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: COMMERCIAL TOWNSHIP	School: Port Norris Middle School
Chief School Administrator: DR. DANIEL DOOLEY`	Address: High and Brown Streets Port Norris, NJ
Chief School Administrator's E-mail:Daniel.dooley@commercialschools.org	Grade Levels: 6-7-8
Title I Contact: Daniel Doolwy	Principal: Daniel Dooley
Title I Contact E-mail: Daniel.dooley@commercialschools.org	Principal's E-mail: Daniel.dooley@commercialschools.org
Title I Contact Phone Number: 856-785-2333 ext 2149	Principal's Phone Number:**856-785-2333 ext 2149**

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.

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

SCHOOLWIDE SUMMARY INFORMATION - *ESEA§1114*

Critical Overview Elements

- The School held _____1_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ _____152814_____, which comprised _____4%_____% of the school's budget in 2014-2015.
- State/local funds to support the school will be $_____135552_____, which will comprise _____3%_____% 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
Inclusion/Supplemental LAL and Math	1-Closing the achievement gap;		Salaries	72,277
Technology related	2-Using Data to Drive Instruction		Supplies	53,275
Behavior Specialist	3-School Climate		Salaries	10,000

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
Dr. Daniel Dooley	Administrator	X	X	X	
Alisha Tompson	Administrator	X	X	X	
Jean Smith	Former Principal	X	X	X	
Pamela Zook	Business Administrator	X	X	X	

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
July 15, 2015	Board Office	Comprehensive Needs Assessment			X	
July 15, 2015	Board Office	Schoolwide Plan Development			X	
July 15, 2015	Board Office	Program Evaluation			X	

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 Port Norris School's mission is to prepare all students for an educationally positive and successful middle school experience. Our curriculum supports each child's learning style with differentiated instruction and various assessment tools. The faculty and staff continually strive to provide a safe, friendly and respectful environment that is conducive to learning. We encourage the involvement of all family and community members in the education of our students.

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? Yes
2. What were the strengths of the implementation process? Collabortion among staff members
3. What implementation challenges and barriers did the school encounter? Time and money
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Same
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Positive talk and collaboration; making everyone feel part of the process
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? Survey
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? Positive
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? One-on-one and small group
9. How did the school structure the interventions? From most important to least important
10. How frequently did students receive instructional interventions? Everyday
11. What technologies did the school use to support the program? Each student has their own computer
12. Did the technology contribute to the success of the program and, if so, how? Somewhat but more technology is needed.

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

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	39%		Inclusion model/Block scheduling	Not able to determine why students did not make progress
Grade 7	37%		Inclusion Model/Block scheduling	Not able to determine why students did not make progress
Grade 8	54%		Inclusion Model/Block scheduling	Not able to determine why students did not make progress
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	41%		Inclusion model/Block scheduling	Not able to determine why students did not make progress
Grade 7	42%		Inclusion model/Block scheduling	Not able to determine why students did not make progress

Grade 8	36%		Inclusion model/Block scheduling	Not able to determine why students did not make progress
Grade 11				
Grade 12				

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	Inclusion		Waiting for PARCC results	
Math	Students with Disabilities	Inclusion		Waiting for PARCC results	
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Reading program called Scholastic Scope	Somewhat	Waiting for PARCC results	
Math	Economically Disadvantaged	Big ideas texts with journals/Tenmarks	Yes	Waiting for PARCC results	
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	Additional period for PARCC practice	Seemed to help	Waiting for PARCC results	
Math	Economically Disadvantaged	Additional period for PARCC practice	Seemed to help	Waiting for PARCC results	
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	Many parent nights for interaction	Yes	Number of parents who attended events	Parent lists
Math	Economically Disadvantaged	Seemed to help	Yes	Number of parents who attended events	Parent lists
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	Materials inventory	Need for pleasure reading books
Academic Achievement - Writing	Curriculum survey	Formal curriculum needed
Academic Achievement - Mathematics	Need for math books	Books and technology (computers needed) Infrastructure to support technology in building; need for STEM program
Family and Community Engagement		
Professional Development	Staff needs	Need for Curriculum writing
Leadership		
School Climate and Culture	Need for character development	Behavior specialist needed
School-Based Youth Services		
Students with Disabilities	Test results	Need for professional development for inclusion model
Homeless Students		
Migrant Students		
English Language Learners		
Economically Disadvantaged	Attendance	Need for behavior specialist; positive reinforcement

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? Process was discussion by stakeholders mentioned above along with the teachers of the building
2. What process did the school use to collect and compile data for student subgroups? Process was weak due to no data being collected throughout the 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)? They are valid based on the opinions of the staff working in the building.
4. What did the data analysis reveal regarding classroom instruction? Waiting for PARCC scores
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?
6. How does the school identify educationally at-risk students in a timely manner? All of our students we consider to be at-risk
7. How does the school provide effective interventions to educationally at-risk students? Creating a caring environment; motivating them to come to school
8. How does the school address the needs of migrant students? NA
9. How does the school address the needs of homeless students? Providing them with clothes, special considerations etc.
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?
11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? Elementary students visit the middle school in June

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

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? Priority problems continue to persists = no need to select new ones.

Provide a separate response for each question.

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	Closing the Achievement Gap	Using data to drive instruction
Describe the priority problem using at least two data sources	There is a wide gap between the students who are special needs and the general education students in both their attendance and their achievement scores.	We are having difficulty using the data to drive instruction as evidenced by reading groups remaining constant and lesson planning.
Describe the root causes of the problem	Not certain but part of the problem may be lack of skill and expertise on the part of the teachers who work with the children.	Lack of expertise in applying the knowledge that the data is showing.
Subgroups or populations addressed	Economically disadvantaged/special needs	All pertinent sub-groups
Related content area missed (i.e., ELA, Mathematics)	All content	All content
Name of scientifically research based intervention to address priority problems	Inclusion	Data Driven instruction model
How does the intervention align with the Common Core State Standards?	Perfectly	Perfectly

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	School Climate	
Describe the priority problem using at least two data sources	Attendance rates and number of suspensions/discipline referrals	
Describe the root causes of the problem	Lack of value on education/ parental support/	
Subgroups or populations addressed	All pertinent sub-roups	
Related content area missed (i.e., ELA, Mathematics)	All content	
Name of scientifically research based intervention to address priority problems	Positive reinforcement; continue with the CHAMPS model; hire a behavior specialist to help the students and teachers	
How does the intervention align with the Common Core State Standards?	Perfectly	

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	Inclusion	Teacher/principal	Increase of 2% on PARCC scores	What Works Clearninghouse
Math	Students with Disabilities	Inclusion	Teacher/principal	Increase of 2% on PARCC scores	What Works Clearninghouse
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
What works Clearninghouse					
ELA	Economically Disadvantaged	Character Education/Inclusion	Principal/Behavior Specialist	Increase of 5% for attendance	What Works Clearninghouse
Math	Economically Disadvantaged	Character Education/Inclusion	Principal/Behavior Specialist	Increase of 5% for attendance	What Works Clearninghouse
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				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Club 21/additional period of LA	Teachers	PARCC scores increase by 5%	What Works Clearninghouse
Math	Economically Disadvantaged	Club 21/Web-based instruction for Math	Teachers	PARCC scores increase by 5%	What Works Clearninghouse
ELA					
Math					

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

Use an asterisk to denote new programs.

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	PD for Inclusion	Principal/Teachers	Increase of 2% on PARCC	What Works Clearninghouse
Math	Students with Disabilities	PD for Inclusion	Principal/Teachers	Increase of 2% on PARCC	What Works Clearninghouse
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

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? Teachers and administrators will be responsible for evaluation
2. What barriers or challenges does the school anticipate during the implementation process? Money and Time
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? Collaboration
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Surveys
5. What measurement tool(s) will the school use to gauge the perceptions of the community? Surveys
6. How will the school structure interventions? From most important to least important
7. How frequently will students receive instructional interventions? Everyday
8. What resources/technologies will the school use to support the schoolwide program? Chromebooks, STEM program
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? We use LINK-It to collect data.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Newsletters

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				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
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?
2. How will the school engage parents in the development of the written parent involvement policy?
3. How will the school distribute its written parent involvement policy?
4. How will the school engage parents in the development of the school-parent compact?
5. How will the school ensure that parents receive and review the school-parent compact?
6. How will the school report its student achievement data to families and the community?
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?
8. How will the school inform families and the community of the school's disaggregated assessment results?
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
10. How will the school inform families about the academic achievement of their child/children?
11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

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	23- 100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	

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

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