Gloucester Township Public Schools

2015-2016 Title I Schoolwide Plan

070 – Gloucester Township Elementary

SCHOOLWIDE COMPONENT: Reform Strategies

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

2014-2015 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
*Wonders Literacy Program	ELA	schoolwide	Staff/admin.	SGOs, PARCC scores, STARs, RTI	RTI 3 tier intervention model Core standards Student attainment of proficiency
My Math Program	Mathematics	schoolwide	Staff/admin.	SGOs, PARCC scores, STARs, RTI	RTI 3 tier intervention model Core standards Student attainment of proficiency
Same as above	ELA	Homeless Migrant	Staff/admin.		
NA	NA	ELLs	NA	NA	NA
Same as above	All subjects	Students with Disabilities	Staff/admin.	Same as above in core areas	

*Use an asterisk to denote new programs.

2014-2015 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;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
*Skill Builder-Confidence Booster Program; Extended School Year, TEP Program, STEM Program	All subjects	Gr. K,1,2; I&RS	Staff/admin.	Classroom benchmark assessment, NJASK, STARs	Past practice indicates that additional time on task, extended school day, and extend school year may have a positive effect on academic achievement.
Summer Skillbuilder	All subjects	Gr. K to 4	Summer Staff		

SCHOOLWIDE COMPONENT: Reform Strategies

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;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Same as above	All subjects	Homeless Migrant	Staff/admin.	Same as above. The 4 homeless students in the school have access to the same interventions as indicated and are screened for progress with the same assessments as the general education population.	Same as above for research supporting use of extra time, extended school day, and extended school year.
Same as above	na	ELLs	na	na	na
Same as above	All subjects	Students with Disabilities	Staff/admin.	Same as above	Same as above

*Use an asterisk to denote new programs.

2014-2015 Professional Development to Address Student Achievement and Priority Problems

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

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
*Wonders Literacy Program SOS Meetings *Blueprints for Success Poverty training	ELA	All teachers of Literacy	Teachers of Literacy Reading Specialists Sp. Ed. teachers Administrators SOS Coordinator Building PD Com	TBD on NJASK in May 2014	Wonders is a research supported literacy program which is aligned to Common Core State Standards.
SOS Meetings to address CCSS and Marzano	Mathematics	All staff teaching Mathematics	Teachers of Math Sp. Ed. Teachers	TBD on NJASK in May 2014	My Math is a research supported math program which is aligned to Common core State Standards.

SCHOOLWIDE COMPONENT: Reform Strategies

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

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
elements *My Math by McGraw-Hill program			Administrators SOS Coordinator Building PD Com		
*Blueprints for Success Poverty Training	All subjects	Homeless Migrant	Staff/Admin. Director of Inst. Supervisor State & Fed. Programs	Series Benchmark assessments TBD on NJASK for and homeless students in grades 3,4,or 5 STARS Reading and Math assessment	Literacy series, Math series, NJASK, and STAR Reading and Math assessments are research-based and support CCSS.
na	na	ELL	na	na	na
Same as above	All subjects	Students with Disabilities	Staff/admin.	Same as above for general education students	Same as above for general education students

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

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

Evaluation of Schoolwide Program

(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? **Conducted internally; Administration & Staff; Schoolwide Stakeholder Committee**
2. What barriers or challenges does the school anticipate during the implementation process? **Possibly parent support, change-over to new Math series will take transitional time, and parent support at home.**
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? **Meetings with Schoolwide Stakeholder Committee, Back to School Night, Parent Conferences, Community Newsletters, direct conferences & communication with parent groups and individual parents.**
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? **Staff Survey**
5. What measurement tool(s) will the school use to gauge the perceptions of the community? **Community Survey; EPC mtg. feedback**
6. How will the school structure interventions? **Implement district initiatives; provide after school & summer programs; implement academic intervention programs during school hours as supplement to the general education programs; and use PLC and staff meetings for discussion of the interventions effectiveness and adjust as indicated.**
7. How frequently will students receive instructional interventions? **Daily for core subjects; and intermittent for interventions programs as indicated by RTI, I&RS actions plans, and IEPs accommodations for Students w Disabilities.**
8. What resources/ technologies will the school use to support the schoolwide program? **Core programs, mounted projectors, document cameras, light pens, smart boards/mimios, on-line supporting graphics from Wonders and My Math programs, home-based interaction on–line for Wonders and My Math programs, mimio vote hand-held responders in Grades 3, 4, and 5, IPads on WiFi coordinated distribution from the library; and Chromebook Mobile Lab for individual use & standardized testing.**

SCHOOLWIDE COMPONENT: Reform Strategies

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? **Benchmark assessments from the Wonders & My Math programs, classroom assessments, and the PARCC standardize testing in spring 2015 (PBA & EOY assessments)**
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? **Individual score reports for the PARCC test; report of all assessments during parent conferences, report cards, and data analysis meetings within grade levels & Professional Learning Community cluster meetings; Principal's Newsletter to community; disseminate results at Schoolwide Stakeholder Committee meetings throughout the year.**

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance . . . such as family literacy services

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Wonders on-line family interactive home component *Home & School Connection* Newsletter	ELA	All students	Classroom teachers Administration	Benchmark assessments Wonders Unit assessments Wonders weekly assessments PARCC testing (PBA & EOY) Gr. 3,4,5	Wonders and PARCC are researched based programs and aligned with CCSS.
My Math on-line family interactive home component *Home & School Connection* Newsletter	Mathematics	All students	Classroom teachers Administration	Benchmark assessments My Math Unit assessments My Math weekly assessments PARCC testing (PBA & EOY) Gr. 3,4,5	My May and PARCC are research based programs aligned with CCSS.
Same as above McKinney-Vento Act	ELA & Math	Homeless Migrant	Same as above	Same as above	Same as above
na	na	ELL	na	na	na
Same as above for ELA & Math	Ela & Math	Students with Disabilities	Same as above for general education	Same as above for general education students Plus, annual reviews and tri-annual reviews	Same as above for general education students IEP screening devices & instruments

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Populati on(s)	Person Respon sible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
					are researched based and supported by statistical data to support their accuracy

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? **The family engagement will provide home support for the literacy program and give parents a closer contact school content. Students having academic interaction at home should experience more success.**
2. How will the school engage parents in the development of the written parent involvement policy? **Input from parent survey**
3. How will the school distribute its written parent involvement policy? **At EPC meetings; at parent conferences, Back to School Nt.**
4. How will the school engage parents in the development of the school-parent compact? **Compact sent home for parent review; input from parent/community representation on Schoolwide Stakeholder Committee**
5. How will the school ensure that parents receive and review the school-parent compact? **Reviewed at Back to School Night**
6. How will the school report its student achievement data to families and the community? **School Report Card; Student Home Report from the PARCC test.**
7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III? **Decision made at district level**
8. How will the school inform families and the community of the school's disaggregated assessment results? **Decision made at district level**
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? **Representation on the Schoolwide Stakeholder Committee**
10. How will the school inform families about the academic achievement of their child/children? **Student Home Report from the PARCC; Review of benchmark assessments at parent conferences twice a year; report cards; progress portfolios; mid-term progress reports as indicated**
11. On what specific strategies will the school use its 2013-2014 parent involvement funds?
    a. **Parent University Nights**
    b. **Home & School Connection newsletter**

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

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 section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	Professional development, mentoring, support teams, Support on Site Coordinator, promoting & explanation of salary & benefits
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0%	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	1 100%	Comfortable and manageable schedule; good working conditions; administrative support; clear expectations & directives.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	0 0%	

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

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
-School success rates in academic achievement -Community relations & reputation -Class size -Student behavior record and school climate & atmosphere relative to student cooperation/compliance -Supportive environment with collegial interaction, Professional Learning Community, Support-on-Site (SOS) -Record of teacher success and longevity over the past 16 years -Comfortable working environment and small/moderate size school atmosphere -Record of award winning teachers both in-building and district level (TOY, Apple Award, Nat. Bd. Cert. Tchr. etc.) -Support relative to materials, budgeting, and technology -Careful and clear interviewing experience to provide greater assurance -Principal's mentoring experience and record of staff stability -Professional development opportunities both in-building & district	Principal Staff District EPC Leadership/parents