NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are ***not*** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION ESEA61114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: WINSLOW TOWNSHIP	School :Winslow Township School One
Chief School Administrator:	Address: 413 Inskip Road, Blue Anchor, NJ 08037
Chief School Administrator's E-mail:	Grade Levels: PreK-3rd
Title I Contact: Karen Loney	Principal: Sharon T. Galloway
Title I Contact E-mail:	Principal's E-mail: thomassh@winslow-schools.com
Title I Contact Phone Number:	Principal's Phone Number: 609-561-8300

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

x☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

__Sharon T. Galloway _____ _____ _____9/24/1_____
Principal's Name (Print) **Principal's Signature** **Date**

Critical Overview Elements

- The School held _5_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ __N/A___, which comprised ____N/A____% of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 40,000.00, which will comprise _10_____% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Extended Day Program/ Extended School Year Program	1,2	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Earobicds, Fundations, 95% Group, RAI programs, (RAPS, et.al.)	100-100	$20,000.00

Substitutes to implement Data Team, C ollaboration, and Vertical Artriculation Meetings Professional Development	1,2,3	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Earobicds, Fundations, 95% Group, RAI programs, (RAPS, et.al.)	100-300	$5,000.00
Parental and Community Outreach Activities	3	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Earobicds, Fundations, 95% Group, RAI programs, (RAPS, et.al.)	200-300 200-800	$1,600.00

Assembly Programs	3	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Earobicds, Fundations, 95% Group, RAI programs, (RAPS, et.al.)	100-600	$3000.00
RTI-Response to Intervention and Enrichment Activities Programs/supplies to support instruction and learning	1,2	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Earobicds, Fundations, 95% Group, RAI programs, (RAPS, et.al.)	100-600	$15,000

Reading Interventionist(shared services)	1,2	District approved, scientifically based programs such as: structured services for struggling students that will target academic deficiencies, RTI, Earobicds, Fundations, 95% Group, RAI programs, (RAPS, et.al.)	100-100	$22,000
Enhancement of Preschool Education				

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA* §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Sharon T. Galloway	Principal	Y	Y		
Phyllis Fitzpatrick	Reading Specialist	Y	Y		
Jennifer Trail	School Nurse	Y	Y		
Trish Baylock	Parent	Y	Y		
Susan Caramano	Parent	Y	Y		
Jen Arena	Teacher-1st grade	Y	Y		
Mary Kate Cipriani	Gifted and Talented	Y	Y		
Wendy Ludy	Teacher-3rd grade	Y	Y		

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA* §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

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Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Sharon T. Galloway	Principal	Y	Y		
Phyllis Fitzpatrick	Reading Specialist	Y	Y		
Jennifer Trail	School Nurse	Y	Y		
Trish Baylock	Parent	Y	Y		
Susan Caramano	Parent	Y	Y		
Jen Arena	Teacher-1st grade	Y	Y		
Mary Kate Cipriani	Gifted and Talented	Y	Y		
Wendy Ludy	Teacher-3rd grade	Y	Y		

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
July 28, 2015	District Curriculum Office	SWP Goals	**Yes**	**No**	**Yes**	**No**
August 18, 2015	School One	Comprehensive Needs Assessment	Yes		Yes	
Sept. 2, 2015	School One	Schoolwide Plan Development	Yes		Yes	
Sept. 2, 2015	School One	Program Evaluation	Yes		Yes	

***Add rows as necessary**.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	***Mission Statement*** ***Winslow Township Elementary School One is committed to providing a safe, respectful and nurturing learning environment, where every student will be encouraged, empowered and expected to become a responsible and productive life long learner. School One teachers and staff believe every child is capable of learning and achieving at the highest level, and are committed to maintaining our strong partnership with parents and stakeholders, as we continue to instill the value and importance of education in every student.***

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

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 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. **Did the school implement the program as planned?**

What were the strengths of the implementation process?

2. What implementation challenges and barriers did the school encounter? Over 80% of student population met the criteria of Title One, struggling learners during the 2014-15 school year.
3. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
4. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Back To School Night-Sept. 2014, Open House for new Charter School students-March 2014, Open House –new kindergarten class- October 2014, Parent/Teacher Conferences December 2014, February 2015, April 2015. HSA-Home and School evening programs-Sept 2014-June 2015, PARCC parent workshop March 2015, Scholastic Book Fairs.
5. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
6. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
7. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

How did the school structure the interventions?

8. How frequently did students receive instructional interventions?

10. What technologies did the school use to support the program?

11. Did the technology contribute to the success of the program and, if so, how?

Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Mathematics	**2013 - 2014**	**2014 - 2015**	**Interventions Provided**	**Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).**
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)	Principal's Signature	Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	DRA, DIBELS, Unit Benchmark assessments	51% if students tested were above grade level benchmark; 15% were at grade level benchmark, and 34% were below grade level benchmark.
Academic Achievement - Writing	Writing Prompts, Writing Rubrics	27% of students assessed were above grade level benchmark; 30% met grade level benchmark, and 43% scored in the less than 80% range.
Academic Achievement - Mathematics	Everyday Math, EM 4 online, Math Benchmarks	31% of students assessed scored in 90% to 100% range; 26% scored in the 80% to 89% range and 43% scored in the less than 80% range.
Family and Community Engagement	Back to School Night, Parent/Teacher conferences, Evening Art Show, Evening Family Reading Parties, Book Fairs, Music/Chorus Program, Family Gym Show, Harvest Vocabulary Parade, School website	100% of student families informed about and invited to participate in School based activities, primarily through electronic notification from the building Principal, school website and information posted on the front hall television.
Professional Development	See attached District-School One Professional development plan 2014-15, Teacher participation evaluations indicating participation	School One teachers participated in district approved professional development. All teachers required to receive 20 hours per school year to obtain required 100 hours over five year period.
Leadership	Leadership Team, Grade Level Teams, School level committees	Staff and parent participation in Leadership Team meetings during the 2014-15 school year

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
School Climate and Culture	Leadership Team, School Climate Committee, School Social Committee, STAR student program, STAR class program, A is for Applebee's academic excellence recognition program	Leadership Team responsible to provide focus for school and maintain focus on school vision of student achievement. Students exhibiting positive behaviors, good character and appropriate school behaviors earning STAR rewards as individual students and as classes in each grade.
School-Based Youth Services	NA	NA
Students with Disabilities	DRA, DIBELS, Writing Benchmarks, IEPs	Reading-23% above benchmark, 12% at benchmark & 65% below benchmark. Writing-5% above benchmark, 17% at benchmark, & 78% below benchmark. Mathematics-26% above benchmark, 11% at benchmark & 63% below benchmark.
Homeless Students	DRA, DIBELS, Unit Benchmark assessments Writing Prompts, Writing Rubrics	Reading-28% at benchmark & 72% below benchmark, Writing-43% at benchmark & 57% below benchmark. Mathematics- 14% above benchmark, 14% at benchmark & 72% below benchmark
Migrant Students	DRA, DIBELS, Unit Benchmark assessments Writing Prompts, Writing Rubrics	One student-above benchmark in reading and writing, and at benchmark in mathematics.
English Language Learners	DRA, DIBELS, Unit Benchmark assessments Writing Prompts, Writing Rubrics	Reading-50% above benchmark, 7% at benchmark, & 43% below benchmark. Writing-21% above benchmark, 36% at benchmark, & 43% below benchmark. Mathematics-25% above benchmark, 27% at benchmark, and 51% below benchmark.
Economically Disadvantaged	DRA, DIBELS, Unit Benchmark assessments Writing Prompts, Writing Rubrics	Reading-43% above benchmark, 14% at benchmark, & 43% below benchmark. Writing-21% above benchmark, 29% at benchmark, & 50% below benchmark. Mathematics-22% above benchmark, 27% at benchmark, and 51% below benchmark.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? The process the school used to conduct its Comprehensive Needs Assessment was done through the School One Schoolwide Planning Committee meetings comprised of teachers, staff, the building Administrator, parents and stakeholders. Student data derived from data review and analysis of students in preschool, kindergarten, first, second and third grades by School One teachers and staff. Grade level team meetings to analyze and review student data in preschool through third grades. District Benchmarks in ELA and math and state assessments.

2. What process did the school use to collect and compile data for student subgroups? NJ Dept. of Education Title One student participation grant application data collection for sub groups based on ethnicity and grade level. Data was also compiled for students eligible for extended school day and extended school year programs based on their free and reduced lunch status, I&RS recommendations, DRA and District math assessments, teacher recommendations and parent requests, ESL students based on their WIDA scores Also, students in extended day automatically eligible for extended school year.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? The school ensures that the data used in the Comprehensive Needs Assessment process are valid based on all data is used to measure what it is to designed to measure at the beginning of the school year and instructional strategies and data reviewed used to drive instruction and further assessments. Teachers analyze all student data to determine and drive instruction. We use scientifically research based assessments used uniformly across the district.

4. What did the data analysis reveal regarding classroom instruction? Data analysis regarding classroom instruction revealed our core reading program requires supplemental programs and interventions to address the needs of struggling learners, in the areas of comprehension, writing and , phonological awareness, phonemic awareness, fluency and grade level skills acquisition.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? The data analysis revealed regarding professional development implemented in the previous year(s) was imbedded professional development, focused primarily on writing; PARCC was required and successful in following the district's professional development priorities

6. How does the school identify educationally at-risk students in a timely manner? The school identifies educationally at-risk students in a timely manner through administering Fall assessments, analysis and review of EOY-end of year scores and data, teacher identification, I&RS recommendations and referrals, district assessment guidelines and schedules, the district pacing chart and curriculum pacing chart.

7. How does the school provide effective interventions to educationally at-risk students? The school provides effective interventions to educationally at-risk students through daily intervention approaches to instruction derived from student data. Students are grouped according to data and grouped in Tiers resulting in targeted instruction and specific skills.

8. How does the school address the needs of migrant students? The school addresses the needs of migrant students meeting the ESL program criteria, eligible to receive daily instruction from the ESL teacher. Migrant students are administered the WIDA assessment. In addition, ongoing collaboration with the classroom teacher to review data and instructional strategies, district provided Title One parent workshops and regular communication with migrant parents and families during the school year. Also, recommendations for the extended school day and extended school year participation.

9. How does the school address the needs of homeless students? The school addressed the needs of homeless students by identifying homeless students as part of the entry process adhering to specific district criteria. District forms are provided and completed at the time of registration at the school level, to determine homeless status and that information is submitted to the Director of Support Services, the Homeless Liaison and the family/parent is contacted by the Liaison. Transportation is arranged to assure student/s transport to and from the school and the student/s current place of residency.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? The school engages its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional programs by providing time for teachers to participate in grade level team meetings and data team meetings to review and analyze student data, monthly staff meetings, individual SGO meetings with the Principal bi-annually and turnkey training provided by staff participating in related professional development.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? The school helps students transition from preschool to kindergarten and elementary to upper elementary school by providing annual preschool/kindergarten orientations for students entering preschool and kindergarten or transitioning to kindergarten. Students transitioning to upper elementary school from third grade participates in upper elementary orientations provided at the upper elementary schools for incoming third grade students at the end of the school year. Parent/teacher conferences for the above mentioned students include transition information for students. Cross-grade teaching in preschool and kindergarten classrooms also helps students transition to kindergarten

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? The school selected the p0riority problems and root causes for the 2015-2016 schoolwide plan after analyzing the Fall assessment scores, EOY, end of year scores, new student assessment scores, teacher recommendations regarding struggling learners, review of student cum folders and I&RS referrals of struggling students.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Student Achievement in ELA	Student Achievement in Math
Describe the priority problem using at least two data sources	Student scores on the Fall District Benchmark assessment in ELA and EOY 2015-2016 scores-reading, comprehension and fluency	Student scores on the Fall District assessment in math and EOY 2014-2015 math assessment scores
Describe the root causes of the problem	Lack of exposure to, low acquisition of or lack of required basic grade level skills and/or fundamental skills in ELA	Lack of exposure to, low acquisition of or lack of required basic grade level skills or fundamental skills in math
Subgroups or populations addressed	Struggling learners, ESL students, students with disabilities and homeless students, students meeting Title One criteria	Struggling learners, ESL students, students with disabilities and homeless students, students meeting Title One criteria
Related content area missed (i.e., ELA, Mathematics)	Writing and Math	Writing and ELA
Name of scientifically research based intervention to address priority problems	District approved interventions-RTI-Response to Intervention, Fundations, Blueprints/95% program, Journeys Toolkit, Empowering Writers, Reading A-Z, Earobics	District approved interventions, Everyday Math Program, Earobics
How does the intervention align with the Common Core State Standards?	All District approved interventions are aligned with the Common Core State Standards	All District approved interventions are aligned with the Common Core State Standards

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Parent Involvement	
Describe the priority problem using at least two data sources	Lack of consistent parent involvement or support of student acquisition of required basic grade level skills or fundamental skills evidenced in Fall and EOY student data	
Describe the root causes of the problem	Lack of consistent parent support of students in the acquisition of required basic grade level skills or fundamental skills	
Subgroups or populations addressed	Struggling learners, students with disabilities, ESL students and homeless students, students meeting Title One criteria	
Related content area missed (i.e., ELA, Mathematics)	Overall prior knowledge, writing skills, grade level pre-readiness and readiness skills	
Name of scientifically research based intervention to address priority problems	District approved interventions, RTI-Response to Intervention, Empowering Writers, Everyday Math Program, Fundations, Journeys Tool kit, Reading A- Z	
How does the intervention align with the Common Core State Standards?	All District interventions are aligned with the Common Core Standards	

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	DRA, DIBELS, RTI, Extended School Day and Extended School Year, Fundations, Earobics	Staff	DRA, DIBELS, District Benchmarks, Unit tests	RTI U.S. Dept. of Education, Institute of Education Sciences, What Works Clearinghouse. (2015), July), Teacher Training, Evaluation and Compensation intervention report: TAP; The System for Teacher and Student Advancement, Retrieved from http://whatworks.ed.gov
Math	Students with Disabilities	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Everyday Math interventions, Xtramath*	Staff	District Benchmarks, Unit tests, EM 4	www.everydaymah.com; https://xtramath.org#/home/index
ELA	Homeless	DRA, DIBELS, RTI, Extended School Day and Extended School Year, Fundations	Staff	DRA, DIBELS, District Benchmarks, Unit tests	RTI U.S. Dept. of Education, Institute of Education Sciences, What Works Clearinghouse. (2015), July), Teacher Training, Evaluation and Compensation intervention report: TAP; The System for Teacher and Student Advancement, Retrieved from http://whatworks.ed.gov

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	Homeless	Extended School Day and Extended School Year Everyday Math Interventions Xtramath	Staff	District Benchmarks, Unit tests, EM 4	www.everydaymath.com; https://xtramath.org/#/home/index
ELA	Migrant	DRA, DIBELS, RTI, Extended School Day and Extended School Year, WIDA, W-APT	Staff	DRA, DIBELS, District Benchmarks, Unit tests, PARCC assessment where applicable. WIDA	RTI U.S. Dept. of Education, Institute of Education Sciences, What Works Clearinghouse. (2015), July), Teacher Training, Evaluation and Compensation intervention report: TAP; The System for Teacher and Student Advancement, Retrieved from http://whatworks.ed.gov
Math	Migrant	Extended School Day and Extended School Year, WIDA, W-APT Everyday Math Interventions Xtramath	Staff	District Benchmarks, Unit tests, EM 4,WIDA	www.everydaymath.com; https://xtramath.org/#/home/index

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	ELLs	DRA, DIBELS, RTI, Extended School Day and Extended School Year, WIDA, W-APT	Staff	DRA, DIBELS, District Benchmarks, Unit tests, WIDA	RTI U.S. Dept. of Education, Institute of Education Sciences, What Works Clearinghouse. (2015), July), Teacher Training, Evaluation and Compensation intervention report: TAP; The System for Teacher and Student Advancement, Retrieved from http://whatworks.ed.gov
Math	ELLs	Extended School Day and Extended School Year, WIDA, W-APT Everyday Math Interventions Xtramath	Staff	District Benchmarks, Unit tests, EM 4, WIDA	www.everydaymath.com; https://xtramath.org/#/home/index
ELA	Economically Disadvantaged	DRA, DIBELS, RTI, Extended School Day and Extended School Year	Staff	DRA, DIBELS, District Benchmarks, Unit tests, WIDA	RTI U.S. Dept. of Education, Institute of Education Sciences, What Works Clearinghouse. (2015), July), Teacher Training, Evaluation and Compensation intervention report: TAP; The System for Teacher and Student Advancement, Retrieved from http://whatworks.ed.gov

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	Economically Disadvantaged	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Everyday Math interventions, Xtramath*	Staff	District Benchmarks, Unit tests, EM 4, WIDA	www.everydaymath.com; https://xtramath.org/#/home/index;
ELA		DRA, DIBELS, RTI, Extended School Day and Extended School Year	Staff	DRA, DIBELS, District Benchmarks, Unit tests	RTI U.S. Dept. of Education, Institute of Education Sciences, What Works Clearinghouse. (2015), July), Teacher Training, Evaluation and Compensation intervention report: TAP; The System for Teacher and Student Advancement, Retrieved from http://whatworks.ed.gov
Math		DRA, DIBELS, RTI, Extended School Day and Extended School Year, EM 4	Staff	District Benchmarks, Unit tests, PARCC assessment where applicable, EM 4	U.S. Dept. of Education, Institute of Education Sciences, What Works Clearinghouse. (2015), July), Teacher Training, Evaluation and Compensation intervention report: TAP; The System for Teacher and Student Advancement, Retrieved from http://whatworks.ed.gov

Use an asterisk to denote new programs.

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

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	Students with Disabilities	RTI, Fundations, 95% program, Reading A to Z, Earobics		DRA, DIBELS, District Benchmarks, Unit tests	RTI U.S. Dept. of Education, Institute of Education Sciences, What Works Clearinghouse. (2015), July), Teacher Training, Evaluation and Compensation intervention report: TAP; The System for Teacher and Student Advancement, Retrieved from http://whatworks.ed.gov
Math	Students with Disabilities	Everyday Math		District Benchmarks, Unit tests, EM 4	www.everydaymath.com; https://xtramath.org/#/home/index; www.steamedu.com
ELA	Homeless	I&RS,RTI, Fundations, 95% program, Reading A to Z, Earobics		DRA, DIBELS, District Benchmarks, Unit tests,	RTI U.S. Dept. of Education, Institute of Education Sciences, What Works Clearinghouse. (2015), July), Teacher Training, Evaluation and Compensation intervention report: TAP; The System for Teacher and Student Advancement, Retrievedfrom http://whatworks.ed.gov
Math	Homeless	Everyday Math		District Benchmarks, Unit tests, EM 4	www.everydaymath.com; https://xtramath.org/#/home/index; www.steamedu.com

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	Migrant	I&RS,RTI Fundations, 95% program, Reading A to Z, Earobics		DRA, DIBELS, District Benchmarks, Unit tests, WIDA scores	RTI U.S. Dept. of Education, Institute of Education Sciences, What Works Clearinghouse. (2015), July), Teacher Training, Evaluation and Compensation intervention report: TAP; The System for Teacher and Student Advancement, Retrieved from http://whatworks.ed.gov
Math	Migrant	RTI, Fundations, 95% program, Reading A to Z, Earobics		District Benchmarks, Unit tests, EM 4	www.everydaymath.com; https://xtramath.org/#/home/index; www.steamedu.com
ELA	ELLs	RTI, Fundations, 95% program, Reading A to Z, Earobics		DRA, DIBELS, District Benchmarks, Unit tests, WIDA scores	RTI U.S. Dept. of Education, Institute of Education Sciences, What Works Clearinghouse. (2015), July), Teacher Training, Evaluation and Compensation intervention report: TAP; The System for Teacher and Student Advancement, Retrieved from http://whatworks.ed.gov
Math	ELLs	Everyday Math		District Benchmarks, Unit tests, EM 4	www.everydaymath.com; https://xtramath.org/#/home/index; www.steamedu.com

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	RTI, Fundations, 95% program, Reading A to Z, Earobics		DRA, DIBELS, District Benchmarks, Unit tests	RTI U.S. Dept. of Education, Institute of Education Sciences, What Works Clearinghouse. (2015), July), Teacher Training, Evaluation and Compensation intervention report: TAP; The System for Teacher and Student Advancement, Retrieved from http://whatworks.ed.gov
Math	Economically Disadvantaged	Everyday Math		District Benchmarks, Unit tests, EM 4	www.everydaymath.com; https://xtramath.org/#/home/index; www.steamedu.com
ELA		RTI, Fundations, 95% program, Reading A to Z, Earobics		DRA, DIBELS, District Benchmarks, Unit tests	RTI U.S. Dept. of Education, Institute of Education Sciences, What Works Clearinghouse. (2015), July), Teacher Training, Evaluation and Compensation intervention report: TAP; The System for Teacher and Student Advancement, Retrieved from http://whatworks.ed.gov

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)
Math		Everyday Math		District Benchmarks, Unit tests, EM 4	www.everydaymath.com; https://xtramath.org/#/home/index; www.steamedu.com

Use an asterisk to denote new programs.

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

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	Students with Disabilities	DRA, DIBELS, RTI, Extended School Day and Extended School Year, Fundations, Earobics	Staff	DRA, DIBELS, District Benchmarks, Unit tests, WIDA scores	RTI U.S. Dept. of Education, Institute of Education Sciences, What Works Clearinghouse. (2015), July), Teacher Training, Evaluation and Compensation intervention report: TAP; The System for Teacher and Student Advancement, Retrieved from http://whatworks.ed.gov
Math	Students with Disabilities	Everyday Math	Staff	District Benchmarks, Unit tests, EM 4	www.everydaymath.com; https://xtramath.org/#/home/index; www.steamedu.com
ELA	Homeless	RTI, Fundations, 95% program, Reading A to Z, Earobics	Staff	DRA, DIBELS, District Benchmarks, Unit tests	RTI U.S. Dept. of Education, Institute of Education Sciences, What Works Clearinghouse. (2015), July), Teacher Training, Evaluation and Compensation intervention report: TAP; The System for Teacher and Student Advancement, Retrieved from http://whatworks.ed.gov
Math	Homeless	Everyday Math	Staff	District Benchmarks, Unit tests, EM 4	www.everydaymath.com; https://xtramath.org/#/home/index; www.steamedu.com

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	Migrant	RTI, Fundations, 95% program, Reading A to Z, Earobics	Staff	DRA, DIBELS, District Benchmarks, Unit tests, WIDA scores	RTI U.S. Dept. of Education, Institute of Education Sciences, What Works Clearinghouse. (2015), July), Teacher Training, Evaluation and Compensation intervention report: TAP; The System for Teacher and Student Advancement, Retrieved from http://whatworks.ed.gov
Math	Migrant	Everyday Math	Staff	District Benchmarks, Unit tests, EM 4	www.everydaymath.com; https://xtramath.org/#/home/index; www.steamedu.com
ELA	ELLs	RTI, Fundations, 95% program, Reading A to Z, Earobics	Staff	DRA, DIBELS, District Benchmarks, Unit tests, WIDA scores	RTI U.S. Dept. of Education, Institute of Education Sciences, What Works Clearinghouse. (2015), July), Teacher Training, Evaluation and Compensation intervention report: TAP; The System for Teacher and Student Advancement, Retrieved from http://whatworks.ed.gov
Math	ELLs	Everyday Math	Staff	District Benchmarks, Unit tests, EM 4	www.everydaymath.com; https://xtramath.org/#/home/index; www.steamedu.com

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	Economically Disadvantaged	RTI, Fundations, 95% program, Reading A to Z, Earobics	Staff	DRA, DIBELS, District Benchmarks, Unit tests	RTI U.S. Dept. of Education, Institute of Education Sciences, What Works Clearinghouse. (2015), July), Teacher Training, Evaluation and Compensation intervention report: TAP; The System for Teacher and Student Advancement, Retrieved from http://whatworks.ed.gov
Math	Economically Disadvantaged	Everyday Math	Staff	District Benchmarks, Unit tests, EM 4	www.everydaymath.com; https://xtramath.org/#/home/index; www.steamedu.com
ELA		RTI, Fundations, 95% program, Reading A to Z, Earobics	Staff	DRA, DIBELS, District Benchmarks, Unit tests, WIDA scores	RTI U.S. Dept. of Education, Institute of Education Sciences, What Works Clearinghouse. (2015), July), Teacher Training, Evaluation and Compensation intervention report: TAP; The System for Teacher and Student Advancement, Retrieved from http://whatworks.ed.gov

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)
Math		Everyday Math	Staff	District Benchmarks, Unit tests, EM 4	U.S. Dept. of Education, Institute of Education Sciences, What Works Clearinghouse. (2015), July), Teacher Training, Evaluation and Compensation intervention report: TAP; The System for Teacher and Student Advancement, Retrieved from http://whatworks.ed.gov

Use an asterisk to denote new programs.

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

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? How frequently will evaluation take place? The Schoolwide Plan committee will be responsible for evaluating the Schoolwide program for 2015-2016. The review will be conducted internally. The Schoolwide program will be evaluated bi-annually by the District Director of Planning, Research and Evaluation and the Assistant Superintendent
2. What barriers or challenges does the school anticipate during the implementation process? The barriers or challenges the school anticipates during the implementation process are ample and ongoing opportunities to devote the required time to review the plan, monitor the progress of the plan, regular meetings of the Schoolwide Plan committee, grade level team meetings to review and analyze student data and the monitoring of the application of interventions and data driven instruction. In addition, the Schoolwide Plan is new to the staff, community and stakeholders, requiring a period of adjustment, buy-in and implementation.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? The school will obtain the necessary buy-in from all stakeholders to implement the program by members of the Schoolwide Plan committee's regular participation in Schoolwide Plan committee meetings. Also, regular parent completion and collection of parent survey, offering ESD- extended school day, ESL- English as a second language instruction and services and ESY- extended school year instruction.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? A staff survey will be distributed to all school staff to survey perception of the Schoolwide Plan. See attached.

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

5. What measurement tool(s) will the school use to gauge the perceptions of the community? The School One community is largely comprised of School One parents (i.e. community members). Parent surveys will request parents include place of employment and community involvement to measure and document parent/ community involvement. See attached. In addition, HSA-Home and School Association meetings will be used to gauge the perception of the community.

6. How will the school structure interventions? The school will structure interventions by providing RTI-response to intervention instruction, as part of the instructional day, which will be reflected in weekly teacher lesson plans. Specific RTI intervention strategies will vary according to each grade level and will be integrated across the curriculum. Student grouping will be determined by student assessment scores and data.

7. How frequently will students receive instructional interventions? Students will receive instructional interventions as part of their daily instruction.

8. What resources/technologies will the school use to support the schoolwide program? Intensive intervention resources designed to improve phonemic awareness, fluency, comprehension, mathematics, reading, vocabulary and grade level skills according to those skills required for each grade level in the form of DRA and DIBELS and District Benchmarks administered according to the District assessment schedule. Resources/technologies available in the form of digital programs, Everyday Math 4, Earobics, and educational websites made available to parents on the school website, are accessible to students in school and at home, and individual student use with assessment components for teachers and students in ELA and math. Title One intervention and instructional games through Lakeshore, books, games, manipulatives, software and instructional materials across the grade levels and curriculum.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? The quantitative data that will be used by the school to measure the effectiveness of each intervention provided will be district approved assessments and benchmarks and state assessments derived from RTI progress monitoring, DRA and DIBELS and Benchmark assessments.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? The school will disseminate the results of the Schoolwide program evaluation to its stakeholder groups by providing parent and community survey results to parents and the community on the District and school website and the Superintendent at Board meetings.

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

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, Parent/Teacher Conferences, Harvest Vocabulary Parade, Art Show, Family Physical Education Program, Winter and Spring Music/chorus programs, Reading Parties, Book Fairs, Grandparents Day, Poetry Family Programs, Family Guest Readers, Parent workshops, College and Career Day, Preschool/Kindergarten Orientation,2nd and 3rd grade picnics, Promotion and Awards Ceremony,	Staff	Parent/Family/Community involvement and participation Parent/Family/Community signatures indicating participation.	www.centerforpubliceducation.org (Back to School: How Parent Involvement Affects Student Achievement); http://education.nh.gov (Why Family and Community Involvement is Important)
Math	Students with Disabilities	Everyday Math online program EM 4	Staff	Parent/Family/Community involvement and participation Parent/Family/Community signatures indicating participation.	www.education.com (The Benefits of Parent Involvement: What Research Has to Say);

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	Back to School Night, Parent/Teacher Conferences, Harvest Vocabulary Parade, Art Show, Family Physical Education Program, Winter and Spring Music/chorus programs, Reading Parties, Book Fairs, Grandparents Day, Poetry Family Programs, Family Guest Readers, Parent workshops, College and Career Day, Preschool/Kindergarten Orientation,2nd and 3rd grade picnics, Promotion and Awards Ceremony,	Staff	Parent/Family/Community involvement and participation Parent/Family/Community signatures indicating participation.	http://education.nh.gov (Why Family and Community Involvement is Important)
Math	Homeless	Everyday Math online program EM 4	Staff	Parent/Family/Community involvement and participation Parent/Family/Community signatures indicating participation.	http://education.nh.gov (Why Family and Community Involvement is Important)

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	Back to School Night, Parent/Teacher Conferences, Harvest Vocabulary Parade, Art Show, Family Physical Education Program, Winter and Spring Music/chorus programs, Reading Parties, Book Fairs, Grandparents Day, Poetry Family Programs, Family Guest Readers, Parent workshops, College and Career Day, Preschool/Kindergarten Orientation,2nd and 3rd grade picnics, Promotion and Awards Ceremony, ESL Family Poetry Reading		Parent/Family/Community involvement and participation Parent/Family/Community signatures indicating participation.	http://education.nh.gov (Why Family and Community Involvement is Important)
Math	Migrant	Everyday Math online program EM 4	Staff	Parent/Family/Community involvement and participation Parent/Family/Community signatures indicating participation.	http://education.nh.gov (Why Family and Community Involvement is Important)

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	Back to School Night, Parent/Teacher Conferences, Harvest Vocabulary Parade, Art Show, Family Physical Education Program, Winter and Spring Music/chorus programs, Reading Parties, Book Fairs, Grandparents Day, Poetry Family Programs, Family Guest Readers, Parent workshops, College and Career Day, Preschool/Kindergarten Orientation,2nd and 3rd grade picnics, Promotion and Awards Ceremony, ESL Family Poetry Reading	Staff	Parent/Family/Community involvement and participation Parent/Family/Community signatures indicating participation.	http://education.nh.gov (Why Family and Community Involvement is Important)
Math	ELLs	Everyday Math online program EM 4	Staff	Parent/Family/Community involvement and participation Parent/Family/Community signatures indicating participation.	http://education.nh.gov (Why Family and Community Involvement is Important)

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	Back to School Night, Parent/Teacher Conferences, Harvest Vocabulary Parade, Art Show, Family Physical Education Program, Winter and Spring Music/chorus programs, Reading Parties, Book Fairs, Grandparents Day, Poetry Family Programs, Family Guest Readers, Parent workshops, College and Career Day, Preschool/Kindergarten Orientation,2nd and 3rd grade picnics, Promotion and Awards Ceremony, ESL Family Poetry Reading		Parent/Family/Community involvement and participation Parent/Family/Community signatures indicating participation.	http://education.nh.gov (Why Family and Community Involvement is Important)
Math	Migrant	Everyday Math online program EM 4	Staff	Parent/Family/Community involvement and participation Parent/Family/Community signatures indicating participation.	http://education.nh.gov (Why Family and Community Involvement is Important)

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	Back to School Night, Parent/Teacher Conferences, Harvest Vocabulary Parade, Art Show, Family Physical Education Program, Winter and Spring Music/chorus programs, Reading Parties, Book Fairs, Grandparents Day, Poetry Family Programs, Family Guest Readers, Parent workshops, College and Career Day, Preschool/Kindergarten Orientation,2nd and 3rd grade picnics, Promotion and Awards Ceremony, ESL Family Poetry Reading	Staff	Parent/Family/Community involvement and participation Parent/Family/Community signatures indicating participation.	http://education.nh.gov (Why Family and Community Involvement is Important)
Math	ELLs	Everyday Math online program EM 4	Staff	Parent/Family/Community involvement and participation Parent/Family/Community signatures indicating participation.	http://education.nh.gov (Why Family and Community Involvement is Important)

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	Back to School Night, Parent/Teacher Conferences, Harvest Vocabulary Parade, Art Show, Family Physical Education Program, Winter and Spring Music/chorus programs, Reading Parties, Book Fairs, Grandparents Day, Poetry Family Programs, Family Guest Readers, Parent workshops, College and Career Day, Preschool/Kindergarten Orientation,2nd and 3rd grade picnics, Promotion and Awards Ceremony,	Staff	Parent/Family/Community involvement and participation Parent/Family/Community signatures indicating participation.	http://education.nh.gov (Why Family and Community Involvement is Important)
Math	Economically Disadvantaged	Everyday Math online program EM 4	Staff	Parent/Family/Community involvement and participation Parent/Family/Community signatures indicating participation.	http://education.nh.gov (Why Family and Community Involvement is Important)

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		Back to School Night, Parent/Teacher Conferences, Harvest Vocabulary Parade, Art Show, Family Physical Education Program, Winter and Spring Music/chorus programs, Reading Parties, Book Fairs, Grandparents Day, Poetry Family Programs, Family Guest Readers, Parent workshops, College and Career Day, Preschool/Kindergarten Orientation,2nd and 3rd grade picnics, Promotion and Awards Ceremony,	Staff	Parent/Family/Community involvement and participation Parent/Family/Community signatures indicating participation.	http://education.nh.gov (Why Family and Community Involvement is Important)
Math		Everyday Math online program EM 4	Staff	Parent/Family/Community involvement and participation Parent/Family/Community signatures indicating participation.	http://education.nh.gov (Why Family and Community Involvement is Important)

***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? The school's family and community engagement program will help to address the priority problems identified in the Comprehensive Needs Assessment as we take opportunities to educate and inform parents regarding school goals and initiatives, making them aware of programs and assessment requirements in order for them to better support students at home.
2. How will the school engage parents in the development of the written parent involvement policy? Through the Home and School Association, the school will offer the parents an opportunity to have input regarding the parent involvement policy, distribution and explanation of the compact and Title One letters as well as parent representatives who serve on the Schoolwide Planning committee.
3. How will the school distribute its written parent involvement policy? The school will distribute its written parent involvement policy by having students backpack all information home. Follow up information will be provided at various Home and School Association meetings and on the School One website. Copies will also be made available on site at School One in the Parents Corner, where pertinent information for parents is made available.
4. How will the school engage parents in the development of the school-parent compact? School One parents will be engaged in the development of the school-parent compact by promoting it through the teachers and the Home and School Association.

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

5. How will the school ensure that parents receive and review the school-parent compact? The school will ensure that parents receive and review the student-parent compact by promoting it through the teachers' regular communication with parents and the Home and School Association.
6. How will the school report its student achievement data to families and the community? The school will report its student achievement data to families and the community at Home and School Association meetings, at Back to School Night and the Superintendent will report at Board meetings.
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? Information will be placed on the District and School One website and reported by the Superintendent at Board meetings.
8. How will the school inform families and the community of the school's disaggregated assessment results? Information will be placed on the District and School One website and reported by the Superintendent at Board meetings.
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? The school will involve families in the development of the Title I Schoolwide Plan by presenting information at Home and School meetings and soliciting information from the various families represented.

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

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

10. How will the school inform families about the academic achievement of their child/children? The school will inform families about the academic achievement of their child/children by having parent/teacher conferences, telephone contact or emails, I&RS meetings, progress reports and report cards.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? Parent meetings will involve discussions about various topics and bringing in educational consultants for parent presentations to provide information during parent meetings

Provide a separate response for each question.

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? The school's family and community engagement program will help to address the priority problems identified in the Comprehensive Needs Assessment as we take opportunities to educate and inform parents regarding school goals and initiatives, making them aware of programs and assessment requirements in order for them to better support students at home.
2. How will the school engage parents in the development of the written parent involvement policy? Through the Home and School Association, the school will offer the parents an opportunity to have input regarding the parent involvement policy, distribution and explanation of the compact and Title One letters as well as parent representatives who serve on the Schoolwide Planning committee.
3. How will the school distribute its written parent involvement policy? The school will distribute its written parent involvement policy by having students backpack all information home. Follow up information will be provided at various Home and School Association meetings and on the School One website. Copies will also be made available on site at School One in the Parents Corner, where pertinent information for parents is made available.
4. How will the school engage parents in the development of the school-parent compact? School One parents will be engaged in the development of the school-parent compact by promoting it through the teachers and the Home and School Association.

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	100%	All teachers hold certification for their current teaching assignment.
	34	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	34	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	100%	All instructional aides must verify they have completed 60 college credits and substitute certs.
	8	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	
	8	

* 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
Recruitment team consists of District Personnel and School Administrator who visits colleges and universities in order to recruit the appropriate certificated staff. Also annual District Job Fair. In addition, each candidate's portfolio is closely scrutinized by the Human Resources Dept. to assure their status of highly qualified. For retention we have a mentoring program.	**Human Resources Director**