extended Year learning, additional technology, professional development for teachers, summer reading initiative	Yes	A Proficient Student Growth Evaluation Score	3.25 Average Evaluative Score of Student Growth
Math	Students with Disabilities	Extended Day Tutoring, Extended Year learning, additional technology, professional development for teachers, summer reading initiative	Yes	A Proficient Student Growth Evaluation Score	3.20 Evaluative Score of Student Growth
ELA	Homeless	Extended Day Tutoring, Extended Year learning, additional technology, professional development for teachers, summer reading initiative	Yes	A Proficient Student Growth Evaluation Score	3.25 Average Evaluative Score of Student Growth
Math	Homeless	Extended Day Tutoring, Extended Year learning, additional technology, professional development for	Yes	A Proficient Student Growth Evaluation Score	3.20 Evaluative Score of Student Growth

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)
		teachers, summer reading initiative			
ELA	Migrant	Extended Day Tutoring, Extended Year learning, additional technology, professional development for teachers, summer reading initiative	Yes	A Proficient Student Growth Evaluation Score	3.25 Average Evaluative Score of Student Growth
Math	Migrant	Extended Day Tutoring, Extended Year learning, additional technology, professional development for teachers, summer reading initiative	Yes	A Proficient Student Growth Evaluation Score	3.20 Evaluative Score of Student Growth
ELA	ELLs	Extended Day Tutoring, Extended Year learning, additional technology, professional development for teachers, summer reading initiative	Yes	A Proficient Student Growth Evaluation Score	3.25 Average Evaluative Score of Student Growth
Math	ELLs	Extended Day Tutoring, Extended Year learning, additional technology, professional development for	Yes	A Proficient Student Growth Evaluation Score	3.20 Evaluative Score of Student Growth

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)
		teachers, summer reading initiative			
ELA	Economically Disadvantaged	Extended Day Tutoring, Extended Year learning, additional technology, professional development for teachers, summer reading initiative	Yes	A Proficient Student Growth Evaluation Score	3.25 Average Evaluative Score of Student Growth
Math	Economically Disadvantaged	Extended Day Tutoring, Extended Year learning, additional technology, professional development for teachers, summer reading initiative	Yes	A Proficient Student Growth Evaluation Score	3.20 Evaluative Score of Student Growth
ELA					
Math					

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Extended Day Tutoring, Extended Year learning, additional technology, professional development for teachers, summer reading initiative	Yes	A Proficient Student Growth Evaluation Score	3.25 Average Evaluative Score of Student Growth
Math	Students with Disabilities	Extended Day Tutoring, Extended Year learning, additional technology, professional development for teachers, summer reading initiative	Yes	A Proficient Student Growth Evaluation Score	3.20 Evaluative Score of Student Growth
ELA	Homeless	Extended Day Tutoring, Extended Year learning, additional technology, professional development for teachers, summer reading initiative	Yes	A Proficient Student Growth Evaluation Score	3.25 Average Evaluative Score of Student Growth
Math	Homeless	Extended Day Tutoring, Extended Year learning, additional technology, professional development for teachers, summer reading initiative	Yes	A Proficient Student Growth Evaluation Score	3.20 Evaluative Score of Student Growth

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	Migrant	Extended Day Tutoring, Extended Year learning, additional technology, professional development for teachers, summer reading initiative	Yes	A Proficient Student Growth Evaluation Score	3.25 Average Evaluative Score of Student Growth
Math	Migrant	Extended Day Tutoring, Extended Year learning, additional technology, professional development for teachers, summer reading initiative	Yes	A Proficient Student Growth Evaluation Score	3.20 Evaluative Score of Student Growth
ELA	ELLs	Extended Day Tutoring, Extended Year learning, additional technology, professional development for teachers, summer reading initiative	Yes	A Proficient Student Growth Evaluation Score	3.25 Average Evaluative Score of Student Growth
Math	ELLs	Extended Day Tutoring, Extended Year learning, additional technology, professional development for teachers, summer reading initiative	Yes	A Proficient Student Growth Evaluation Score	3.20 Evaluative Score of Student Growth

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	Economically Disadvantaged	Extended Day Tutoring, Extended Year learning, additional technology, professional development for teachers, summer reading initiative	Yes	A Proficient Student Growth Evaluation Score	3.25 Average Evaluative Score of Student Growth
Math	Economically Disadvantaged	Extended Day Tutoring, Extended Year learning, additional technology, professional development for teachers, summer reading initiative	Yes	A Proficient Student Growth Evaluation Score	3.20 Evaluative Score of Student Growth
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	Summer Professional Development Institute, Peer Coaching, Highly Qualified Professionals, Mentoring, Novice Teacher Training, Curriculum revision teams	Yes	A Proficient Student Growth Evaluation Score	3.25 Average Evaluative Score of Student Growth
Math	Students with Disabilities	Summer Professional Development Institute, Peer Coaching, Highly Qualified Professionals, Mentoring, Novice Teacher Training, Curriculum revision teams	Yes	A Proficient Student Growth Evaluation Score	3.20 Evaluative Score of Student Growth
ELA	Homeless	Summer Professional Development Institute, Peer Coaching, Highly Qualified Professionals, Mentoring, Novice Teacher Training, Curriculum revision teams	Yes	A Proficient Student Growth Evaluation Score	3.25 Average Evaluative Score of Student Growth
Math	Homeless	Summer Professional Development Institute, Peer Coaching, Highly	Yes	A Proficient Student Growth Evaluation Score	3.20 Evaluative Score of Student Growth

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)
		Qualified Professionals, Mentoring, Novice Teacher Training, Curriculum revision teams			
ELA	Migrant	Summer Professional Development Institute, Peer Coaching, Highly Qualified Professionals, Mentoring, Novice Teacher Training, Curriculum revision teams	Yes	A Proficient Student Growth Evaluation Score	3.25 Average Evaluative Score of Student Growth
Math	Migrant	Summer Professional Development Institute, Peer Coaching, Highly Qualified Professionals, Mentoring, Novice Teacher Training, Curriculum revision teams	Yes	A Proficient Student Growth Evaluation Score	3.20 Evaluative Score of Student Growth
ELA	ELLs	Summer Professional Development Institute, Peer Coaching, Highly Qualified Professionals, Mentoring, Novice Teacher Training, Curriculum revision teams	Yes	A Proficient Student Growth Evaluation Score	3.25 Average Evaluative Score of Student Growth

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	ELLs	Summer Professional Development Institute, Peer Coaching, Highly Qualified Professionals, Mentoring, Novice Teacher Training, Curriculum revision teams	Yes	A Proficient Student Growth Evaluation Score	3.20 Evaluative Score of Student Growth
ELA	Economically Disadvantaged	Summer Professional Development Institute, Peer Coaching, Highly Qualified Professionals, Mentoring, Novice Teacher Training, Curriculum revision teams	Yes	A Proficient Student Growth Evaluation Score	3.25 Average Evaluative Score of Student Growth
Math	Economically Disadvantaged	Summer Professional Development Institute, Peer Coaching, Highly Qualified Professionals, Mentoring, Novice Teacher Training, Curriculum revision teams	Yes	A Proficient Student Growth Evaluation Score	3.20 Evaluative Score of Student Growth
ELA					
Math					

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parent Advisory Meetings, Open House, School Leadership Meetings	Yes	Successful Participation on state standardized tests	95% Participation Rate for the PARCC test
Math	Students with Disabilities	Parent Advisory Meetings, Open House, School Leadership Meetings	Yes	Successful Participation on state standardized tests	95% Participation Rate for the PARCC test
ELA	Homeless	Parent Advisory Meetings, Open House, School Leadership Meetings	Yes	Successful Participation on state standardized tests	95% Participation Rate for the PARCC test
Math	Homeless	Parent Advisory Meetings, Open House, School Leadership Meetings	Yes	Successful Participation on state standardized tests	95% Participation Rate for the PARCC test
ELA	Migrant	Parent Advisory Meetings, Open House, School Leadership Meetings	Yes	Successful Participation on state standardized tests	95% Participation Rate for the PARCC test
Math	Migrant	Parent Advisory Meetings, Open House, School Leadership Meetings	Yes	Successful Participation on state standardized tests	95% Participation Rate for the PARCC test

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	ELLs	Parent Advisory Meetings, Open House, School Leadership Meetings	Yes	Successful Participation on state standardized tests	95% Participation Rate for the PARCC test
Math	ELLs	Parent Advisory Meetings, Open House, School Leadership Meetings	Yes	Successful Participation on state standardized tests	95% Participation Rate for the PARCC test
ELA	Economically Disadvantaged	Parent Advisory Meetings, Open House, School Leadership Meetings	Yes	Successful Participation on state standardized tests	95% Participation Rate for the PARCC test
Math	Economically Disadvantaged	Parent Advisory Meetings, Open House, School Leadership Meetings	Yes	Successful Participation on state standardized tests	95% Participation Rate for the PARCC test
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.

_____	_____	_____
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	Benchmark assessments measured by student growth objective scores, PARCC assessments	In 2015-2016, the school's average SGO score based on benchmark assessments and multiple measures will be raised from 3.22 to 3.32
Academic Achievement - Writing	Benchmark assessments measured by student growth objective scores, PARCC assessments	In 2015-2016, the school's average SGO score based on benchmark assessments and multiple measures will be raised from 3.22 to 3.32
Academic Achievement - Mathematics	Benchmark assessments measured by student growth objective scores, PARCC assessments	In 2015-2016, the school's average SGO score based on benchmark assessments and multiple measures will be raised from 3.22 to 3.32
Family and Community Engagement	Benchmark assessments measured by student growth objective scores, PARCC assessments	In 2015-2016, the school's average SGO score based on benchmark assessments and multiple measures will be raised from 3.22 to 3.32
Professional Development	Benchmark assessments measured by student growth objective scores, PARCC assessments	In 2015-2016, the school's average SGO score based on benchmark assessments and multiple measures will be raised from 3.22 to 3.32

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)
Leadership	Benchmark assessments measured by student growth objective scores, PARCC assessments	In 2015-2016, the school's average SGO score based on benchmark assessments and multiple measures will be raised from 3.22 to 3.32
School Climate and Culture	Benchmark assessments measured by student growth objective scores, PARCC assessments	In 2015-2016, the school's average SGO score based on benchmark assessments and multiple measures will be raised from 3.22 to 3.32
School-Based Youth Services	Benchmark assessments measured by student growth objective scores, PARCC assessments	In 2015-2016, the school's average SGO score based on benchmark assessments and multiple measures will be raised from 3.22 to 3.32
Students with Disabilities	Benchmark assessments measured by student growth objective scores, PARCC assessments	In 2015-2016, the school's average SGO score based on benchmark assessments and multiple measures will be raised from 3.22 to 3.32
Homeless Students	Benchmark assessments measured by student growth objective scores, PARCC assessments	In 2015-2016, the school's average SGO score based on benchmark assessments and multiple measures will be raised from 3.22 to 3.32
Migrant Students	Benchmark assessments measured by student growth objective scores, PARCC assessments	In 2015-2016, the school's average SGO score based on benchmark assessments and multiple measures will be raised from 3.22 to 3.32
English Language Learners	Benchmark assessments measured by student growth objective scores, PARCC assessments	In 2015-2016, the school's average SGO score based on benchmark assessments and multiple measures will be raised from 3.22 to 3.32
Economically Disadvantaged	Benchmark assessments	In 2015-2016, the school's average SGO score based on benchmark

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

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? Survey monkey was linked to the school's website, students were given time in class, the link was placed on the parent portal, e-mailed to staff, and a mass phone message went out asking parents to take the survey.
2. What process did the school use to collect and compile data for student subgroups? Survey monkey questions, and their answers, helped us to differentiate the groups.
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)? By linking questions to research based and evidence based strategies and by keeping the survey questions consistent over many years.
4. What did the data analysis reveal regarding classroom instruction? Students raise their level of respect for teachers when they feel they know their content well and are well prepared for the lesson.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? A need for increased teacher collaboration continues to standout each year. In 15-16, this is a huge focus through our Professional Learning Community initiative.
6. How does the school identify educationally at-risk students in a timely manner? Administrators hold "survival team" meetings each month and school counselors track student progress daily throughout the year.
7. How does the school provide effective interventions to educationally at-risk students? Extended Day Tutoring, Extended Learning in the summer, parent communication, and professional development for teacher instruction including classroom interventions

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

8. How does the school address the needs of migrant students? Extended Day Tutoring, Extended Learning in the summer, parent communication, and professional development for teacher instruction including classroom interventions

9. How does the school address the needs of homeless students? Extended Day Tutoring, Extended Learning in the summer, parent communication, and professional development for teacher instruction including classroom interventions

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? Our school leadership team had a limited number of teachers to represent the faculty at School Leadership Meetings. A team of Professional Learning Community Team Leaders will represent the entire school and make instructional decisions in their team with the approval of their supervisor

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? A new course has been created to act as a bridge for struggling math students and all 9th graders entering our district will have a daily double block of English that will not only focus on Literature but also secure time for assistance with reading and writing skills.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? With input from our needs assessment data, our school leadership committee, school administration, and parent advisory committee members.

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	Math (CCSS and PD)	Language Arts(CCSS and PD)
Describe the priority problem using at least two data sources	SAT scores an average of 100 points lower than the state average, and NWEA MAP Assessment Data showing RIT Scores on an average of two grade levels below the appropriate level	Average SAT score 100 points below the state average - NWEA MAP Assessment Data showing RIT Scores on an average of one grade level below the appropriate level
Describe the root causes of the problem	Students entering 9th grade with low levels of proficiency from their sending schools, high levels of low socioeconomic challenges	Students entering 9th grade with low levels of proficiency from their sending schools, high levels of low socioeconomic challenges
Subgroups or populations addressed	Economically disadvantaged, ELL, disabled, homeless, migrant, all, teachers.	Economically disadvantaged, ELL, disabled, homeless, migrant, all, teachers.
Related content area missed (i.e., ELA, Mathematics)	Math	English/Language Arts
Name of scientifically research based intervention to address priority problems	Professional Learning Communities at Work, (Dufour, Dufour) 20 years of research showing evidence of success in school districts throughout the country.	Professional Learning Communities at Work, (Dufour, Dufour) 20 years of research showing evidence of success in school districts throughout the country.
How does the intervention align with the Common Core State Standards?	It lays out a plan to map curriculum aligned to core standards in teams, create aligned common assessments, look at data, and respond with appropriate interventions.	It lays out a plan to map curriculum aligned to core standards in teams, create aligned common assessments, look at data, and respond with appropriate interventions.

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	Closing the Achievement Gap	School Climate/Parental Involvement
Describe the priority problem using at least two data sources	SAT scores an average of 100 points lower than the state average, and NWEA MAP Assessment Data showing RIT Scores on an average of two grade levels below the appropriate level	20% of students are transferring to another school before graduating. SAT scores an average of 100 points lower than the state average
Describe the root causes of the problem	Students entering 9th grade with low levels of proficiency from their sending schools, high levels of low socioeconomic challenges	Students entering 9th grade with low levels of proficiency from their sending schools, high levels of low socioeconomic challenges
Subgroups or populations addressed	Economically disadvantaged, ELL, disabled, homeless, migrant, all.	Economically disadvantaged, ELL, disabled, homeless, migrant, all.
Related content area missed (i.e., ELA, Mathematics)	Core Academic Areas necessary for graduation in New Jersey – Math, Language Arts, Social Studies, Science, Financial Literacy, Health & Physical Education, and World Languages	Core Academic Areas necessary for graduation in New Jersey – Math, Language Arts, Social Studies, Science, Financial Literacy, Health & Physical Education, and World Languages
Name of scientifically research based intervention to address priority problems	Professional Learning Communities at Work, (Dufour, Dufour) 20 years of research showing evidence of success in school districts throughout the country.	PLC at Work school culture for creating collaborative teams and the infusion of character education across the curriculum. Journal of Character Education, (Character.org), Anthony Muhammad: Transforming School Culture (2009) How to Overcome Staff Division
How does the intervention align with the Common Core State Standards?	It lays out a plan to map curriculum aligned to core standards in teams, create aligned common assessments, look at data, and respond with appropriate interventions.	Students learning to enhance their argumentative skills by showing evidence for their claims in a respectful and professional manner. Students working collaboratively with others to problem solve and think critically.

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

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

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Professional Learning Communities, Response to Intervention, Common Assessments, and Curriculum Mapping	All administrators, teachers, coaches, coodinators, and support staff	Raised student growth assessment from 3.25 to 3.35, the number of students proficient on the PARCC assessment, the raised RIT score of students on NWEA MAP assessments	PLC at Work (Dufour & Dufour) Learning by Doing
Math	Students with Disabilities	Professional Learning Communities, Response to Intervention, Common Assessments, and Curriculum Mapping	All administrators, teachers, coaches, coodinators, and support staff	Raised student growth assessment from 3.20 to 3.30, the number of students proficient on the PARCC assessment, the raised RIT score of students on NWEA MAP assessments	PLC at Work (Dufour & Dufour) Learning by Doing
ELA	Homeless	Professional Learning Communities, Response to Intervention, Common Assessments, and Curriculum Mapping	All administrators, teachers, coaches, coodinators, and support staff	Raised student growth assessment from 3.25 to 3.35, the number of students proficient on the PARCC assessment, the raised RIT score of students on NWEA MAP assessments	PLC at Work (Dufour & Dufour) Learning by Doing
Math	Homeless	Professional Learning Communities, Response to Intervention, Common	All administrators, teachers, coaches, coodinators,	Raised student growth assessment from 3.20 to 3.30, the number of students proficient on the PARCC assessment, the raised RIT score	PLC at Work (Dufour & Dufour) Learning by Doing

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)
		Assessments, and Curriculum Mapping	and support staff	of students on NWEA MAP assessments	
ELA	Migrant	Professional Learning Communities, Response to Intervention, Common Assessments, and Curriculum Mapping	All administrators, teachers, coaches, coodinators, and support staff	Raised student growth assessment from 3.25 to 3.35, the number of students proficient on the PARCC assessment, the raised RIT score of students on NWEA MAP assessments	PLC at Work (Dufour & Dufour) Learning by Doing
Math	Migrant	Professional Learning Communities, Response to Intervention, Common Assessments, and Curriculum Mapping	All administrators, teachers, coaches, coodinators, and support staff	Raised student growth assessment from 3.20 to 3.30, the number of students proficient on the PARCC assessment, the raised RIT score of students on NWEA MAP assessments	PLC at Work (Dufour & Dufour) Learning by Doing
ELA	ELLs	Professional Learning Communities, Response to Intervention, Common Assessments, and Curriculum Mapping	All administrators, teachers, coaches, coordinators, and support staff	Raised student growth assessment from 3.25 to 3.35, the number of students proficient on the PARCC assessment, the raised RIT score of students on NWEA MAP assessments	PLC at Work (Dufour & Dufour) Learning by Doing
Math	ELLs	Professional Learning Communities, Response to Intervention, Common	All administrators, teachers, coaches, coordinators,	Raised student growth assessment from 3.20 to 3.30, the number of students proficient on the PARCC assessment, the raised RIT score	PLC at Work (Dufour & Dufour) Learning by Doing

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)
		Assessments, and Curriculum Mapping	and support staff	of students on NWEA MAP assessments	
ELA	Economically Disadvantaged	Professional Learning Communities, Response to Intervention, Common Assessments, and Curriculum Mapping	All administrators, teachers, coaches, coordinators, and support staff	Raised student growth assessment from 3.25 to 3.35, the number of students proficient on the PARCC assessment, the raised RIT score of students on NWEA MAP assessments	PLC at Work (Dufour & Dufour) Learning by Doing
Math	Economically Disadvantaged	Professional Learning Communities, Response to Intervention, Common Assessments, and Curriculum Mapping	All administrators, teachers, coaches, coordinators, and support staff	Raised student growth assessment from 3.20 to 3.30, the number of students proficient on the PARCC assessment, the raised RIT score of students on NWEA MAP assessments	PLC at Work (Dufour & Dufour) Learning by Doing

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

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

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

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Summer Extended Year Program and Extended Day Tutoring	Extended Day Coordinators and Summer Program Supervisor	Course completion and assessments in the summer program and NWEA MAP scores for Extended Day Students	Response to Intervention (RTI) at Work, Mike Mattos, Austin Buffum, It's About Time 2014
Math	Students with Disabilities	Summer Extended Year Program and Extended Day Tutoring	Extended Day Coordinators and Summer Program Supervisor	Course completion and assessments in the summer program and NWEA MAP scores for Extended Day Students	Response to Intervention (RTI) at Work, Mike Mattos, Austin Buffum, It's About Time 2014
ELA	Homeless	Summer Extended Year Program and Extended Day Tutoring	Extended Day Coordinators and Summer Program Supervisor	Course completion and assessments in the summer program and NWEA MAP scores for Extended Day Students	Response to Intervention (RTI) at Work, Mike Mattos, Austin Buffum, It's About Time 2014
Math	Homeless	Summer Extended Year Program and Extended Day Tutoring	Extended Day Coordinators and Summer Program Supervisor	Course completion and assessments in the summer program and NWEA MAP scores for Extended Day Students	Response to Intervention (RTI) at Work, Mike Mattos, Austin Buffum, It's About Time 2014
ELA	Migrant	Summer Extended Year Program and	Extended Day Coordinators	Course completion and assessments in the summer	Response to Intervention (RTI) at Work, Mike Mattos, Austin Buffum, It's About Time 2014

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)**
		Extended Day Tutoring	and Summer Program Supervisor	program and NWEA MAP scores for Extended Day Students	
Math	Migrant	Summer Extended Year Program and Extended Day Tutoring	Extended Day Coordinators and Summer Program Supervisor	Course completion and assessments in the summer program and NWEA MAP scores for Extended Day Students	Response to Intervention (RTI) at Work, Mike Mattos, Austin Buffum, It's About Time 2014
ELA	ELLs	Summer Extended Year Program and Extended Day Tutoring	Extended Day Coordinators and Summer Program Supervisor	Course completion and assessments in the summer program and NWEA MAP scores for Extended Day Students	Response to Intervention (RTI) at Work, Mike Mattos, Austin Buffum, It's About Time 2014
Math	ELLs	Summer Extended Year Program and Extended Day Tutoring	Extended Day Coordinators and Summer Program Supervisor	Course completion and assessments in the summer program and NWEA MAP scores for Extended Day Students	Response to Intervention (RTI) at Work, Mike Mattos, Austin Buffum, It's About Time 2014
ELA	Economically Disadvantaged	Summer Extended Year Program and Extended Day Tutoring	Extended Day Coordinators and Summer Program Supervisor	Course completion and assessments in the summer program and NWEA MAP scores for Extended Day Students	Response to Intervention (RTI) at Work, Mike Mattos, Austin Buffum, It's About Time 2014

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

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Economically Disadvantaged	Summer Extended Year Program and Extended Day Tutoring	Extended Day Coordinators and Summer Program Supervisor	Course completion and assessments in the summer program and NWEA MAP scores for Extended Day Students	Response to Intervention (RTI) at Work, Mike Mattos, Austin Buffum, It's About Time 2014

***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.					
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	Professional Learning Communities, Response to Intervention, Common Assessments, and Curriculum Mapping	All administrators, teachers, coaches, coodinators, and support staff	Raised student growth assessment from 3.25 to 3.35, the number of students proficient on the PARCC assessment, the raised RIT score of students on NWEA MAP assessments	PLC at Work (Dufour & Dufour) Learning by Doing
Math	Students with Disabilities	Professional Learning Communities, Response to Intervention, Common	All administrators, teachers, coaches, coodinators,	Raised student growth assessment from 3.20 to 3.30, the number of students proficient on the PARCC assessment, the raised RIT score	PLC at Work (Dufour & Dufour) Learning by Doing

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)
		Assessments, and Curriculum Mapping	and support staff	of students on NWEA MAP assessments	
ELA	Homeless	Professional Learning Communities, Response to Intervention, Common Assessments, and Curriculum Mapping	All administrators, teachers, coaches, coodinators, and support staff	Raised student growth assessment from 3.25 to 3.35, the number of students proficient on the PARCC assessment, the raised RIT score of students on NWEA MAP assessments	PLC at Work (Dufour & Dufour) Learning by Doing
Math	Homeless	Professional Learning Communities, Response to Intervention, Common Assessments, and Curriculum Mapping	All administrators, teachers, coaches, coodinators, and support staff	Raised student growth assessment from 3.25 to 3.30, the number of students proficient on the PARCC assessment, the raised RIT score of students on NWEA MAP assessments	PLC at Work (Dufour & Dufour) Learning by Doing
ELA	Migrant	Professional Learning Communities, Response to Intervention, Common Assessments, and Curriculum Mapping	All administrators, teachers, coaches, coodinators, and support staff	Raised student growth assessment from 3.25 to 3.35, the number of students proficient on the PARCC assessment, the raised RIT score of students on NWEA MAP assessments	PLC at Work (Dufour & Dufour) Learning by Doing
Math	Migrant	Professional Learning Communities, Response to	All administrators, teachers,	Raised student growth assessment from 3.20 to 3.30, the number of students	PLC at Work (Dufour & Dufour) Learning by Doing

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)
		Intervention, Common Assessments, and Curriculum Mapping	coaches, coodinators, and support staff	proficient on the PARCC assessment, the raised RIT score of students on NWEA MAP assessments	
ELA	ELLs	Professional Learning Communities, Response to Intervention, Common Assessments, and Curriculum Mapping	All administrators, teachers, coaches, coodinators, and support staff	Raised student growth assessment from 3.20 to 3.30, the number of students proficient on the PARCC assessment, the raised RIT score of students on NWEA MAP assessments	PLC at Work (Dufour & Dufour) Learning by Doing
Math	ELLs	Professional Learning Communities, Response to Intervention, Common Assessments, and Curriculum Mapping	All administrators, teachers, coaches, coodinators, and support staff	Raised student growth assessment from 3.20 to 3.30, the number of students proficient on the PARCC assessment, the raised RIT score of students on NWEA MAP assessments	PLC at Work (Dufour & Dufour) Learning by Doing
ELA	Economically Disadvantaged	Professional Learning Communities, Response to Intervention, Common Assessments, and Curriculum Mapping	All administrators, teachers, coaches, coodinators, and support staff	Raised student growth assessment from 3.20 to 3.30, the number of students proficient on the PARCC assessment, the raised RIT score of students on NWEA MAP assessments	PLC at Work (Dufour & Dufour) Learning by Doing

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Economically Disadvantaged	Professional Learning Communities, Response to Intervention, Common Assessments, and Curriculum Mapping	All administrators, teachers, coaches, coodinators, and support staff	Raised student growth assessment from 3.20 to 3.30, the number of students proficient on the PARCC assessment, the raised RIT score of students on NWEA MAP assessments	PLC at Work (Dufour & Dufour) Learning by Doing

***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? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? Assistant Superintendent and the School Leadership Committee which includes all stakeholders. The program will be evaluated monthly.

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

2. What barriers or challenges does the school anticipate during the implementation process? A culture shift to teacher collaboration focused on student learning in Professional Learning Communities
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? In the summer of 2015, PLC leaders have responded to administrators and are willing to be team leaders. They will be trained as leaders who will invest time in achieving the necessary buy in from everyone.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? A perception survey
5. What measurement tool(s) will the school use to gauge the perceptions of the community? A perception survey
6. How will the school structure interventions? In three tiers under the model of RTI (Response to Intervention) at Work
7. How frequently will students receive instructional interventions? Daily
8. What resources/technologies will the school use to support the schoolwide program? Google Classroom, iPad applications such as the IXL web based platform for engaged math instruction
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? Student Growth Goals, NWEA MAP Assessment Data, PARCC Assessment Data, SAT Scores and Perception Survey Data
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Through our internal web “intranet page” and at faculty 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	Open House Night, Parent Advisory Committees and Community Advisory Meetings, Parent & Student Orientation nights	School Principals, Assistant Superintendent	10% less students transferring out of the school and an average of 25 points higher on SAT scores	Dr. Anthony Muhammad: Transforming School Culture (2009)
Math	Students with Disabilities	Open House Night, Parent Advisory Committees and Community Advisory Meetings, Parent & Student Orientation nights	School Principals, Assistant Superintendent	10% less students transferring out of the school and an average of 25 points higher on SAT scores	Dr. Anthony Muhammad: Transforming School Culture (2009)
ELA	Homeless	Open House Night, Parent Advisory Committees and Community Advisory Meetings, Parent & Student Orientation nights	School Principals, Assistant Superintendent	10% less students transferring out of the school and an average of 25 points higher on SAT scores	Dr. Anthony Muhammad: Transforming School Culture (2009)
Math	Homeless	Open House Night, Parent Advisory Committees and Community Advisory Meetings, Parent & Student Orientation nights	School Principals, Assistant Superintendent	10% less students transferring out of the school and an average of 25 points higher on SAT scores	Dr. Anthony Muhammad: Transforming School Culture (2009)

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	Open House Night, Parent Advisory Committees and Community Advisory Meetings, Parent & Student Orientation nights	School Principals, Assistant Superintendent	10% less students transferring out of the school and an average of 25 points higher on SAT scores	Dr. Anthony Muhammad: Transforming School Culture (2009)
Math	Migrant	Open House Night, Parent Advisory Committees and Community Advisory Meetings, Parent & Student Orientation nights	School Principals, Assistant Superintendent	10% less students transferring out of the school and an average of 25 points higher on SAT scores	Dr. Anthony Muhammad: Transforming School Culture (2009)
ELA	ELLs	Open House Night, Parent Advisory Committees and Community Advisory Meetings, Parent & Student Orientation nights	School Principals, Assistant Superintendent	10% less students transferring out of the school and an average of 25 points higher on SAT scores	Dr. Anthony Muhammad: Transforming School Culture (2009)
Math	ELLs	Open House Night, Parent Advisory Committees and Community Advisory Meetings, Parent & Student Orientation nights	School Principals, Assistant Superintendent	10% less students transferring out of the school and an average of 25 points higher on SAT scores	Dr. Anthony Muhammad: Transforming School Culture (2009)
ELA	Economically Disadvantaged	Open House Night, Parent Advisory Committees and Community Advisory Meetings, Parent & Student Orientation nights	School Principals, Assistant Superintendent	10% less students transferring out of the school and an average of 25 points higher on SAT scores	Dr. Anthony Muhammad: Transforming School Culture (2009)
Math	Economically Disadvantaged	Open House Night, Parent Advisory Committees and Community Advisory	School Principals,	10% less students transferring out of the school and an	Dr. Anthony Muhammad: Transforming School Culture (2009)

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)
		Meetings, Parent & Student Orientation nights	Assistant Superintendent	average of 25 points higher on SAT scores	

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? Increased exposure to the school and additional input into decisions
2. How will the school engage parents in the development of the written parent involvement policy? Presentation of the current policy and asking for additions, revisions, or subtractions.
3. How will the school distribute its written parent involvement policy? Internet Website, Student Handbooks
4. How will the school engage parents in the development of the school-parent compact? Presentation and explanation at student/parent orientation days
5. How will the school ensure that parents receive and review the school-parent compact? By signature
6. How will the school report its student achievement data to families and the community? At advisory nights, parent portal, website and by mail.
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? At advisory nights and by mail if applicable.
8. How will the school inform families and the community of the school's disaggregated assessment results? In our parent portal, website, and at advisory nights.

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

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? Parents attending planning meetings and through the needs assessment perception survey.

10. How will the school inform families about the academic achievement of their child/children? Open House nights, Parents night, parent portal progress reports, and parent portal report cards/assessment data

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? An advisory night will be coupled with a guest speaker in an attempt to increase attendance along with refreshments for those who attend.

Provide a separate response for each question.

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

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

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

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0%	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0%	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Attending the Rowan University Education Job Fair, Online Application System, and upgraded website design to showcase the district's highlights. A Twitter and Facebook account to share district accomplishments with the community.	**Assistant Superintendent & Manager of Human Resources**