Gloucester Township Public Schools

2015-2016 Title I Schoolwide Plan

020 – Blackwood Elementary

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	Wonders Works, Reading Eggs Small Group/Differentiation	Administration Teachers Supervisors District Admin	Students' attainment of reading proficiency at or above grade level as indicated in scores of the PARCC and STARS	Program based validation and aligned with the common core state standards RTI Intervention Model Students attainment of ELA proficiency program aligned with common core standards
Math	Students with Disabilities	Go Math , xtramath, sumdog Small group/differentiation	Administration Teachers Supervisors District Admin	PARCC Scores STAR results Curriculum Assessments	Student attainment of math proficiency
ELA	Homeless	Wonders Reading Curriculum McKinney Vento extended day program Enrichment period	Administration Teachers Supervisors District Admin Interventionist	Students' attainment of reading proficiency at or above grade level as indicated in scores of the PARCC and STARS	RTI Intervention Model Students attainment of ELA proficiency program aligned with common core standards
Math	Homeless	Go Math Curriculum McKinney Vento extended day program enrichment period	Administration Teachers Supervisors District Admin Interventionist	PARCC Scores STAR results Curriculum Assessments	Student attainment of math proficiency
ELA	Migrant				

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)
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Wonders Reading Curriculum Enrichment Period Small group Differentiation Reading Eggs	Administration Teachers Supervisors District Admin Interventionist	Students' attainment of reading proficiency at or above grade level as indicated in scores of the PARCC and STARS	RTI Intervention Model Students attainment of ELA proficiency program aligned with common core standards
Math	Economically Disadvantaged	Go Math Enrichment Period Small group Differentiation Xtramath, sumdog	Administration Teachers Supervisors District Admin Interventionist	PARCC Scores STAR results Curriculum Assessments	Student attainment of math proficiency
ELA					
Math					

Use an asterisk to denote new programs.

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

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Wonders Works Reading program, Reading Eggs, Small Group Instruction, technology	Administration Teachers Supervisors District Admin Interventionist	Students attain mastery level for the domains of the common core state standards as well as projects.	Program based validation and aligned with common core standards
Math	Students with Disabilities	Go Math, xtramath, sumdog, technology, small group instruction	Administration Teachers Supervisors District Admin Interventionist	Students attain mastery level for the domains of the common core state standards as well as projects.	Program based validation and aligned with common core standards
ELA	Homeless	McKinney Vento Program, technology, Reading Eggs	Administration Teachers Supervisors District Admin Interventionist	Students attain mastery level for the domains of the common core state standards as well as projects.	Program based validation and aligned with common core standards
Math	Homeless	McKinney Vento Program, technology, Sumdog, xtramath	Administration Teachers Supervisors District Admin Interventionist	Students attain mastery level for the domains of the common core state standards as well as projects.	Program based validation and aligned with common core standards
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Wonders Reading program, Reading Eggs, Small Group Instruction, technology	Administration Teachers Supervisors District Admin Interventionist	Students attain mastery level for the domains of the common core state standards as well as projects.	Program based validation and aligned with common core standards
Math	Economically Disadvantaged	Go Math, xtramath, sumdog, technology, small group instruction	Administration Teachers Supervisors District Admin Interventionist	Students attain mastery level for the domains of the common core state standards as well as projects.	Program based validation and aligned with common core standards
ELA					
Math					

Use an asterisk to denote new programs.

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

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

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 Development regarding reading	District Administration Administrators	Students' attainment of reading proficiency at or above grade level as indicated in scores of the	Program based validation and aligned with the common core state standards

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)
		program, STARS, Wonders Reading Program, Reading Eggs Program, Classroom Enrichment , SOS	Classroom Teachers Interventionists Supervisors	PARCC and STARS, and student assessment	
Math	Students with Disabilities	Ongoing district and building workshops, Effective Educators Workshops, Supervisor support SOS	District Administration Administrators Classroom Teachers Interventionists Supervisors	Students attainment of math proficiency as indicated in scores of the PARCC and STARS and student assessment	Program based validation and aligned with the common core state standards
ELA	Homeless	Professional Development regarding reading program, STARS, Wonders Reading Program, Reading Eggs Program, Classroom Enrichment, SOS	District Administration Administrators Classroom Teachers Interventionists Supervisors	Students' attainment of reading proficiency at or above grade level as indicated in scores of the PARCC and STARS, and student assessment	Program based validation and aligned with the common core state standards
Math	Homeless	Ongoing district and building workshops, Effective Educators	District Administration Administrators	Students attainment of math proficiency as indicated in scores of the PARCC and STARS and student assessment	Program based validation and aligned with the common core state standards

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)
		Workshops, Supervisor support SOS	Classroom Teachers Interventionists Supervisors		
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Blueprints, SOS ,Professional Development regarding reading program, STARS, Wonders Reading Program, Reading Eggs Program, Classroom Enrichment	District Administration Administrators Classroom Teachers Interventionists		Program based validation and aligned with the common core state standards
Math	Economically Disadvantaged	Ongoing district and building workshops, Effective Educators Workshops, Supervisor support SOS Blueprints Practices, SOS	District Administration Administrators Classroom Teachers Interventionists		Program based validation and aligned with the common core state standards

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)
ELA					
Math					

Use an asterisk to denote new programs.

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

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their school wide 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? The evaluation of the school wide program will be completed by central administration, building administration, and the Stakeholder Committee. The internal evaluation will be done on a quarterly basis.
2. What barriers or challenges does the school anticipate during the implementation process? The challenges are training and time constraints. The gathering of data and the number of meetings necessary to implement the program
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? The data collection will be gathered from different existing committees in the school so that there is a high level of participation.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Through information from PLC agendas, google doc surveys

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

5. What measurement tool(s) will the school use to gauge the perceptions of the community? Through the use of emails, PTO meeting agenda items, a survey to be completed in the fall.
6. How will the school structure interventions? The school will be structured to serve as many students that can be serviced through a push in and pull out program.
7. How frequently will students receive instructional interventions? Through the RTI model in ELA student will receive pull out or push in services on a three day or five day basis. Students needing help in math will have three or five day service based on assessment.
8. What resources/technologies will the school use to support the schoolwide program?
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? The core standard aligned math and ELA series along with the STARS computer based assessments and classroom technologies will be used in the classroom to support the school wide program.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Through stakeholder meetings, Back to School Nights, PLC meetings, parent newsletter, District/school websites, School Report Card.

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	Math night, ELA night, Title One Parent Night, PTO Meetings, Teddy Bear Pajama Party, Candy Bar Bingo, Movie Night, Bookfair Night, Barnes and Noble Night Franklin Institute Night	Administration Teachers Supervisors	Percentage of parents and students who attend, sign in sheets	www2.edgov/pubs/FamInvolve/Stockton.html Parent Resource Center Family Involvement in children's Education
Math	Students with Disabilities	Math Night, Title One Parent Night, PTO meetings STEM Club	Administration Teachers	Percentage of parents and students who attend, sign in sheets	www2.edgov/pubs/FamInvolve/Stockton.html Parent Resource Center Family Involvement in children's Education
ELA	Homeless	Math night, ELA night, Title One Parent Night, PTO Meetings, Teddy Bear Pajama Party, Candy Bar Bingo, Movie Night, Bookfair Night, Barnes and Noble Night, Franklin Institute Night	Administration Teachers	Percentage of parents and students who attend, sign in sheets	www2.edgov/pubs/FamInvolve/Stockton.html Parent Resource Center Family Involvement in children's Education
Math	Homeless	Math Night, Title One Parent Night, PTO meetings STEM Club	Administration Teachers	Percentage of parents and students who attend, sign in sheets	www2.edgov/pubs/FamInvolve/Stockton.html Parent Resource Center Family Involvement in children's Education

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				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Math night, ELA night, Title One Parent Night, PTO Meetings, Teddy Bear Pajama Party, Candy Bar Bingo, Movie Night, Bookfair Night, Barnes and Noble Night, Franklin Institute Night	Administration Teachers	Percentage of parents and students who attend, sign in sheets	www2.edgov/pubs/FamInvolve/Stockton.html Parent Resource Center Family Involvement in children's Education
Math	Economically Disadvantaged	Math Night, Title One Parent Night, PTO meetings STEM Club	Administration Teachers	Percentage of parents and students who attend, sign in sheets	www2.edgov/pubs/FamInvolve/Stockton.html Parent Resource Center Family Involvement in children's Education
ELA					
Math					

Use an asterisk to denote new programs.

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

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? It will have parents in the building through PTO meetings, I&RS Meetings, Back to School Nights, Parent Teacher Conferences, and ongoing communication. It will help involve parents in our focus on attendance, use of technology and the improvement of ELA performances.
2. How will the school engage parents in the development of the written parent involvement policy?Through the PTO and Parent Liasion communication, parents will have input in the parent involvement through the Stakeholder Meetings also.
3. How will the school distribute its written parent involvement policy? Through the student agenda, pn permission slips and other
4. Documents that require parent signature. It is distributed in the beginning of the year and is available on the school/district website.
5. How will the school engage parents in the development of the school-parent compact? Parents are invited to an informational meeting where information can be gathered and shared.
6. How will the school ensure that parents receive and review the school-parent compact?The compact is distributed and collected with parent signatures. The compact is reviewed during Back to School Night and discussed at PTO meetings.
7. How will the school report its student achievement data to families and the community?

8. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?
9. How will the school inform families and the community of the school's disaggregated assessment results? The student achievement data is reported to the public through the State of NK and through the NJ state website as well as the Blackwood Elementary Report Card and Board of Education reports. Also, report cards and interim reports which detail individual student results are sent home with students. Back to School Night and Parent Conferences are used to inform parents of assessment results
10. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

11. How will the school inform families about the academic achievement of their child/children? Home Reports and Parent Reports for the NJASK and STARS testing are sent home to every student who participated in the assessments. The district provides
12. On what specific strategies will the school use its 2015-2016 parent involvement funds? The funds will be used for parental workshops, communications, student celebrations and incentives, outreach, school wide parental events, and PTO.

Provide a separate response for each question.

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

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	51 100	Collaboration with the District Human Resource Department. Provide initial and on-going mentoring, opportunities for peer collaboration, team support and collaboration through the PLC's and effective school based/district professional development. Promote and encourage open lines of communication, to build upon positive staff morale
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)	7 100%	Collaboration with the District Human Resource Department. Provide initial and on-going mentoring, opportunities for peer collaboration, team support and collaboration through the PLC's and effective school based/district professional development. Promote and encourage open lines of communication, to build upon positive staff morale
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
Compensation and benefits, reform and strategies, professional development, opportunities for growth/advancement	Central Administration Human Resources Department