Gloucester Township Public Schools

2015-2016 Title I Schoolwide Plan

035 – CW Lewis Middle School

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	Math and ELA Intervention Class, *IXL Math and ELA, *Chromebook 1-1,* 6th Gr. Transitioning	Intervention Teachers, Administrator	Proficient on PARCC Grade level score on STAR with SGP 35 and Percentile rank above 70 Increasing subject grade on report card	STAR recommendations http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=17 (Recommendations for writing instruction) http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf#page=22 (Recommendations for Improving Adolescent Literacy: Effective Classroom and Intervention Practices) http://www.ixl.com/research/IXL-Research-Study-2013.pdf www.renaissance.com/resources/research
Math	Students with Disabilities	Lunch Writing Intervention, Math and ELA Intervention Class, *IXL Math and ELA, *Chromebook 1-1,* 6th Gr. Transitioning	Intervention Teachers, Administrator	Proficient on PARCC Grade level score on STAR with SGP 35 and Percentile rank above 70 Increasing subject grade on	STAR recommendations http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=17 (Recommendations for writing instruction) http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf#page=22 (Recommendations for Improving Adolescent Literacy: Effective Classroom and Intervention Practices) http://www.ixl.com/research/IXL-Research-Study-2013.pdf www.renaissance.com/resources/research

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)
				report card	
ELA	Homeless	Lunch Writing Intervention, Math and ELA Intervention Class, *IXL Math and ELA, *Chromebook 1-1,* 6th Gr. Transitioning	Intervention Teachers, Administrator	Proficient on PARCC Grade level score on STAR with SGP 35 and Percentile rank above 70 Increasing subject grade on report card	STAR recommendations http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=17 (Recommendations for writing instruction) http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf#page=22 (Recommendations for Improving Adolescent Literacy: Effective Classroom and Intervention Practices) http://www.ixl.com/research/IXL-Research-Study-2013.pdf www.renaissance.com/resources/research
Math	Homeless	Lunch Writing Intervention, Math and ELA Intervention Class, *IXL Math and ELA, *Chromebook 1-1,* 6th Gr. Transitioning	Classroom teacher, Intervention Teachers, Administrator	Proficient on PARCC Grade level score on STAR with SGP 35 and Percentile rank above 70 Increasing subject grade on report card	STAR recommendations http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=17 (Recommendations for writing instruction) http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf#page=22 (Recommendations for Improving Adolescent Literacy: Effective Classroom and Intervention Practices) http://www.ixl.com/research/IXL-Research-Study-2013.pdf www.renaissance.com/resources/research

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)
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Lunch Writing Intervention, Math and ELA Intervention Class, *IXL Math and ELA, *Chromebook 1-1,* 6th Gr. Transitioning	Classroom teacher, Intervention Teachers, Administrator	Proficient on PARCC Grade level score on STAR with SGP 35 and Percentile rank above 70 Increasing subject grade on report card	STAR recommendations http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=17 (Recommendations for writing instruction) http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf#page=22 (Recommendations for Improving Adolescent Literacy: Effective Classroom and Intervention Practices) http://www.ixl.com/research/IXL-Research-Study-2013.pdf www.renaissance.com/resources/research
Math	ELLs	Lunch Writing Intervention, Math and ELA Intervention Class, *IXL Math and ELA, *Chromeboo	Classroom teacher, Intervention Teachers, Administrator	Proficient on PARCC Grade level score on STAR with SGP 35 and Percentile rank above 70 Increasing	STAR recommendations http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=17 (Recommendations for writing instruction) http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf#page=22 (Recommendations for Improving Adolescent Literacy: Effective Classroom and Intervention Practices) http://www.ixl.com/research/IXL-Research-Study-2013.pdf www.renaissance.com/resources/research

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)
		k 1-1,* 6th Gr. Transitioning		subject grade on report card	
ELA	Economically Disadvantaged	Lunch Writing Intervention, Math and ELA Intervention Class, *IXL Math and ELA, *Chromebook 1-1,* 6th Gr. Transitioning	Classroom teacher, Intervention Teachers, Administrator	Proficient on PARCC Grade level score on STAR with SGP 35 and Percentile rank above 70 Increasing subject grade on report card	STAR recommendations http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=17 (Recommendations for writing instruction) http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf#page=22 (Recommendations for Improving Adolescent Literacy: Effective Classroom and Intervention Practices) http://www.ixl.com/research/IXL-Research-Study-2013.pdf www.renaissance.com/resources/research
Math	Economically Disadvantaged	Lunch Writing Intervention, Math and ELA Intervention Class, *IXL Math and ELA, *Chromebook 1-1,* 6th Gr. Transitioning	Classroom teacher, Intervention Teachers, Administrator	Proficient on PARCC Grade level score on STAR with SGP 35 and Percentile rank above 70 Increasing subject grade on	STAR recommendations http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=17 (Recommendations for writing instruction) http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf#page=22 (Recommendations for Improving Adolescent Literacy: Effective Classroom and Intervention Practices) http://www.ixl.com/research/IXL-Research-Study-2013.pdf www.renaissance.com/resources/research

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)
				report card	

**Use an asterisk to denote new programs.*

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

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Homework Club, Catch Up Club, *Highland/CCC Tutoring, *Special advisory, Money Club	Intervention Teachers, Administrator	Attain mastery level for the domains of NCCS and completion of project in the club. Proficiency on STAR Math & Reading PARCC results Improved grades and knowledge gained	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16 (Recommendations for Improving Problem-Solving, Grades 4-8) www.renaissance.com/resources/research http://www.ixl.com/research/IXL-Research-Study-2013.pdf http://ies.ed.gov/ncee/wwc/aboutteam.aspx?q=3 amle.org/portals/0/pdf/rmle/rmle_vol34_no6.pdf
Math	Students with Disabilities	Math Club, *Morning Math, Homework Club, Catch Up Club, *Highland/CCC	Intervention Teachers, Administrator	Attain mastery level for the domains of NCCS and completion of project in the club. Proficiency on STAR	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16 (Recommendations for Improving Problem-Solving, Grades 4-8) www.renaissance.com/resources/research http://www.ixl.com/research/IXL-Research-Study-

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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)**
		Tutoring, Special advisory, Chromebook Club		Math & Reading PARCC results Improved grades and knowledge gained	2013.pdf http://ies.ed.gov/ncee/wwc/aboutteam.aspx?q=3 amle.org/portals/0/pdf/rmle/rmle_vol34_no6.pdf
ELA	Homeless	Math Club, *Morning Math, Homework Club, Catch Up Club, *Highland/CCC Tutoring, * Special advisory, Chromebook Club	Intervention Teachers, Administrator	Attain mastery level for the domains of NCCS and completion of project in the club. Proficiency on STAR Math & Reading PARCC results Improved grades and knowledge gained	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16 (Recommendations for Improving Problem-Solving, Grades 4-8) www.renaissance.com/resources/research http://www.ixl.com/research/IXL-Research-Study-2013.pdf http://ies.ed.gov/ncee/wwc/aboutteam.aspx?q=3 amle.org/portals/0/pdf/rmle/rmle_vol34_no6.pdf
Math	Homeless	Math Club, *Morning Math, Homework Club, Catch Up Club, *Highland/CCC Tutoring, *Special advisory, Chromebook Club	Intervention Teachers, Administrator	Attain mastery level for the domains of NCCS and completion of project in the club. Proficiency on STAR Math & Reading PARCC results Improved grades and knowledge gained	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16 (Recommendations for Improving Problem-Solving, Grades 4-8) www.renaissance.com/resources/research http://www.ixl.com/research/IXL-Research-Study-2013.pdf http://ies.ed.gov/ncee/wwc/aboutteam.aspx?q=3 amle.org/portals/0/pdf/rmle/rmle_vol34_no6.pdf
ELA	Migrant	n/a	n/a	n/a	n/a
Math	Migrant	n/a	n/a	n/a	n/a
ELA	ELLs	Math Club, *Morning Math,	Intervention Teachers,	Attain mastery level for the domains of	http://ies.ed.gov/ncee/wwc/aboutteam.aspx?q=3 http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16

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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)**
		Homework Club, Catch Up Club, *Highland/CCC Tutoring, Special advisory, ELL Tutoring, Lucky Club, Chromebook Club	Administrator ELL Teacher	NCCS and completion of project in the club. Proficiency on STAR Math & Reading PARCC results Improved grades and knowledge gained	(Recommendations for Improving Problem-Solving, Grades 4-8) www.renaissance.com/resources/research http://www.ixl.com/research/IXL-Research-Study-2013.pdf http://ies.ed.gov/ncee/wwc/aboutteam.aspx?q=3 amle.org/portals/0/pdf/rmle/rmle_vol34_no6.pdf
Math	ELLs	Math Club, *Morning Math, Homework Club, Catch Up Club, *Highland/CCC Tutoring, *Special advisory, ELL Tutoring, Lucky Club, Chromebook Club	Intervention Teachers, Administrator ELL Teacher	Attain mastery level for the domains of NCCS and completion of project in the club.	http://ies.ed.gov/ncee/wwc/aboutteam.aspx?q=3 http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16 (Recommendations for Improving Problem-Solving, Grades 4-8) www.renaissance.com/resources/research http://www.ixl.com/research/IXL-Research-Study-2013.pdf http://ies.ed.gov/ncee/wwc/aboutteam.aspx?q=3 amle.org/portals/0/pdf/rmle/rmle_vol34_no6.pdf
ELA	Economically Disadvantaged	Math Club, *Morning Math, Homework Club, Catch Up Club, *Highland/CCC Tutoring, *Special advisory, Chromebook Club	Intervention Teachers, Administrator	Attain mastery level for the domains of NCCS and completion of project in the club. Proficiency on STAR Math & Reading PARCC results Improved grades and knowledge gained	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16 (Recommendations for Improving Problem-Solving, Grades 4-8) www.renaissance.com/resources/research http://www.ixl.com/research/IXL-Research-Study-2013.pdf http://ies.ed.gov/ncee/wwc/aboutteam.aspx?q=3 amle.org/portals/0/pdf/rmle/rmle_vol34_no6.pdf
Math	Economically Disadvantaged	Math Club, Morning Math,	Intervention Teachers,	Attain mastery level for the domains of	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16 (Recommendations for Improving Problem-Solving,

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

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		Homework Club, Catch Up Club, *Highland/CCC Tutoring, *Special advisory, Chromebook Club	Administrator	NCCS and completion of project in the club. Proficiency on STAR Math & Reading PARCC results Improved grades and knowledge gained	Grades 4-8) www.renaissance.com/resources/research http://www.ixl.com/research/IXL-Research-Study-2013.pdf http://ies.ed.gov/ncee/wwc/aboutteam.aspx?q=3 amle.org/portals/0/pdf/rmle/rmle_vol34_no6.pdf

**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	Effective Educators Academy, data analysis of PARCC and STAR, Marzano	Central Administration, Supervisors, Building Administration	Marzano observation evaluation data, mSGP, SGO, lesson plans, pacing	AchieveNJ http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making) http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf#page=22 (Recommendations for Improving Adolescent Literacy: Effective Classroom and Intervention Practices)

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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)
		Teacher Effectiveness Training, Blueprints Training, Chromebook and Google apps training, curriculum development and teaching strategies development in ELA and Math		guides, Attendance, increased STAR/report cards/ PARCC/ Benchmark scores, survey results	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16 (Recommendations for improving problem-solving, grades 4-8) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making) Program-based validation IES: What Works Clearinghouse Robert Marzano "That Works" http://ies.ed.gov/ncee/wwc/quickreview.aspx?sid=210 (Combining High-quality observations with student surveys and achievement gains) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making)
Math	Students with Disabilities	Effective Educators Academy, data analysis of PARCC and STAR, Marzano Teacher	Central Administration, Supervisors, Building Administration	Marzano observation evaluation data, mSGP, SGO, lesson plans, pacing guides,	AchieveNJ http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making) http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf#page=22 (Recommendations for Improving Adolescent Literacy: Effective Classroom and Intervention Practices)

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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)
		Effectiveness Training, Blueprints Training, Chromebook and Google apps training, curriculum development and teaching strategies development in ELA and Math		Attendance, increased STAR/report cards/ PARCC/ Benchmark scores, survey results	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16 (Recommendations for improving problem-solving, grades 4-8) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making) Program-based validation IES: What Works Clearinghouse Robert Marzano "That Works" http://ies.ed.gov/ncee/wwc/quickreview.aspx?sid=210 (Combining High-quality observations with student surveys and achievement gains) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making)
ELA	Homeless	Effective Educators Academy, data analysis of PARCC and STAR, Marzano Teacher	Central Administration, Supervisors, Building Administration	Marzano observation evaluation data, mSGP, SGO, lesson plans, pacing guides,	AchieveNJ http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making) http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf#page=22 (Recommendations for Improving Adolescent Literacy: Effective Classroom and Intervention Practices)

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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)
		Effectiveness Training, Blueprints Training, Chromebook and Google apps training, curriculum development and teaching strategies development in ELA and Math		Attendance, increased STAR/report cards/ PARCC/ Benchmark scores, survey results	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16 (Recommendations for improving problem-solving, grades 4-8) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making) Program-based validation IES: What Works Clearinghouse Robert Marzano "That Works" http://ies.ed.gov/ncee/wwc/quickreview.aspx?sid=210 (Combining High-quality observations with student surveys and achievement gains) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making)
Math	Homeless	Effective Educators Academy, data analysis of PARCC and STAR, Marzano Teacher Effectiveness	Central Administration, Supervisors, Building Administration	Marzano observation evaluation data, mSGP, SGO, lesson plans, pacing guides, Attendance	AchieveNJ http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making) http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf#page=22 (Recommendations for Improving Adolescent Literacy: Effective Classroom and Intervention Practices) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16

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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)
		s Training, Blueprints Training, Chromebook and Google apps training, curriculum development and teaching strategies development in ELA and Math		, increased STAR/report cards/ PARCC/ Benchmark scores, survey results	(Recommendations for improving problem-solving, grades 4-8) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making) Program-based validation IES: What Works Clearinghouse Robert Marzano "That Works" http://ies.ed.gov/ncee/wwc/quickreview.aspx?sid=210 (Combining High-quality observations with student surveys and achievement gains) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making)
ELA	Migrant	n/a	n/a	n/a	n/a
Math	Migrant	n/a	n/a	n/a	n/a
ELA	ELLs	Effective Educators Academy, data analysis of	Central Administration, Supervisors, Building Administration	Marzano observation evaluation data, mSGP, SGO,	AchieveNJ http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making) http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf#page=22

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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)
		PARCC and STAR, Marzano Teacher Effectiveness Training, Blueprints Training, Chromebook and Google apps training, curriculum development and teaching strategies development in ELA and Math		lesson plans, pacing guides, Attendance, increased STAR/report cards/ PARCC/ Benchmark scores, survey results	(Recommendations for Improving Adolescent Literacy: Effective Classroom and Intervention Practices) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16 (Recommendations for improving problem-solving, grades 4-8) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making) Program-based validation IES: What Works Clearinghouse Robert Marzano "That Works" http://ies.ed.gov/ncee/wwc/quickreview.aspx?sid=210 (Combining High-quality observations with student surveys and achievement gains) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making)
Math	ELLs	Effective Educators Academy, data analysis of PARCC and	Central Administration, Supervisors, Building Administration	Marzano observation evaluation data, mSGP, SGO, lesson	AchieveNJ http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making) http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf#page=22

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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)
		STAR, Marzano Teacher Effectiveness Training, Blueprints Training, Chromebook and Google apps training, curriculum development and teaching strategies development in ELA and Math		plans, pacing guides, Attendance, increased STAR/report cards/ PARCC/ Benchmark scores, survey results	(Recommendations for Improving Adolescent Literacy: Effective Classroom and Intervention Practices) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16 (Recommendations for improving problem-solving, grades 4-8) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making) Program-based validation IES: What Works Clearinghouse Robert Marzano "That Works" http://ies.ed.gov/ncee/wwc/quickreview.aspx?sid=210 (Combining High-quality observations with student surveys and achievement gains) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making)
ELA	Economically Disadvantaged	Effective Educators Academy, data analysis of PARCC and	Central Administration, Supervisors, Building Administration	Marzano observation evaluation data, mSGP, SGO, lesson	AchieveNJ http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making) http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf#page=22

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)
		STAR, Marzano Teacher Effectiveness Training, Blueprints Training, Chromebook and Google apps training, curriculum development and teaching strategies development in ELA and Math		plans, pacing guides, Attendance, increased STAR/report cards/ PARCC/ Benchmark scores, survey results	(Recommendations for Improving Adolescent Literacy: Effective Classroom and Intervention Practices) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16 (Recommendations for improving problem-solving, grades 4-8) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making) Program-based validation IES: What Works Clearinghouse Robert Marzano "That Works" http://ies.ed.gov/ncee/wwc/quickreview.aspx?sid=210 (Combining High-quality observations with student surveys and achievement gains) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making)
Math	Economically Disadvantaged	Effective Educators Academy, data analysis of PARCC and STAR,	Central Administration, Supervisors, Building Administration	Marzano observation evaluation data, mSGP, SGO, lesson plans,	AchieveNJ http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making) http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf#page=22 (Recommendations for Improving Adolescent Literacy: Effective Classroom

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)
		Marzano Teacher Effectiveness Training, Blueprints Training, Chromebook and Google apps training, curriculum development and teaching strategies development in ELA and Math		pacing guides, Attendance, increased STAR/report cards/ PARCC/ Benchmark scores, survey results	and Intervention Practices) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=16 (Recommendations for improving problem-solving, grades 4-8) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making) Program-based validation IES: What Works Clearinghouse Robert Marzano "That Works" http://ies.ed.gov/ncee/wwc/quickreview.aspx?sid=210 (Combining High-quality observations with student surveys and achievement gains) http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=12 (Using Student Data to Support Instructional Decision-making)

**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*

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

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?
    a. The Title 1 Stakeholder Team will be responsible for evaluating the program along with the central administrative staff and supervisors. We evaluate quarterly to coincide with marking periods and testing cycles.

2. What barriers or challenges does the school anticipate during the implementation process?
    a. A limited number of interventionists in the school is a barrier. Additionally, the district database for identifying subgroups is not easily used. Time is a barrier in that there are multiple data points and precious little time to collectively digest and analyze the data. Time for professional development is another issue given the school calendar and the collective bargaining agreement. Getting students to stay after school for various interventions can be challenging as well.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
    a. The school will effectively communicate its mission and give evidence for all stakeholders the necessity to increase student achievement and intervene on students' behalf when needed. Professional development will be provided to teachers via in-service days, after school and summer offerings (Effective Educators Academy), faculty meetings, email announcements, Global Connect phone calls and during PLC meetings. Teachers who advise after-school clubs, tutoring, etc. are provided monetary compensation for their time.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

a. The school will conduct surveys and communicate the mission of the school to all staff. The team used anecdotal information from PLC's and faculty meetings; informal conversations with staff; discussions with teachers who can serve as a liaison to communicate teacher perceptions at Title 1 Stakeholder meetings.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?
    a. The school will conduct surveys and communicate and continue to communicate with the community effectively through email newsletters, surveys, and Global Connect calls.
6. How will the school structure interventions?
    a. The school will structure interventions as a push-in during ELA and Math for the neediest students and also as a pull-out for a small percentage of the most at-risk students based on multiple measures such as STAR, grades, PARCC, and teacher recommendations during the exploratory block for remedial assistance. The school will have lunch tutoring in writing for the neediest students based on the multiple measures and offer ELA and Math assistance after school, along with other after-school opportunities. (i.e. Money Club, Chromebook tutoring, Homework club, Math club, Catch-up club, Highland/CCC Tutoring, ELL tutoring and Lucky Club.)
7. How frequently will students receive instructional interventions?
    a. Small group pull out Math & ELA – every day
    b. Lunch Tutoring – 12 to 15 days
    c. Math Club, homework Club – 2 days a week
    d. Catch up Club, Chromebook Club- 4 days a week
    e. Money club – 1 day a week
    f. ELL Tutoring- 1 day a week
    g. Lucky Club- Twice a month
    h. Highland/CCC Tutoring- 1 day a week
8. What resources/technologies will the school use to support the schoolwide program?
    a. Ipads with Math and ELA apps
    b. Laptops/desktops

c. Chromebooks
d. Student writing from standardized tests
e. NewsELA
f. PARCC training
g. STAR
h. iObservation resources
i. IXL Math and ELA

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
    a. The data that the school will measure will be results from STAR data from October, December, and June. The school will also examine NJASK (2013-14) and PARCC (2014-15) results along with results from unit and Benchmark assessments. Additionally, we will look at retention data, attendance rates, suspension/discipline referral numbers, MP failures, report card grades and survey data.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?
    a. The school will work with the Title 1 Team to gather the data and determine the best manner to disseminate the data through meetings and technology. We will share at faculty meetings and PLC's as well as through parent meetings and emails.

**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	Back To School Night	Admin and Staff	Percentage of parents who attend Attendance/agendas/minutes	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
ELA	Students w/ Disabilities	Parent/Teacher conferences	Admin and Staff	Increased Student Achievement	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
ELA	Students w/ Disabilities	*Parent University	Admin and Staff	Increased Student Achievement	https://www.michigan.gov/documents/Parent_Involvement_Part_1_12-16-04_111426_7.pdf
ELA	Students w/ Disabilities	Home and School Council	Admin, Staff, and Parents	Increased Student Achievement	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
ELA	Students w/ Disabilities	Communication through website, monthly newsletter, and	Administration	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf

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)
		Global Connects			
ELA	Students w/ Disabilities	Big Brothers/Big Sisters School Based Community Program	Counselors, Teachers, Students, Highland High School Students	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf FACE Handbook http://ies.ed.gov/ncee/wwc/pdf/single_study_reviews/wwc_bbbs_031213.pdf
ELA	Students w/ Disabilities	Read 180	Admin Staff, and Teaching Staff,	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf FACE Handbook http://ies.ed.gov/ncee/wwc/pdf/single_study_reviews/wwc_bbbs_031213.pdf
ELA	Students w/ Disabilities	*Family/Community Movie Night	Administration and Staff	Increased Student Achievement, % of parents/community members that attend event	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
ELA	Students w/ Disabilities	*Barnes & Noble Family Book Night	Administration, Staff, Barnes & Noble event planner	Increased Student Achievement, % of parents/community members that attend event	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
ELA	Students w/	*Attendance	Administratio	Increased Student	http://www.schoolcommunitynetwork.org/downloads/FACEHan

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)
	Disabilities	Team	n, Staff, Parents	Achievement	dbook.pdf
ELA	Students w/ Disabilities	*Mentor/Mentee program	Administration, Staff, Parents, Camden County College Staff & Students	Increased Student Achievement	http://www.turningpts.org/pdf/Family.pdf
ELA	Students w/ Disabilities	Parent Resource Area	Guidance Counselors	Increased Student Achievement, Percent of parents utilizing information	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
ELA	Students w/ Disabilities	*Liaison for Spanish speaking parents	Counselors, Administration and Staff	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	Students with Disabilities	Back To School Night	Admin and Staff	Percentage of parents who attend Attendance/agendas/minutes	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
Math	Students w/	Parent/Teacher	Admin and	Increased Student	http://www2.ed.gov/pub/Faminvolve/stockton.html

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)
	Disabilities	conferences	Staff	Achievement	"Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
Math	Students w/ Disabilities	*Parent University	Admin and Staff	Increased Student Achievement	https://www.michigan.gov/documents/Parent_Involvement_Part_1_12-16-04_111426_7.pdf
Math	Students w/ Disabilities	Home and School Council	Admin, Parents, and Staff	Increased Student Achievement	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
Math	Students w/ Disabilities	Communication through website, monthly newsletter, and Global Connects	Admin and Staff	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	Students w/ Disabilities	*Family/Community Movie Night	Administration and Staff	Increased Student Achievement, % of parents/community members that attend event	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	Students w/	*Barnes &	Administratio	Increased Student	http://www.schoolcommunitynetwork.org/downloads/FACEHan

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)
	Disabilities	Noble Family Book Night	n, Staff, Barnes & Noble event planner	Achievement, % of parents/community members that attend event	dbook.pdf
Math	Students w/ Disabilities	*Attendance Team	Administration, Staff, Parents	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	Students w/ Disabilities	*Mentor/Mentee program	Administration, Staff, Parents, Camden County College Staff & Students	Increased Student Achievement	http://www.turningpts.org/pdf/Family.pdf
Math	Students w/ Disabilities	Parent Resource Area	Guidance Counselors	Increased Student Achievement, Percent of parents utilizing information	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	Students w/ Disabilities	Big Brothers/Big Sisters School Based Community Program	Counselors, Teachers, Students,	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf FACE Handbook http://ies.ed.gov/ncee/wwc/pdf/single_study_reviews/wwc_bbbs_031213.pdf
Math	Students w/ Disabilities	*Liaison for Spanish	Counselors, Administratio	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf

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)
		speaking parents	n and Staff		
ELA	Homeless	Back To School Night	Admin and Staff	Percentage of parents who attend Attendance/agendas/minutes	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
ELA	Homeless	Parent/Teacher conferences	Admin, Staff, and Parents	Increased Student Achievement	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
ELA	Homeless	*Parent University	Administration, Staff,	Increased Student Achievement	https://www.michigan.gov/documents/Parent_Involvement_Part_1_12-16-04_111426_7.pdf
ELA	Homeless	Home and School Council	Administration, Staff, and Parents	Increased Student Achievement	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
ELA	Homeless	Communication through website,	Administration and Staff	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf

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)
		monthly newsletter, and Global Connects			
ELA	Homeless	*Family/Community Movie Night	Administration and Staff	Increased Student Achievement, % of parents/community members that attend event	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
ELA	Homeless	*Barnes & Noble Family Book Night	Administration, Staff, Barnes & Noble event planner	Increased Student Achievement, % of parents/community members that attend event	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
ELA	Homeless	*Attendance Team	Administration, Staff, Parents	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
ELA	Homeless	*Mentor/Mentee program	Administration, Staff, Parents, Camden County College Staff & Students	Increased Student Achievement	http://www.turningpts.org/pdf/Family.pdf
ELA	Homeless	Parent Resource Area	Guidance Counselors	Increased Student Achievement, Percent of parents utilizing information	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf

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	Homeless	Big Brothers/Big Sisters School Based Community Program	Counselors, Teachers, Students,	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf FACE Handbook http://ies.ed.gov/ncee/wwc/pdf/single_study_reviews/wwc_bbbs_031213.pdf
ELA	Homeless	*Liaison for Spanish speaking parents	Counselors, Administration and Staff	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	Homeless	Back To School Night	Admin Staff	Percentage of parents who attend Attendance/agendas/minutes	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
Math	Homeless	Parent/Teacher conferences	Administration, Staff, and Parents	Increased Student Achievement	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
Math	Homeless	*Parent University	Administration, and Staff	Increased Student Achievement	https://www.michigan.gov/documents/Parent_Involvement_Part_1_12-16-04_111426_7.pdf
Math	Homeless	Home and School Council	Administration, Staff, and Parents	Increased Student Achievement	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
Math	Homeless	Communication through	Administration and Staff	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf

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)
		website, monthly newsletter, and Global Connects			
Math	Homeless	*Family/Community Movie Night	Administration and Staff	Increased Student Achievement, % of parents/community members that attend event	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	Homeless	*Barnes & Noble Family Book Night	Administration, Staff, Barnes & Noble event planner	Increased Student Achievement, % of parents/community members that attend event	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	Homeless	*Attendance Team	Administration, Staff, Parents	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	Homeless	*Mentor/Mentee program	Administration, Staff, Parents, Camden County College Staff & Students	Increased Student Achievement	http://www.turningpts.org/pdf/Family.pdf

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Homeless	Parent Resource Area	Guidance Counselors	Increased Student Achievement, Percent of parents utilizing information	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	Homeless	Big Brothers/Big Sisters School Based Community Program	Counselors, Teachers, Students,	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf FACE Handbook http://ies.ed.gov/ncee/wwc/pdf/single_study_reviews/wwc_bbbs_031213.pdf
Math	Homeless	Liaison for Spanish speaking parents	Counselors, Administration and Staff	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
ELA	ELLs	Back To School Night	Admin Staff	Percentage of parents who attend Attendance/agendas/minutes	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
ELA	ELLs	Parent/Teacher conferences	Administration, Staff, and Parents	Increased Student Achievement	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/

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	ELLs	*Parent University	Administration, Staff, Community Members and Parents	Increased Student Achievement	https://www.michigan.gov/documents/Parent_Involvement_Part_1_12-16-04_111426_7.pdf
ELA	ELLs	ELL Parent Nights	Administration, ELL Teacher, Community Members and Staff	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
ELA	ELLs	Home and School Council	Administration, Staff, Community Members and Parents	Increased Student Achievement	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
ELA	ELLs	Communication through website, monthly newsletter, and Global Connects	Administration and Staff	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
ELA	ELLs	PAL Club	Teachers, NJHS member,	Increased in Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf

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)
			ELL students, Community Members		FACE Handbook
ELA	ELLS	ELL Tutoring	Administration, Staff, ELL Teacher, NJHS students	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
ELA	ELLs	*Family/Community Movie Night	Administration and Staff	Increased Student Achievement, % of parents/community members that attend event	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
ELA	ELLs	*Barnes & Noble Family Book Night	Administration, Staff, Barnes & Noble event planner	Increased Student Achievement, % of parents/community members that attend event	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
ELA	ELLs	*Attendance Team	Administration, Staff, Parents	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
ELA	ELLs	*Mentor/Mentee program	Administration, Staff, Parents,	Increased Student Achievement	http://www.turningpts.org/pdf/Family.pdf

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)
			Camden County College Staff & Students		
ELA	ELLs	Parent Resource Area	Guidance Counselors	Increased Student Achievement, Percent of parents utilizing information	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
ELA	ELLs	Big Brothers/Big Sisters School Based Community Program	Counselors, Teachers, Students,	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf FACE Handbook http://ies.ed.gov/ncee/wwc/pdf/single_study_reviews/wwc_bbbs_031213.pdf
ELA	ELLs	*Liaison for Spanish speaking parents	Counselors, Administration and Staff	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	ELLs	Back To School Night	Administration, and Staff	Percentage of parents who attend Attendance/agendas/minutes	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs	Parent/Teacher conferences	Administration, Staff, and Parents	Increased Student Achievement	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
Math	ELLs	*Parent University	Administration, Staff, Community Members and Parents	Increased Student Achievement	https://www.michigan.gov/documents/Parent_Involvement_Part_1_12-16-04_111426_7.pdf
Math	ELLs	ELL Parent Nights	Administration, ELL Teacher, and Parents	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	ELLs	Home and School Council	Administration, Staff, Parents, and Community	Increased Student Achievement	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
Math	ELLs	Communication through website, monthly newsletter, and Global Connects	Administration and Staff	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	ELLs	PAL Club	Teachers, NJHS	Increase in Student	http://www.schoolcommunitynetwork.org/downloads/FACEHan

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)
			member, ELL students	Achievement	dbook.pdf FACE Handbook
Math	ELLs	*Family/Community Movie Night	Administration and Staff	Increased Student Achievement, % of parents/community members that attend event	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	ELLs	*Barnes & Noble Family Book Night	Administration, Staff, Barnes & Noble event planner	Increased Student Achievement, % of parents/community members that attend event	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	ELLs	ELL Tutoring	Administration, Staff, ELL Teacher, NJHS students	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	ELLs	*Attendance Team	Administration, Staff, Parents	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	ELLs	*Mentor/Mentee program	Administration, Staff, Parents, Camden County	Increased Student Achievement	http://www.turningpts.org/pdf/Family.pdf

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)
			College Staff & Students		
Math	ELLs	Parent Resource Area	Guidance Counselors	Increased Student Achievement, Percent of parents utilizing information	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	ELLs	Liaison for Spanish speaking parents	Counselors, Administration and Staff	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	ELLs	Big Brothers/Big Sisters School Based Community Program	Counselors, Teachers, Students,	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf FACE Handbook http://ies.ed.gov/ncee/wwc/pdf/single_study_reviews/wwc_bbbs_031213.pdf
ELA	Economically Disadvantaged	Back To School Night	Administration and Staff	Percentage of parents who attend Attendance/agendas/minutes	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
ELA	Economically Disadvantaged	Parent/Teacher conferences	Administration, Staff, and Parents	Increased Student Achievement	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Title 1 Night	Administration, Staff, Parents, and Students	Increased Student Achievement	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
ELA	Economically Disadvantaged	*Parent University	Administration, Staff, Community Members and Parents	Increased Student Achievement	https://www.michigan.gov/documents/Parent_Involvement_Part_1_12-16-04_111426_7.pdf
ELA	Economically Disadvantaged	Home and School Council	Administration, Staff, Parents, and Community	Increased Student Achievement	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
ELA	Economically Disadvantaged	Communication through website, monthly newsletter, and Global Connects	Administration and Staff	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
ELA	Economically Disadvantaged	*Family/Community Movie Night	Administration and Staff	Increased Student Achievement, % of parents/community members that attend event	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center"
ELA	Economically Disadvanta	*Attendance Team	Administration, Staff, Parents	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf

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)
	ged				
ELA	Economically Disadvantaged	*Barnes & Noble Family Book Night	Administration, Staff, Barnes & Noble event planner	Increased Student Achievement, % of parents/community members that attend event	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
ELA	Economically Disadvantaged	*Mentor/Mentee program	Administration, Staff, Parents, Camden County College Staff & Students	Increased Student Achievement	http://www.turningpts.org/pdf/Family.pdf
ELA	Economically Disadvantaged	Parent Resource Area	Guidance Counselors	Increased Student Achievement, Percent of parents utilizing information	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
ELA	Economically Disadvantaged	Big Brothers/Big Sisters School Based Community Program	Counselors, Teachers, Students,	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf FACE Handbook http://ies.ed.gov/ncee/wwc/pdf/single_study_reviews/wwc_bbbs_031213.pdf
ELA	Economically Disadvantaged	Liaison for Spanish speaking parents	Counselors, Administration and Staff	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Economically Disadvantaged	Back To School Night	Admin Staff	Percentage of parents who attend Attendance/agendas/minutes	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
Math	Economically Disadvantaged	Parent/Teacher conferences	Administration, Staff, and Parents	Increased Student Achievement	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
Math	Economically Disadvantaged	Title 1 Night	Administration, Staff, Parents, and Students	Increased Student Achievement	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
Math	Economically Disadvantaged	Parent University	Administration, Staff, Community Members and Parents	Increased Student Achievement	https://www.michigan.gov/documents/Parent_Involvement_Part_1_12-16-04_111426_7.pdf
Math	Economically Disadvantaged	Home and School Council	Administration, Staff, Community Members and Parents	Increased Student Achievement	http://www2.ed.gov/pub/Faminvolve/stockton.html "Parent Resource Center" http://ies.ed.gov/ncee/wwc/publications/practiceguides/
Math	Economically	Communication through	Administration and Staff	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf

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)
	Disadvantaged	website, monthly newsletter, and Global Connects			
Math	Economically Disadvantaged	*Family/Community Movie Night	Administration and Staff	Increased Student Achievement, % of parents/community members that attend event	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	Economically Disadvantaged	*Barnes & Noble Family Book Night	Administration, Staff, Barnes & Noble event planner	Increased Student Achievement, % of parents/community members that attend event	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	Economically Disadvantaged	*Attendance Team	Administration, Staff, Parents	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	Economically Disadvantaged	*Mentor/Mentee program	Administration, Staff, Parents, Camden County College Staff	Increased Student Achievement	http://www.turningpts.org/pdf/Family.pdf

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)
			& Students		
Math	Economically Disadvantaged	Parent Resource Area	Guidance Counselors	Increased Student Achievement, Percent of parents utilizing information	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
Math	Economically Disadvantaged	Big Brothers/Big Sisters School Based Community Program	Counselors, Teachers, Students,	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf FACE Handbook http://ies.ed.gov/ncee/wwc/pdf/single_study_reviews/wwc_bbbs_031213.pdf
Math	Economically Disadvantaged	*Liaison for Spanish speaking parents	Counselors, Administration and Staff	Increased Student Achievement	http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf
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?
    - All community/family programs will communicate priority problems as well as the school's mission and expectations. Charles W. Lewis team of school staff, family and community members will work collaboratively to plan, implement, and continuously improve the schools family and community process. By working together we can ensure that each student will acquire the attitude, skills, and knowledge, necessary for a success in both school and life.
2. How will the school engage parents in the development of the written parent involvement policy?
    - The school will communicate with parents through different programs such as Parent/Teacher Conferences, Home and School Council meetings, and the future development of a School and Community Council.
3. How will the school distribute its written parent involvement policy?
    - The policy is in the agenda book and distributed to students directly.
4. How will the school engage parents in the development of the school-parent compact?
    - The school will have a parent liaison to communicate the needs of the families to the school. Additionally parents will be involved in the development during Home and School meetings.
5. How will the school ensure that parents receive and review the school-parent compact?

- The compact was reviewed at the Title 1 Parent Night. Information will be readily available during all family/community events.

6. How will the school report its student achievement data to families and the community?
   - Data will be reported at parent meetings and parent/teacher conferences.
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?
   - The student achievement data is reported through a letter.
8. How will the school inform families and the community of the school's disaggregated assessment results?
   - The student achievement data is reported through press releases by the State of NJ and through the NJ and BOE reports. The superintendent reports data to the community at the BOE meetings. Also, report cards and interim reports are sent home with students.
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
   - Parent and community members are involved in the development of the plan through the Title 1 team.
10. How will the school inform families about the academic achievement of their child/children?
    - Families are informed of their students' academic success through quarterly report cards and interim reports. Additionally reports are given to parents for their STAR Math and Reading scores. OLSAT test scores are sent home for 7th grade

parents. ASK Science scores are sent to 8th grade parents. Student achievement data is communicated during bi-annual parent-teacher conferences. Communication is also available via email and/or telephone at all times. Parent/Teacher conferences can be scheduled on an as needed basis at any time throughout the school year.

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

- Charles W. Lewis Middle School will specifically address the need of raising academic achievement in both Math and ELA. Research indicates an increase in both Math and ELA achievement through the increase of parent participation. CWL will increase parent participation through programs including Family Bingo, Family Movie Night, ELL Tutoring, ELL Workshops, Family Resource Area and any necessary Professional Development needed to meet specific strategies.

**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	61 100%	Collaboration with District Human Resource Dept. Provide initial and on-going mentoring, opportunities for peer collaboration, team support and collaboration through PLC's, 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 0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	6 100%	Collaboration with District Human Resource Dept. Provide initial and on-going mentoring, opportunities for peer collaboration, and team support.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0 0	

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

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(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
C.W. Lewis Middle School is a family-oriented school with high expectations for staff and students. The environment and culture at Lewis creates a desire to want to work here.	Human Resources Administration