Gloucester Township Public Schools

2015-2016 Title I Schoolwide Plan

085 – JW Lilley Elementary

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

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	McGraw Hill Reading Wonders and WonderWorks	Classroom Teachers Adm	PARCC Data Star Assessment Scores Benchmark Assessments	See the McGraw-Hill Reading Wonders Research Base Alignment Document at *www.mhreadingwonders.com/reviewer*
Math	Students with Disabilities	McGraw Hill My Math I&RS Buckledown Common Core Coach iXL Rocket Math Blueprints for Success	Classroom Teachers Adm	PARCC Data Star Assessment Scores Benchmark Assessments	See the McGraw-Hill Reading Wonders Research Base Alignment Document at *https://www.mheonline.com/mhmymath/research.php*
ELA	Homeless	RTI Tier Model I&RS	Classroom Teachers	PARCC Data Star Assessment Scores	RTI Intervention Model Students Attainment of ELA

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		Literacy by Design LLI kits Reading Recovery Buckledown Commom Core Coach ABC Reading Eggs Teaching Writing with Spice Blueprints for Success	Adm	Wonders Assessments	Proficiency Program based validation aligned with Common Core Standards Reviewed Studies: What Works Clearing House: School Effectiveness
Math	Homeless	McGraw Hill My Math I&RS Buckledown Common Core Coach iXL Rocket Math Blueprints for Success	Classroom Teachers Adm	PARCC Data Star Assessment Scores Benchmark Assessments	See the McGraw-Hill Reading Wonders Research Base Alignment Document at *https://www.mheonline.com/mhmymath/research.php*
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A

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Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	RTI Tier Model I&RS Literacy by Design LLI kits Reading Recovery Buckledown Commom Core Coach ABC Reading Eggs Teaching Writing with Spice Blueprints for Success	Classroom Teachers Adm	PARCC Data Star Assessment Scores Wonders Assessments	RTI Intervention Model Students Attainment of ELA Proficiency Program based validation aligned with Common Core Standards Reviewed Studies: What Works Clearing House: School Effectiveness
Math	Economically Disadvantaged	McGraw Hill My Math I&RS Buckledown Common Core Coach iXL Rocket Math Blueprints for Success	Classroom Teachers Adm	PARCC Data Star Assessment Scores Benchmark Assessments	See the McGraw-Hill Reading Wonders Research Base Alignment Document at ***https://www.mheonline.com/mhmymath/research.php***

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ELA		RTI Tier Model I&RS Literacy by Design LLI kits Reading Recovery Buckledown Commom Core Coach Reading Eggs Reading A-Z Teaching Writing with Spice Blueprints for Success	Classroom Teachers Adm	PARCC Data Star Assessment Scores Wonders Assessments	RTI Intervention Model Students Attainment of ELA Proficiency Program based validation aligned with Common Core Standards Reviewed Studies: What Works Clearing House: School Effectiveness
Math		McGraw Hill My Math I&RS Buckledown Common Core Coach iXL Rocket Math Blueprints for Success	Classroom Teachers Adm	PARCC Data Star Assessment Scores Benchmark Assessments	See the McGraw-Hill Reading Wonders Research Base Alignment Document at *https://www.mheonline.com/mhmymath/research.php*

Use an asterisk to denote new programs.

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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	ESY Summer Library Homework Club	ADM Teachers	NJASK Scores Star Assessment Scores Sign in and attendance sheets	Program based validation and aligned with Common Core Standards Reviewed Studies: What Works Clearinghouse: School Effectiveness	
Math	Students with Disabilities	ESY Summer Library Homework Club	ADM Teachers	NJASK Scores Star Assessment Scores Sign in and attendance sheets	Program based validation and aligned with Common Core Standards Reviewed Studies: What Works Clearinghouse: School Effectiveness	
ELA	Homeless	Summer Bridge Summer Skill Builder Camp Summer Library McKenny-Vento	ADM Teachers	NJASK Scores Star Assessment Scores Sign in and attendance sheets	Program based validation and aligned with Common Core Standards Reviewed Studies: What Works Clearinghouse: School Effectiveness	

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		Tutoring SuperSNAP Homework Club				
Math	Homeless	Summer Bridge Summer Skill Builder Camp Summer Library McKenny-Vento Tutoring SuperSNAP Homework Club	ADM Teachers	NJASK Scores Star Assessment Scores Sign in and attendance sheets	Program based validation and aligned with Common Core Standards Reviewed Studies: What Works Clearinghouse: School Effectiveness	
ELA	Migrant	N/A	N/A	N/A	N/A	
Math	Migrant	N/A	N/A	N/A	N/A	
ELA	ELLs	N/A	N/A	N/A	N/A	
Math	ELLs	N/A	N/A	N/A	N/A	
ELA	Economically Disadvantaged	Summer Bridge Summer Skill Builder Camp Summer Library SuperSNAP Homework Club	ADM Teachers	NJASK Scores Star Assessment Scores Sign in and attendance sheets	Program based validation and aligned with Common Core Standards Reviewed Studies: What Works Clearinghouse: School Effectiveness	

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Math	Economically Disadvantaged	Summer Bridge Summer Skill Builder Camp Summer Library SuperSNAP Homework Club	ADM Teachers	NJASK Scores Star Assessment Scores Sign in and attendance sheets	Program based validation and aligned with Common Core Standards Reviewed Studies: What Works Clearinghouse: School Effectiveness	
ELA		Summer Bridge Summer Skill Builder Camp Summer Library SuperSNAP Homework Club	ADM Teachers	NJASK Scores Star Assessment Scores Sign in and attendance sheets	Program based validation and aligned with Common Core Standards Reviewed Studies: What Works Clearinghouse: School Effectiveness	
Math		Summer Bridge Summer Skill Builder Camp Summer Library SuperSNAP Homework Club	ADM Teachers	NJASK Scores Star Assessment Scores Sign in and attendance sheets	Program based validation and aligned with Common Core Standards Reviewed Studies: What Works Clearinghouse: School Effectiveness	

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

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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	Teaching Writing with Spice Blueprints for Success Marzano Evaution System: Art and Science of Teaching Renaissance Place (STAR Reading)	ADM Teachers	PARCC Data Star Assessment Scores Evaluation sheets	Program based validation	
Math	Students with Disabilities	Blueprints for Success Marzano Evaution System: Art and Science of Teaching Renaissance Place (STAR Math)	ADM Teachers	PARCC Data Star Assessment Scores Evaluation sheets	Program based validation	
ELA	Homeless	Teaching Writing with Spice Blueprints for Success Marzano Evaution	ADM Teachers	PARCC Data Star Assessment Scores Evaluation sheets	Program based validation	

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		System: Art and Science of Teaching Renaissance Place (STAR Reading)				
Math	Homeless	Blueprints for Success Marzano Evaution System: Art and Science of Teaching Renaissance Place (STAR Math)	ADM Teachers	PARCC Data Star Assessment Scores Evaluation sheets	Program based validation	
ELA	Migrant	N/A	N/A	N/A	N/A	
Math	Migrant	N/A	N/A	N/A	N/A	
ELA	ELLs	Teaching Writing with Spice Blueprints for Success Marzano Evaution System: Art and Science of Teaching Renaissance Place (STAR Reading)	ADM Teachers	PARCC Data Star Assessment Scores Evaluation sheets	Program based validation	

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Math	ELLs	Blueprints for Success Marzano Evaution System: Art and Science of Teaching Renaissance Place (STAR Math)	ADM Teachers	PARCC Data Star Assessment Scores Evaluation sheets	Program based validation	
ELA	Economically Disadvantaged	Teaching Writing with Spice Blueprints for Success Marzano Evaution System: Art and Science of Teaching Renaissance Place (STAR Reading)	ADM Teachers	PARCC Data Star Assessment Scores Evaluation sheets	Program based validation	
Math	Economically Disadvantaged	Blueprints for Success Marzano Evaution System: Art and Science of Teaching Renaissance Place (STAR Math)	ADM Teachers	PARCC Data Star Assessment Scores Evaluation sheets	Program based validation	

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ELA		Teaching Writing with Spice Blueprints for Success Marzano Evaution System: Art and Science of Teaching Renaissance Place (STAR Reading)	ADM Teachers	PARCC Data Star Assessment Scores Evaluation sheets	Program based validation	
Math		Blueprints for Success Marzano Evaution System: Art and Science of Teaching Renaissance Place (STAR Math)	ADM Teachers	PARCC Data Star Assessment Scores Evaluation sheets	Program based validation	

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.

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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?**

   Next year the Schoolside Stakeholders will do an internal review of the success of our Title One program.

2. **What barriers or challenges does the school anticipate during the implementation process?**

   We will be operating under a new master schedule that provides and intervention period. we will have to group and schedule students appropriately so all can be services. Our Board of Education and Central Administration has also instructed us not to use platooning as an instructional strategy. Although all teachers are highly qualified, platooning allowed students to receive instruction for a teacher that specialized in ELA or Math.

3. **How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?**

   Through round table discussions with stakeholders, building newsletters and other formal and informal channels of communication, we indent to get buy in from all stakeholders.

4. **What measurement tool(s) will the school use to gauge the perceptions of the staff?**

   We will use staff surveys and PLC meetings to gauge the perceptions of the staff.

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5. **What measurement tool(s) will the school use to gauge the perceptions of the community?**

   The stakeholders will meet hold parents early in the school year that coincide with other school activities to maximize attendance. We will also provide parents with writen reports and information regarding student needs and intervention services.

6. **How will the school structure interventions?**

   An intervention block will be established at every grade level to supply a half hour support to students during the school day.

7. **How frequently will students receive instructional interventions?**

   Students can receive services every other day or every day depending on their needs.

8. **What resources/technologies will the school use to support the schoolwide program?**

   Teachers will use Tablet PC's, LCD projectors, interactive whiteboards, iPads, chromebooks, and PC along with the My Math and Reading Wonders Programs. Web-based programs like Reading Eggs, iXL, Xplode the Code, Big Universe, Renaissance Place Star Reading and Math will also be used to support the schoolwide program in Reading and Math.

9. **What quantitative data will the school use to measure the effectiveness of each intervention provided?**

   Program effectiveness will be measured using STAR Assessments and NJASK data.

10. **How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?**

    Program results will be shared and parent, faculty, PLC, and administrative meetings.

Provide a separate response for each question.

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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	PAC Meeting Book-fair & Reading Nights Barnes and Nobel Night Summer Library Program Back to School Night Parent-Teacher Conference Reading Eggs	Teachers ADM	Percentage of Parents who attend, sign-in sheets, agendas, minutes.	Dr. Richard Allington What Matters most to struggling Readers IES: Structuring Out of Time to Improve Academic Achievement https://ies.ed.gov/ncee/wwc/publications/practiceguides/
Math	Students with Disabilities	PAC Meeting Math Night Back to School Night Parent-Teacher Conference Math Seeds	Teachers ADM	Percentage of Parents who attend, sign-in sheets, agendas, minutes.	IES: Structuring Out of Time to Improve Academic Achievement https://ies.ed.gov/ncee/wwc/publications/practiceguides/
ELA	Homeless	PAC Meeting	Teachers	Percentage of Parents who	Dr. Richard Allington What Matters

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		Book-fair & Reading Nights Barnes and Nobel Night Summer Library Program Back to School Night Parent-Teacher Conference Reading Eggs	ADM	attend, sign-in sheets, agendas, minutes.	most to struggling Readers IES: Structuring Out of Time to Improve Academic Achievement https://ies.ed.gov/ncee/wwc/publications/practiceguides/
Math	Homeless	PAC Meeting Math Night Back to School Night Parent-Teacher Conference Math Seeds	Teachers ADM	Percentage of Parents who attend, sign-in sheets, agendas, minutes.	IES: Structuring Out of Time to Improve Academic Achievement https://ies.ed.gov/ncee/wwc/publications/practiceguides/
ELA	Migrant				
Math	Migrant				
ELA	ELLs	PAC Meeting Book-fair & Reading Nights Barnes and Nobel Night Summer Library Program Back to School Night	Teachers ADM	Percentage of Parents who attend, sign-in sheets, agendas, minutes.	Dr. Richard Allington What Matters most to struggling Readers IES: Structuring Out of Time to Improve Academic Achievement

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		Parent-Teacher Conference Reading Eggs			https://ies.ed.gov/ncee/wwc/publications/practiceguides/
Math	ELLs	PAC Meeting Math Night Back to School Night Parent-Teacher Conference Math Seeds	Teachers ADM	Percentage of Parents who attend, sign-in sheets, agendas, minutes.	IES: Structuring Out of Time to Improve Academic Achievement https://ies.ed.gov/ncee/wwc/publications/practiceguides/
ELA	Economically Disadvantaged	PAC Meeting Book-fair & Reading Nights Barnes and Nobel Night Summer Library Program Back to School Night Parent-Teacher Conference Reading Eggs	Teachers ADM	Percentage of Parents who attend, sign-in sheets, agendas, minutes.	Dr. Richard Allington What Matters most to struggling Readers IES: Structuring Out of Time to Improve Academic Achievement https://ies.ed.gov/ncee/wwc/publications/practiceguides/
Math	Economically Disadvantaged	PAC Meeting Math Night Back to School Night	Teachers ADM	Percentage of Parents who attend, sign-in sheets, agendas, minutes.	IES: Structuring Out of Time to Improve Academic Achievement https://ies.ed.gov/ncee/wwc/public

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		Parent-Teacher Conference Math Seeds			ations/practiceguides/
ELA					
Math					

Use an asterisk to denote new programs.

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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?

   We have a Parent Involvement Task Force that responds to suggestion made by our Parent Advisory Counci (PAC).

3. How will the school distribute its written parent involvement policy?

   All parents receive a copy of this policy in their child's handbook at the beginning of the school year.

4. How will the school engage parents in the development of the school-parent compact?

   We have a Parent Involvement meeting in September to review last years Compact and make any changes before signing this year's compact.

5. How will the school ensure that parents receive and review the school-parent compact?

   All parents receive a copy of the compact when their children are identified for interventions

6. How will the school report its student achievement data to families and the community?

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Parents will receive three communications a year regarding their child's performance on STAR Math and Reading during the Universal screenings in September, January, and April. Data is shared with parents via press and media releases, through the New Jersey State Department of Education State Report Card reporting, through district and state websites, and board meetings. Information is reported to parents at Back to School Night, at parent/Teacher conferences, Home and School Association meetings and at special events.

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?

   Data is shared with parents via press and media releases, through the New Jersey State Department of Education State Report Card reporting, through district and state websites, and board meetings. Information is also reported to parents at Back to School Night, Home and School Association meetings and at the annual Title One Parent Advisory Council meeting.

8. How will the school inform families and the community of the school's disaggregated assessment results?

   The student achievement data is reported to teh public through press and media releases, through the New Jersey State Department of Education State Report Card reporting, through district and state websites, and board meetings.Also, report cards and interim reports which detail individual student results are sent home with STAR diagnostic reports. Information is

also reported to parents at Back to School Night, Home and School Association meetings and at the annual Title One Parent Advisory Council meeting.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

   Parents and community members are involved in the Schoolwide plan through representation in our stakeholders meetings.

10. How will the school inform families about the academic achievement of their child/children?

    Parent Reports for STAR and NJASK are sent home to every student who participates i the STAR and NJASK testing. Information is also shared at I&RS and RTi meetings as well as through individual teacher communications.

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

    The funds will be used to provide intervention opportunities during the school day, afterschool,and in the summer toboost student achievement in ELA and Math.

Provide a separate response for each question.

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	55	Teachers are encouraged to attend Support of Site (SOS) program meetings for non-tenured teachers
	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)	3	We have an open door policy and maintain good communication with staff.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	

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

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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
To recruit highly qualified teachers, we will participate in job fairs at local colleges.	