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 - *ESEA§1114*

DISTRICT INFORMATION	SCHOOL INFORMATION
District: Winslow Township School District	School: Winslow Township Elementary School #4
Chief School Administrator: Dr. H. Major Poteat	Address: 541 Kali Road
Chief School Administrator's E-mail: poteathe@winslow-schools.com	Grade Levels: PK-3
Title I Contact: Ms. Karen Loney	Principal: Mrs. Sheresa S. Clement
Title I Contact E-mail: loneyka@winslow-schools.com	Principal's E-mail: clemensh@winslow-schools.com
Title I Contact Phone Number: 856-767-7222 x7106	Principal's Phone Number: 856-728-2440

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.

☑ 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.

Sheresa S. Clement
Principal's Name (Print)

Sheresa S. Clement
Principal's Signature

Date

Critical Overview Elements

- The School held _____6_____ (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 $_79, 040_____, 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:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Extended Day/Year Programs	1,2	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Earobics, LLI, Fundations, 95% Group, RAI programs (RAPS, et.al.)	100-100	$11,000
Substitutes to implement Data Team, Collaboration, and Vertical Articulation Meetings Professional Development	1,2,3		100-300 200-300	$5,000
Parental and Community Outreach Activities	3		200-300 200-800	$1,600
Assembly programs	1,2,3		100-600	$3000
Response to Intervention and Enrichment Activities Programs/supplies to support instruction and learning	1,2		100-600	$23,000

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
Sheresa S. Clement, Principal	✓	✓	✓		Sheresa S. Clement
Cindy Edgerly, Reading Specialist	✓	✓	✓		C. Edgerly
Mindy Roman, ESL Teacher	✓	✓	✓		M Roman
Laura Duca, Counselor	✓	✓	✓		Laura Duca
Wade Smith, HSA President	✓	✓	✓		

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	
			Yes	No	Yes	No
7/15/15	District – Curriculum Office	School-wide Plan Development	✓		✓	
7/28/15	District – Principals' Office	School-wide Plan Development Comprehensive Needs Assessment Program Evaluation	✓		✓	
8/13/15	Winslow Township School #4 – Staff Retreat	School-wide Plan Development Comprehensive Needs Assessment Program Evaluation	✓		✓	
8/19/15	Panera Bread – HSA Executive Committee Meeting	School-wide Plan Development Comprehensive Needs Assessment Program Evaluation	✓		✓	

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

9/1/15	Winslow Township School #4 – Staff In-service	School-wide Plan Development Comprehensive Needs Assessment Program Evaluation	✓		✓	
9/14/15	Winslow Township School #4 – HSA Meeting	School-wide Plan Development Comprehensive Needs Assessment Program Evaluation	✓		✓	

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?	The mission of Winslow Township Elementary School #4 is to promote our District's #1 Goal of Student Achievement. Our school's definition of student achievement is a student who is confident in academic and social situations, responsible for his or her own learning, and has the ability to apply new skills to real life situations. Student achievement will be achieved by using data for formative analysis to drive instruction. Our staff is dedicated to being student centered, treating and teaching students as we would want our own to be treated and taught; thus creating a community with a shared vision and purpose of addressing the academic, social, and emotional needs of the student body to ensure academic success for every child. We pledge to display respect for each other as colleagues as we all continue to learn and grow together for the benefit of the students we serve with continuous access to PD and instructional materials to support academic achievement. We are dedicated to increasing parent/community involvement to develop a school to community relationship that provides applicable feedback and that supports student achievement.

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?
2. What were the strengths of the implementation process?
3. What implementation challenges and barriers did the school encounter?
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
9. How did the school structure the interventions?
10. How frequently did students receive instructional interventions?
11. What technologies did the school use to support the program?
12. Did the technology contribute to the success of the program and, if so, how?

Provide a separate response for each question.

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

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).
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				
Grade 9				
Grade 10				

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	DIBELS, DRA2, LLI, RTI, RAI, Fundations, District Program Benchmark, Model Curriculum Extended Day/Year Programs	31% of students assessed were above benchmark; 17% of students assessed were at benchmark; and 52% of students assessed were below benchmark
Academic Achievement - Writing	Lucy Calkins Rubrics, District Prompts, RTI, Extended Day/Year Programs	A random sampling of third grade students revealed 11% of students scored above benchmark; 35% of students assessed were at benchmark; and 54% were below benchmark
Academic Achievement - Mathematics	Every Day Math 4, EOY Benchmarks, Extended Day/Year Programs	Math programmatic goals this year are targeting a need to address math fact fluency for our students.
Family and Community Engagement	Feedback from Home and School Association (HSA) Meetings, Back to School Night, Translation of District forms, BOE and televised Township presentations, Special area performances/presentations, College and Career Fair	On any given day, Winslow Township Elementary School #4 houses close to 500 students, thereby presenting the possibility of over 1000 parents and guardians who should be available to participate in school activities. However, our Home and School Association (HSA) is comprised of 4-5 families and two of the officers are married to each other. We are looking to increase the participation in both our Home and School Association (HSA) and in activities that are academically based within our school.
Professional Development	School and District Professional Development Plans, PD results from District, various conferences	Workshop evaluations, sign-in sheets, and annual PD log sheets will be used to monitor teacher acquisition of their required 20 hours of PD per year.
Leadership	Evaluations, Feedback from WTES#4 Summer Retreat, school committees	Strong evaluation model provides feedback from District administration. Effectiveness of program implementation will be reviewed by District administration as well.

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	Surveys by school counselor, Bucket filling School Theme, Counselor lessons, 1:1 meetings of staff with Principal, Spirit Committees	The emotional environment personal domain score on a school climate survey of third grade students (addressed perceptions of physical safety, social environment and individual emotional safety) revealed that there was an increase of more than 8%. The average score went from 72.5 to 78. Although a strong score, we feel the need to continue to develop in this area.
School-Based Youth Services	N/A	N/A
Students with Disabilities	IEP meetings, DIBELS, DRA2, LLI, RTI, RAI, Fundations, District Program Benchmark, Model Curriculum Extended Day/Year Programs, discreet trials, progress reports	CST members/teachers produce progress reports to share during IEP review meetings. Results shown through these measures may determine the need for new goals and may ultimately result in re-evaluation and/or declassification.
Homeless Students	I&RS meetings, DIBELS, DRA2, LLI, RTI, RAI, Fundations, District Program Benchmark, Model Curriculum Extended Day/Year Programs	Homeless students represent about 1% of our population. The quantifiable results for those students are reflected in the numbers in the reading, writing, and math academic achievement portions of this section.
Migrant Students	N/A	N/A
English Language Learners	ESL programs, DIBELS, DRA2, LLI, RTI, RAI, Fundations, District Program Benchmark, Model Curriculum Extended Day/Year Programs W-APT, ACCESS	Assessment results and the number of students who test out of ESL programs
Economically Disadvantaged	DIBELS, DRA2, LLI, RTI, RAI, Fundations, District Program Benchmark, Model Curriculum Extended Day/Year Programs	Economically disadvantaged students represent about 50% of our population. The quantifiable results for those students are reflected in the numbers in the reading, writing, and math academic achievement portions of this section.

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**? To conduct our Comprehensive Needs Assessment, the school conducted a series of meetings with the Student Achievement Team, the Site Based-Management Team, District Administration, and our HSA to discuss various needs within our organization.

2. **What process did the school use to collect and compile data for student subgroups?** To collect and compile data for student subgroups, data team meetings were conducted to review test/assessment data. Teachers met to review and discuss assessment results as compared to student classroom performance. Anecdotal information was also considered as data was reviewed. Outliers and seemingly incongruent information was reviewed in further detail.

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 uses scientifically research based assessment tools and ensures that only staff members that are trained and that are proficient in delivering the assessment do so. An additional measure is layered on to keep ourselves honest in that all EOY assessments are performed by teachers who are not the assigned homeroom teacher of the student. For example, 3rd grade teachers may perform EOY assessments on 2nd grade students. Second grade teachers perform EOY assessments on 1st grade students.

4. **What did the data analysis reveal regarding classroom instruction?** Data analysis regarding classroom instruction revealed that there was a need for a deeper layer of phonics instruction needed in our ELA core programs for our students. It was also revealed that work is needed for student comprehension to improve along with our writing. Repeated incorrect answers on ELA EOY assessments reveal that we need to take a closer look at the core. Math EOY goals this year are targeting a need to address math fact fluency.

5. **What did the data analysis reveal regarding professional development implemented in the previous year(s)?** Data regarding PD implemented in the previous years revealed the need for a more comprehensive tool to determine comprehension and reading

levels. A need for enhanced phonics instruction training for teachers and delivery of instruction to students, and a need for support in math methods training (coaching/interventionist) was revealed. The data also reveals a need to bring in an individual to oversee data, to provide push-in support to fill in gaps in the delivery of our core instruction.

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 weekly grade level meetings; data team meetings; early I & RS meetings using the reading teachers/specialist and constant communication among staff members. Additionally, the Principal hosts 1:1 meetings with staff in December to review class trends. There is open communication with parents.

7. **How does the school provide effective interventions to educationally at-risk students?** The school provides effective interventions for educationally at risk students through the use of a Response to Intervention (RTI) program and by embedding the use of intervention programs (i.e. 95% Group) within the classroom by trained classrooms teachers and by the use of the same by the Reading Specialist. We also provide 70 minutes of sheltered instruction daily for our 15 ESL students. We offer tutoring twice a week through our Extended Day and every day in the summer for our Extended School Year program. Additionally, parents are communicated with through their native language, if possible.

8. **How does the school address the needs of migrant students?** At this time, we have no migrant students.

9. **How does the school address the needs of homeless students?** The needs of our homeless students are addressed via outreach from our homeless liaison, the counselor, the school nurse, DCP&P as needed.

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 implements the use of a student achievement team, site-based and grade level meetings. The school brings in consultants to discuss the relevance of tools and how they are to be implemented. The District and school provide continuous Professional Development on the use of scientifically based research tools and methodology, allowing for constant dialogue and feedback on said tools.

11. **How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?** There are articulation meetings between grade levels. Pre K students visit Kindergarten classrooms. Third grade

students visit the upper elementary schools and the upper level administrators are called upon as needed to mentor students. There is also a concerted effort to have consistency in the academic language used within our instructional strategies among all grade levels.

12. **How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?** The school selected priority problems through various discussions in Student Achievement meetings and through discussions and feedback during our school summer retreat, where dedicated staff members gave of their time to come to school in the summer to plan and prepare for the upcoming school year.

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	Results of screeners from 95% Group and Fundations reveal that there are deficiencies in the areas of ELA, specifically the teaching and learning of phonics skills/phonemic awareness and comprehension.	Every Day Math 4 EOY Benchmarks reveal deficiencies in the areas of Mathematics, specifically in the area of fact fluency, and verbally expressing the mathematical process and how answers are derived.
Describe the root causes of the problem	We believe that our students come to us with a lack of background knowledge, time and exposure to the expectations of the Common Core. Additionally, it is becoming increasingly popular for parents NOT to send their children to Kindergarten, thus resulting in their first educational experience being first grade. We also have a high number of students who transfer in and out of our schools. It is our job then to fill in those gaps.	We believe that our students come to us with a lack of background knowledge, time and exposure to the expectations of the Common Core. Additionally, it is becoming increasingly popular for parents NOT to send their children to Kindergarten, thus resulting in their first educational experience being first grade. We also have a high number of students who transfer in and out of our schools. It is our job then to fill in those gaps.
Subgroups or populations addressed	ALL	ALL
Related content area missed (i.e., ELA, Mathematics)	ELA	MATH
Name of scientifically research based intervention to address priority problems	95% Group, Wilson's Fundations	EM4 online support materials, Xtramath
How does the intervention align with the Common Core State Standards?	All District approved programs and interventions are aligned with the Common Core State Standards.	All District approved programs and 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	Parental Involvement	
Describe the priority problem using at least two data sources	There is little parental involvement or support of the educational process, and for student acquisition of grade level skills as dictated by the Common Core.	
Describe the root causes of the problem	Parents may lack the information needed to support their children with acquiring readiness skills needed for academic success.	
Subgroups or populations addressed	ALL	
Related content area missed (i.e., ELA, Mathematics)	ELA, Mathematics, Science, Social Studies, Writing	
Name of scientifically research based intervention to address priority problems	The school and District will endeavor to offer more opportunities for parents to understand how we use the programs and interventions with their children.	
How does the intervention align with the Common Core State Standards?	All District approved programs and interventions are aligned with the Common Core State 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	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Earobics, LLI, Fundations, 95% Group, RAI programs (RAPS, et.al.)	Special Education staff, CST, Principal	Results of District approved, scientifically based programs, benchmarks and assessments	Report of the National Early Literacy Panel; www.heinemann.com/fountasandpinnell/research/LLIResearchBase.pdf; www.95percentgroup.com (Research for 95 Percent Group Products and Screeners); www.rti4success.org
Math	Students with Disabilities	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Everyday Math interventions, Xtramath*	Special Education staff, CST, Principal	Results of District approved, scientifically based programs, benchmarks and assessments	www.everydaymath.com; https://xtramath.org/#/home/index
ELA	Homeless	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Earobics, LLI, Fundations, 95% Group, RAI programs (RAPS, et.al.)	General Education staff, Reading specialist, Principal, counselor	Results of District approved, scientifically based programs, benchmarks and assessments	Report of the National Early Literacy Panel; www.heinemann.com/fountasandpinnell/research/LLIResearchBase.pdf; www.95percentgroup.com (Research for 95 Percent Group Products and Screeners); www.rti4success.org

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	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Everyday Math interventions, Xtramath*	General Education staff, Reading specialist, Principal, counselor	Results of District approved, scientifically based programs, benchmarks and assessments	www.everydaymath.com; https://xtramath.org/#/home/index
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Earobics, LLI, Fundations, 95% Group, RAI programs (RAPS, et.al.)	General Education staff, ESL teacher, Reading specialist, Principal, counselor,	Results of District approved, scientifically based programs, benchmarks and assessments, ESL assessments WIDA, W-APT	Report of the National Early Literacy Panel; www.heinemann.com/fountasandpinnell/research/LLIResearchBase.pdf; www.95percentgroup.com (Research for 95 Percent Group Products and Screeners); www.rti4success.org
Math	ELLs	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Everyday Math interventions, Xtramath*	General Education staff, ESL teacher, Reading specialist, Principal, counselor,	Results of District approved, scientifically based programs, benchmarks and assessments, ESL assessments WIDA, W-APT	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	Economically Disadvantaged	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Earobics, LLI, Fundations, 95% Group, RAI programs (RAPS, et.al.)	General Education staff, ESL teacher, Reading specialist, Principal, counselor,	Results of District approved, scientifically based programs, benchmarks and assessments	Report of the National Early Literacy Panel; www.heinemann.com/fountasandpinnell/research/LLIResearchBase.pdf; www.95percentgroup.com (Research for 95 Percent Group Products and Screeners); www.rti4success.org
Math	Economically Disadvantaged	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Everyday Math interventions, Xtramath*	General Education staff, ESL teacher, Reading specialist, Principal, counselor,	Results of District approved, scientifically based programs, benchmarks and assessments	www.everydaymath.com; https://xtramath.org/#/home/index;
ELA					
Math					

Use an asterisk to denote new programs.

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

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	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, ELA based Drama Club*, Readers' Theatre, G&T, other academic based clubs*, STEAM*	Special Education staff, CST, Principal	Results of District approved, scientifically based programs, benchmarks and assessments	Report of the National Early Literacy Panel; www.heinemann.com/fountasandpinnell/research/LLIResearchBase.pdf; www.95percentgroup.com (Research for 95 Percent Group Products and Screeners); www.rti4success.org; The Effects of Theatre Education – American Alliance for Theatre and Education (AATE); www.steamedu.com
Math	Students with Disabilities	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Everyday Math interventions, Xtramath*, STEAM*	Special Education staff, CST, Principal	Results of District approved, scientifically based programs, benchmarks and assessments	www.everydaymath.com; https://xtramath.org/#/home/index; www.steamedu.com
ELA	Homeless	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, ELA based Drama Club*, Readers' Theatre, G&T, other academic based clubs*, STEAM*	General Education staff, Reading specialist, Principal, counselor,	Results of District approved, scientifically based programs, benchmarks and assessments	Report of the National Early Literacy Panel; www.heinemann.com/fountasandpinnell/research/LLIResearchBase.pdf; www.95percentgroup.com (Research for 95 Percent Group Products and Screeners); www.rti4success.org; The Effects of Theatre Education – American Alliance for Theatre and Education (AATE); 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)
Math	Homeless	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Everyday Math interventions, Xtramath*, STEAM*	General Education staff, Reading specialist, Principal, counselor,	Results of District approved, scientifically based programs, benchmarks and assessments	www.everydaymath.com; https://xtramath.org/#/home/index; www.steamedu.com
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, ELA based Drama Club*, Readers' Theatre, G&T, other academic based clubs*, STEAM*	General Education staff, ESL teacher, Reading specialist, Principal, counselor,	Results of District approved, scientifically based programs, benchmarks and assessments, WIDA, W-APT	Report of the National Early Literacy Panel; www.heinemann.com/fountasandpinnell/research/LLIResearchBase.pdf; www.95percentgroup.com (Research for 95 Percent Group Products and Screeners); www.rti4success.org; The Effects of Theatre Education – American Alliance for Theatre and Education (AATE); www.steamedu.com
Math	ELLs	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Everyday Math interventions, Xtramath*, STEAM*	General Education staff, ESL teacher, Reading specialist, Principal, counselor,	Results of District approved, scientifically based programs, benchmarks and assessments, WIDA, W-APT	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	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, ELA based Drama Club*, Readers' Theatre, G&T, other academic based clubs*, STEAM*	General Education staff, Reading specialist, Principal, counselor,	Results of District approved, scientifically based programs, benchmarks and assessments	Report of the National Early Literacy Panel; www.heinemann.com/fountasandpinnell/research/LLIResearchBase.pdf; www.95percentgroup.com (Research for 95 Percent Group Products and Screeners); www.rti4success.org; The Effects of Theatre Education – American Alliance for Theatre and Education (AATE); www.steamedu.com
Math	Economically Disadvantaged	District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Everyday Math interventions, Xtramath*, STEAM*	General Education staff, Reading specialist, Principal, counselor,	Results of District approved, scientifically based programs, benchmarks and assessments	www.everydaymath.com; https://xtramath.org/#/home/index; www.steamedu.com
ELA					
Math					

Use an asterisk to denote new programs.

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Professional Development for teachers to implement District approved scientifically research based programs such as: RTI, Earobics, LLI, Fundations, 95% Group, RAI programs (RAPS, et.al.), ELA based Drama Club*, Readers' Theatre, G&T, other academic based clubs*, STEAM*	Special Education staff, CST, Principal	Results of District approved, scientifically based programs, benchmarks and assessments	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 Achievement, Retrieved from http://whatworks.ed.gov Report of the National Early Literacy Panel; www.heinemann.com/fountasandpinnell/research/LLIResearchBase.pdf; www.95percentgroup.com (Research for 95 Percent Group Products and Screeners); www.rti4success.org; The Effects of Theatre Education – American Alliance for Theatre and Education (AATE); www.steamedu.com
Math	Students with Disabilities	Professional Development for teachers to implement District approved, scientifically based programs such as: Extended School Year Program, Extended	Special Education staff, CST, Principal	Results of District approved, scientifically based programs, benchmarks and assessments	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)
		School Day Program, RTI, Everyday Math interventions, Xtramath*, STEAM*			
ELA	Homeless	Professional Development for teachers to implement District approved scientifically research based programs such as: RTI, Earobics, LLI, Fundations, 95% Group, RAI programs (RAPS, et.al.), ELA based Drama Club*, Readers' Theatre, G&T, other academic based clubs*, STEAM*	General Education staff, Reading specialist, Principal, counselor	Results of District approved, scientifically based programs, benchmarks and assessments	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 Achievement, Retrieved from http://whatworks.ed.gov Report of the National Early Literacy Panel; www.heinemann.com/fountasandpinnell/research/LLIResearchBase.pdf; www.95percentgroup.com (Research for 95 Percent Group Products and Screeners); www.rti4success.org; The Effects of Theatre Education – American Alliance for Theatre and Education (AATE); 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)
Math	Homeless	Professional Development for teachers to implement District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Everyday Math interventions, Xtramath*, STEAM*	General Education staff, Reading specialist, Principal, counselor	Results of District approved, scientifically based programs, benchmarks and assessments	www.everydaymath.com; https://xtramath.org/#/home/index; www.steamedu.com
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Professional Development for teachers to implement District approved scientifically research based programs such as: RTI, Earobics, LLI, Fundations, 95% Group, RAI programs (RAPS, et.al.), ELA based Drama Club*, Readers' Theatre,	General Education staff, ESL teacher, Reading specialist, Principal, counselor,	Results of District approved, scientifically based programs, benchmarks and assessments, WIDA, W-APT	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 Achievement, Retrieved from http://whatworks.ed.gov Report of the National Early Literacy Panel; www.heinemann.com/fountasand

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)
		G&T, other academic based clubs*, STEAM*			pinnell/research/LLIResearchBase.pdf; www.95percentgroup.com (Research for 95 Percent Group Products and Screeners); www.rti4success.org; The Effects of Theatre Education – American Alliance for Theatre and Education (AATE); www.steamedu.com
Math	ELLs	Professional Development for teachers to implement District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Everyday Math interventions, Xtramath*, STEAM*	General Education staff, ESL teacher, Reading specialist, Principal, counselor,	Results of District approved, scientifically based programs, benchmarks and assessments, WIDA, W-APT	www.everydaymath.com; https://xtramath.org/#/home/index; www.steamedu.com
ELA	Economically Disadvantaged	Professional Development for teachers to implement District approved scientifically research based programs such as: RTI, Earobics, LLI,	General Education staff, Reading specialist, Principal, counselor	Results of District approved, scientifically based programs, benchmarks and assessments	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 Achievement, Retrieved from

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)
		Fundations, 95% Group, RAI programs (RAPS, et.al.), ELA based Drama Club*, Readers' Theatre, G&T, other academic based clubs*, STEAM*			http://whatworks.ed.gov Report of the National Early Literacy Panel; www.heinemann.com/fountasandpinnell/research/LLIResearchBase.pdf; www.95percentgroup.com (Research for 95 Percent Group Products and Screeners); www.rti4success.org; The Effects of Theatre Education – American Alliance for Theatre and Education (AATE); www.steamedu.com
Math	Economically Disadvantaged	Professional Development for teachers to implement District approved, scientifically based programs such as: Extended School Year Program, Extended School Day Program, RTI, Everyday Math interventions, Xtramath*, STEAM*	General Education staff, Reading specialist, Principal, counselor	Results of District approved, scientifically based programs, benchmarks and assessments	www.everydaymath.com; https://xtramath.org/#/home/index; www.steamedu.com
ELA					
Math					

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 committee, the Principal, Director of Research, Planning and Evaluation, and the Assistant Superintendent shall be responsible for evaluating the School-wide program for 2015-2016. The review will be conducted internally within the school and/or externally within the District two times a year (an interim and an End of the Year).

2. **What barriers or challenges does the school anticipate during the implementation process?** As with any new process, it will take time to acclimate to the implementation of a new program. We will require time to progress monitor, review student data and to educate staff on the requirements and transitions that the School-wide plan will bring.

3. **How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?**
The school will obtain necessary buy-in from stakeholders by communicating what the program is; why it is needed; and how it will make the school better as a whole. We will have a kick off meeting to discuss highlights of the program as well as expected highlights in moving toward School-wide status. We will also use this time to make staff aware that as we work together as a team, supports will be put in place to help the school as a whole obtain expected success levels.

4. **What measurement tool(s) will the school use to gauge the perceptions of the staff?** The measurement tool used to gauge the perception of staff will be an informal survey at beginning of the year, and constant feedback during various team meetings. We will use the team meetings to discuss any possible deficiencies in the program.

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?** We will collect feedback through discussions with parents at HSA meetings.

6. **How will the school structure interventions?** The school will use a Response to Intervention model (RTI) at a scheduled time of the day in a school-wide approach to deliver interventions to struggling learners based on their needs. Additionally, services will be provided through our Reading Specialist. It is our goal to eventually acquire an Interventionist who will also provide services to struggling learners and analyze school data as needed. We will also endeavor to develop a schedule to further maximize instructional time in "out of the box" and creative ways.

7. **How frequently will students receive instructional interventions?** The students will receive instructional interventions every day through RTI. Additional instructional interventions may be layered on as needed.

8. **What resources/technologies will the school use to support the school-wide program?** The school will use data video projectors, document cameras, ipads/ipods, Smartboards, Mimios, Macbooks, digital microscopes, Chromebooks, computers, books, supplies, and more to help create lessons presented in "outside the box" methodology.

9. **What quantitative data will the school use to measure the effectiveness of each intervention provided?** Research based measurements will be put in place, such as the following: DIBELS, Fountas and Pinnell Benchmarks Assessment, DRA2 as needed, District provided measures, Benchmark assessments, EOY testing and more.

10. **How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups**? The Principal will report results at HSA meetings; parent/teacher conferences; Back to School Night; parent workshops, staff meetings, and data team meetings. Reports will also be provided to District administrative staff.

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	Grandparent Night; Read Across America; Back to School Night; Teachers' Conferences; Jump Rope for Hearts; Music concerts; Home and School Association meetings; Art Show; Field Day; I&RS; IEP meetings; BOE and Township presentations; Vocabulary Parade; Parent Workshops; Awards assemblies; Spelling Bee; Science Fair; PK/K Orientations Website; newsletters, and more	Building Administration and Staff	Sign–in sheets, parental attendance to various events; agendas; number of community participants involved in various events; the development of relationships with community organizations	www.nea.org/tools17360.htm (Research Spotlight On Parental Involvement In Education); www.education.com (The Benefits of Parent Involvement: What Research Has to Say); 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				
ELA	Homeless	Grandparent Night; Read Across America; Back to School Night; Teachers' Conferences; Jump Rope for Hearts; Music concerts; Home and School Association	Building Administration and Staff	Sign–in sheets, parental attendance to various events; agendas; number of community participants involved in various events; the development of relationships with community organizations	www.nea.org/tools17360.htm (Research Spotlight On Parental Involvement In Education); www.education.com (The Benefits of Parent Involvement: What Research Has to Say); www.centerforpubliceducation.org
Math	Homeless				

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)
		meetings; Art Show; Field Day; I&RS; IEP meetings; BOE and Township presentations; Vocabulary Parade; Parent Workshops; Awards assemblies; Spelling Bee; Science Fair; PK/K Orientations Website; newsletters, and more			(Back to School: How Parent Involvement Affects Student Achievement); http://education.nh.gov (Why Family and Community Involvement is Important)
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Grandparent Night; Read Across America; Back to School Night; Teachers' Conferences; Jump Rope for Hearts; Music concerts; Home and School Association meetings; Art Show; Field Day; I&RS; IEP meetings; BOE and Township presentations; Vocabulary Parade; Parent Workshops; Awards assemblies; Spelling Bee; Science Fair; PK/K Orientations Website; newsletters, and more	Building Administration and Staff	Sign–in sheets, parental attendance to various events; agendas; number of community participants involved in various events; the development of relationships with community organizations; outreach to families in their native language	www.nea.org/tools17360.htm (Research Spotlight On Parental Involvement In Education); www.education.com (The Benefits of Parent Involvement: What Research Has to Say); www.centerforpubliceducation.org (Back to School: How Parent Involvement Affects Student Achievement); http://education.nh.gov (Why Family and Community Involvement is Important)
Math	ELLs				

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	Grandparent Night; Read Across America; Back to School Night; Teachers' Conferences; Jump Rope for Hearts; Music concerts; Home and School Association meetings; Art Show; Field Day; I&RS; IEP meetings; BOE and Township presentations; Vocabulary Parade; Parent Workshops; Awards assemblies; Spelling Bee; Science Fair; PK/K Orientations Website; newsletters, and more	Building Administration and Staff	Sign–in sheets, parental attendance to various events; agendas; number of community participants involved in various events; the development of relationships with community organizations	www.nea.org/tools17360.htm (Research Spotlight On Parental Involvement In Education); www.education.com (The Benefits of Parent Involvement: What Research Has to Say); www.centerforpubliceducation.org (Back to School: How Parent Involvement Affects Student Achievement); http://education.nh.gov (Why Family and Community Involvement is Important)
Math	Economically Disadvantaged				
ELA					
Math					

Use an asterisk to denote new programs.

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

2015-2016 Family and Community Engagement Narrative

1. **How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?** 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 our parents on school goals and initiatives, making them aware of programs, services, and assessment requirements. They can then better support students at home and funds can be allocated by the HSA to support the school's initiatives.

2. **How will the school engage parents in the development of the written parent involvement policy?** Through the HSA, the school will offer the parents an opportunity to have input with regard to the written parent involvement policy, distribution and explanation of the compact and Title I letters, as well as there being a parent who is well connected to the community who serves as a representative on the Schoolwide Plan Committee.

3. **How will the school distribute its written parent involvement policy?** As WTES#4 is an elementary school, we will backpack all information home. Follow up information will be provided at various Home and School Association (HSA) meetings, may be available and on display in the school vestibule and on the school's website. Additional copies of the policy are available upon request.

4. **How will the school engage parents in the development of the school-parent compact?** The School-Parent-Compact was backpacked home for parents to review and comment as they deemed appropriate.

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 School-Parent-Compact by promoting it through the teachers and the Home and School Association (HSA).

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 community at Back to School Nights, as necessary as well as during Home and School Association (HSA) 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 may be placed on the District website and reported to the community by the Superintendent at a BOE meeting.

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

8. **How will the school inform families and the community of the school's disaggregated assessment results?** Information may be placed on the District website and reported to the community by the Superintendent at a BOE meeting.

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 Title I School-wide plan by presenting info at Home and School Association (HSA) meetings and soliciting information from the various families that are represented.

10. **How will the school inform families about the academic achievement of their child/children?** The school will inform families of the academic achievement of their child/children by having parent/teacher conferences, phone calls, I&RS meetings, report cards, and interim reports.

11. **On what specific strategies will the school use its 2015-2016 parent involvement funds**? The school will use parent involvement funds to provide parent meetings to discuss topics regarding their child's education, and will bring in educational consultants to conduct parent presentations.

Provide a separate response for each question.

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

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	All teachers hold certification for their current teaching assignment.
	56	
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)	100%	All paraprofessionals must hold 60 college credits and hold a sub certificate.
	12	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0%	
	0	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
There is a recruitment team that consists of District personnel as well as school administrators who visit college and universities in order to recruit appropriate certificated staff. Additionally, job fairs are held within the district. Each candidate portfolio is closely scrutinized by the HR Department to assure their status of the Highly Qualified status. Furthermore, to retain teachers, we provide a mentoring program that meets 2x's a month.	Director of Human Resources