Gloucester Township Public Schools

2015-2016 Title I Schoolwide Plan

050 – Erial 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	Technology Exposure	Principal	Direct access to Chromebooks in Resource Center	
Math	Students with Disabilities	Technology Exposure	Principal	Direct access to Chromebooks in Resource Center	
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Technology Exposure	Principal	Incorporation, training and utilization of 1:1 in 5th Grade and Chromebook access in other grades	
Math	Economically Disadvantaged	Technology Exposure	Principal	Incorporation, training and utilization of 1:1 in 5th Grade and Chromebook access in other grades	
ELA	RTI-ELA	Tier 2 & Tier 3	Principal	Students able to work their way out of the Tier System	

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	RTI-Math	Tier 2 & Tier 3	Principal	Students able to work their way out of the Tier System	

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				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
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				
Math	Economically Disadvantaged				
ELA	Underperforming Students	Extended Year-Skill Builders	Program Coordinator	STAR Reading Assessment PARCC Results	
Math	Underperforming Students	Extended Year-Skill Builders	Program Corrdinator	STAR Math Assessment PARCC Results	
ELA	Underperforming Students	Extended Day-ELA Writing Support	Program Coordinator	STAR Reading Assessment PARCC Results	
Math	Underperforming Students	Extended Day-Math Support	Program Coordinator	STAR Math Assessment PARCC Results	

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				
Math	Students with Disabilities				

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	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	All Students	Google/Chromebook Training	Principal	Improved proficiency on Chromebooks/PARCC Results	Stockton University-Training
Math	All Students	Google/Chromebook Training	Principal	Improved proficiency on Chromebooks/PARCC Results	Stockton University-Training

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.

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

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? **The evaluation of the program will be conducted through a joint review by the Stakeholders Committee as well as District representatives on an ongoing basis.**
2. What barriers or challenges does the school anticipate during the implementation process? **Anticipated barriers to overall student success in Erial would be the high mobility of students. Those both entering and exiting our building will impact the program's effectiveness.**
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? **The staff has a natural desire to see students succeed. Their ability to help select who has access to these services will provide the necessary feel of ownership of the programs.**
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? **Staff feedback surveys and meetings will garner this information.**
5. What measurement tool(s) will the school use to gauge the perceptions of the community? **Parent surveys are used to elicit information on satisfaction.**
6. How will the school structure interventions? **A unique Intervention/Enrichment period was designed for all students in Grades 1-5. This will enable support for all students based on their needs.**
7. How frequently will students receive instructional interventions? **These will be provided on a daily basis.**
8. What resources/technologies will the school use to support the schoolwide program? **The school will utilize iPads and Chromebooks to administer diagnostic assessments. The school will purchase additional Chromebooks for utilization in**

academic classes at each of the core grade levels. In addition, the local budget will be utilized to create a Chromebook 1:1 for 5th Grade students.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? **The school will track STAR scores as well as Wonders assessments.**
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? **The school website will contain testing data and parent meetings will be held to provide these insights.**

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	Reading Nights	Program Coordinator	STAR Assessments & PARCC Results	Parental Support is key to student achievement
Math	Students with Disabilities	Math Nights	Program Coordinator	STAR Assessments & PARCC Results	Parental Support is key to student achievement
ELA	Homeless	Reading Nights	Program Coordinator	STAR Assessments & PARCC Results	Parental Support is key to student achievement
Math	Homeless	Math Nights	Program Coordinator	STAR Assessments & PARCC Results	Parental Support is key to student achievement
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Reading Nights	Program Coordinator	STAR Assessments & PARCC Results	Parental Support is key to student achievement
Math	Economically Disadvantaged	Math Nights	Program Coordinator	STAR Assessments & PARCC Results	Parental Support is key to student achievement

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					
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?
2. How will the school engage parents in the development of the written parent involvement policy? **The school holds monthly meetings and solicits input from these representatives.**
3. How will the school distribute its written parent involvement policy? **The policy is in the agenda book as well as distributed to the students directly.**
4. How will the school engage parents in the development of the school-parent compact? **The compact was developed with parents originally and input is always welcome.**
5. How will the school ensure that parents receive and review the school-parent compact? **It is provided at the Title 1 Parent Meeting.**
6. How will the school report its student achievement data to families and the community? **Parent meetings will be utilized to give this information.**
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? **It will communicate this through a letter.**
8. How will the school inform families and the community of the school's disaggregated assessment results? **Parent meetings will be utilized to give this information.**

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

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? **They are members on the Stakeholders Committee.**

10. How will the school inform families about the academic achievement of their child/children? **The school sends out the results of STAR Assessments whenever they are administered.**

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? **The school will utilize its funds on targeted afterschool help programs. In addition, it will allocate money to parental involvement activities during evenings. In addition, technology will be purchased to support students utilizing Chromebooks.**

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	54 100%	
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)	26 100%	
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
The high expectations for staff and students will create a desire for highly qualified employees to want to work in Erial. The school climate lends itself to this ideal.	**Principal**