NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2014-2015 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

DISTRICT INFORMATION	SCHOOL INFORMATION
District: NEW BRUNSWICK	School: Lincoln School
Chief School Administrator: RICHARD KAPLAN	Address: 66 Bartlett Street
Chief School Administrator's E-mail: Richard_kaplan@nbps.k12.nj.us	Grade Levels: K-5
Title I Contact: Dr. John Anzul	Principal: Jason B. Harris
Title I Contact E-mail: john_anzul@nbps.k12.nj.us	Principal's E-mail: Jason_harris@nbps.k12.nj.us
Title I Contact Phone Number: 732-745-5300 x5438	Principal's Phone Number: 732-745-5300 X6000

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

☒ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school 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 **Principal's Signature** **Date**

SCHOOLWIDE SUMMARY INFORMATION

Critical Overview Elements

- The School had _____13_____ (number) of stakeholder engagement meetings.
- State/local funds comprised _____% of the school's budget in 2013-2014.
- State/local funds will comprise _____$ of the school's budget in 2014-2015.
- Title I funded programs/interventions/strategies/activities in 2014-2015 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Targeted Professional Development	3			
Curricular Materials	1 and 2			
Additional BSI teacher	1 and 2			

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

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 continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Jason Harris	School Staff—Administrators	X	X	On file	
Brian Stokes	School Staff—Administrators	X	X	On file	
Jodi Opramolla	School Staff—Classroom teachers/Special Education	X	X	On file	
John B. Miller	School Staff---Family Liaison	X	X	On file	
Marianne Mammon	School Staff—Math Specialist	X	X	On file	
James Fixter	School Staff—Special Education	X	X	On file	
Carmen Rodriguez	School Staff—Bilingual, LEP	X	X	On file	
Erica Dixon	School Staff—Classroom teachers	X	X	On file	
Nadine Sanchez	School Staff—Classroom teachers	X	X	On file	
Lisa Picerno	School Staff—Classroom teachers, Parent Teacher Group	X	X	On file	
Diana Vacca	School Staff—Special Education	X	X	On file	
Eleanor Peterson	School Staff—School Social Worker	X	X	On file	
Rosa Rodriguez	Parents	X	X	On file	
Ricardo Galliardo	Parents	X	X	On file	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at different times of the year (e.g., fall and spring). List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment, Schoolwide Plan development, and the program evaluation below.

Date	Location	Topic	Agenda on File		Minutes on File	
November 15, 2013	Principal Conference Room	Program Evaluation	Yes		Yes	
December 15, 2013	Principal Conference Room	Needs Assessment	Yes		Yes	
January 24, 2014	Principal Conference Room	2013 ESDP Meeting	Yes		Yes	
February 07, 2014	Faculty Room	2014 ESDP review	Yes		Yes	
June 11, 2014	Principal Conference Room	2013 Plan Review	Yes		Yes	
June 24, 2014	Principal Conference Room	Plan submission review	Yes		Yes	

*Add rows as necessary.

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

What is the school's mission statement?	The Lincoln School is committed to providing high quality learning experiences that address the New Jersey Core Curriculum Content Standards (NJCCCS) and the Common Core State Standards (CCCS), for students from early childhood years through the elementary grades. Teachers will implement standards-based instructional strategies to meet the diverse needs of students in each subgroup. Students will engage in developmentally-appropriate, research-based learning activities that foster critical thinking skills and high self-esteem. The ongoing, multifaceted parent involvement initiatives will acknowledge the value that is placed on the meaningful involvement of community and family members.

SCHOOLWIDE COMPONENT: EVALUATION

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 2013-2014 Schoolwide Program

(For schools approved to operate a schoolwide program prior to 2014-2015)

1. Did the school implement the program as planned? Yes.
2. What were the strengths of the implementation process? Clearer articulation between classroom teachers and BSI teacher; use od data to inform instruction; clear exiting strategies.
3. What implementation challenges and barriers did the school encounter?? Functional classroom space, access to technology (due to AC power issues) were challenges this year.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Strengths included facility of staff and willingness of classroom teachers to allow BSI students time to work with those teachers.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Inservice training, explaining the goals and aims of the BSI program as well as parent letters detailing entrance and exit criteria.
6. What were the perceptions of the staff? Schoolwide program was a global and holistic approach, meaning that classroom teachers had direct input into the BSI planning cycle through consistent and regular articulation with the BSI teachers. What tool(s) did the school use to measure the staff's perceptions? Staff survey.

SCHOOLWIDE COMPONENT: EVALUATION

7. What were the perceptions of the community? Schoolwide program was a global and holistic approach, meaning that classroom teachers had direct input into the BSI planning cycle through consistent and regular articulation with the BSI teachers.What tool(s) did the school use to measure the community's perceptions? Parent survey.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.) pull out (6:1); push in; and one to one as recommended by the I&RS team.
9. How did the school structure the interventions? Interventions were scheduled as closely to the time of center-based instruction as possible to facilitate added differentiation for students.
10. How frequently did students receive instructional interventions? 1-5 times weekly, 1 period per day, depending on degree of intervention.
11. What technologies did the school use to support the program? Successmaker, desktop PC's Smartboards, laptops, etc.
12. Did the technology contribute to the success of the program, and if so, how? Yes. Technology allowed for clearer tracking and analysis of data at required reporting periods for both BSI teacher, specialists and classroom teacher.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 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	2012-2013	2013-2014	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4				
Grade 5				

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4				
Grade 5				

Evaluation of 2013-2014 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	2012-2013	2013-2014	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				

SCHOOLWIDE COMPONENT: EVALUATION

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency.
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 Interventions and Strategies

Interventions to Increase Student Achievement **Implemented in 2013-2014**

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Basic Skills	ELA	No/YES	NJASK Scores; DRA Scores	No decrease in PP for 13-14 SY; DRA Scores showed considerable growth per SGO process.
Basic Skills	Mathematics	No/Yes	NJASK Scores; MAP test scores (BSI students only)	Decrease in PP for 12-13 SY; MAP scores showed growth in the BSI population

Extended Day/Year Interventions **Implemented in 2013-2014 to Address Academic Deficiencies**

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
ESDP	ELA	Y	DRA Scores	SGO targets achieved by all teachers.
ESDP	Mathematics	Y	Math Benchmarks	Grade 1,2 and 3 outperformed other students in the district.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 Interventions and Strategies

Professional Development **Implemented in 2013-2014**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
	ELA			
	Mathematics			
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

Family and Community Engagement **Implemented in 2013-2014**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
	ELA			
	Mathematics			
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

x 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	Principal's Signature	Date

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . 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 . . . "

2014-2015 Needs Assessment Process

Data Collection and Analysis

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2013-2014 Interventions and Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	DRA Scores; NJASK Scores	DRA scores reveal that 99/270 students (36.6%) students are reading on grade level (3-5) This is improved from 29/9% last year.. Students continue to show growth toward proficiency, yet continue to miss the State's mark for subject area proficiency.
Academic Achievement - Writing	NJASK Scores; District Benchmarks	Students continue to show growth toward proficiency, yet continue to miss the State's mark for subject area proficiency.
Academic Achievement – Mathematics	NJASK Scores; District Benchmarks	Students continue to show growth toward proficiency,(48% proficient) yet continue to miss the State's mark for subject area proficiency. **8% of students scored Adv. Prof (up by 4 from last year)**
Family and Community Engagement	Parent attendance	82% of parents attended at least one event during the school year.
Professional Development	Staff Surveys;	Over 85% of staff are satisfied with the level and rigor of PD initiatives
Homeless	N/A	This population is monitored with the total population
Students with Disabilities	NJASK, District Benchmarks	SWD is not a focus for Lincoln School.
English Language Learners	ACCESS Testing, District Benchmarks	100% of our LEP students met the AMAO goals (1/2) for the 13-14 SY.
Economically Disadvantaged	NJASK, District Benchmarks	A majority of our students are ED. This demographic is monitored with the total population.
School Climate and Culture	Formal surveys, Association Liaison Meeting Agenda	Staff is generally satisfied with school culture. Issues are addressed before they get to the Association Liaison level.
Leadership	Network, Evaluations	Both administrators have been renewed for the 13-14 school year.
School-Based Youth Services	N/A	SBYS is not available at Lincoln School.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process
Narrative

1. What process did the school use to conduct its needs assessment? *Lincoln School utilized the Bernhardt Continuous School Improvement Model consisting of input from stakeholder meetings, PLC goals, data analysis of student achievement, surveys and CAPA visit recommendations.*
2. What process did the school used to collect and compile data for student subgroups? *Lincoln School utilized the Excel and PDF files sent by NJDOE as well as our own data-warehouse called Performance Matters, which allows stakeholders to view achievement data and query demographic criteria to display multiple views of the subgroups for yearly and current comparison.*
3. How does the school ensure that the data used in the needs assessment is valid and reliable? *Lincoln School ensures that this data is reliable by only viewing state-sanctioned research based metrics as well as secure data from testing sites for review and analysis.*
4. What did the data analysis reveal regarding classroom instruction? *Classroom instruction at Lincoln School is affording students to achieve growth toward proficiency; however, the students are underperforming when compared to the proficiency level set by the State. Unfortunately, this does not take into account the huge barriers to learning that our student overcome daily with the help of our caring and responsive staff. It is requested and recommended that the State allow similar schools to Lincoln to employ a growth model of proficiency instead of a flat cut score model.*
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? *Professional Development Plans are research based, teacher generated and administrative supported. The in-district professional development is job embedded and is properly implemented using the research based and State approved strategies.*

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

6. How does the school identify its educationally at-risk students in a timely manner? *Lincoln School identifies its educationally at-risk students in a timely manner through the use of multiple measures, inclusive of Statewide testing, District Benchmarks and Teacher recommendations through the I/RS process.*

7. How does the school provide effective interventions to its educationally at-risk students? *Lincoln School provides effective interventions to its educationally at-risk students through multiple weekly remediation classes with three full-time Basic Skills teachers, as well as teacher differentiation of instruction in the classroom.*

8. How does the school address the needs of its migrant students? *There are no migrant students at Lincoln School as defined by State code.*

9. How does the school address the needs of its homeless students? *Lincoln School addresses the needs of its homeless students through the implementation of District Policy 5116 and NJAC 6a:17.1, et al.*

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? *Lincoln School engages its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program through the observation process, Common Planning Time Meetings, Instructional Walkthroughs as well as informal conversations with teachers and administration.*

11. How does the school help its students transition from preschool to kindergarten, elementary to middle school and/or middle to high school? *Lincoln School helps its students transition from preschool to kindergarten, elementary to middle school and/or middle to high school through parent meetings and orientations, written correspondence, vertical articulation, as well as student group visits to the new (next year) facilities.*

12. How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan? *Lincoln School selected the priority problems and root causes for the* 2013-2014 *schoolwide plan through the careful analysis of student demographic and achievement data as well as designed goals as outgrowth of the implementation of the Bernhardt model.*

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

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

	#1	#2
Name of priority problem	Students are demonstrating low proficiency in ELA	Students are demonstrating low proficiency in Mathematics.
Describe the priority problem using at least two data sources	DRA Scores reveal only 30% of students in grade 3-5 are reading on grade level. **(increase of 4.5% over last year).** NJASK Scores reveal that **????%** of students show proficiency.	District benchmarks reveal that more than 50% of students show proficiency of at least one benchmark. NJASK Scores reveal that **64%** of students show proficiency.
Describe the root causes of the problem	Students are hindered by lack of background information regarding LA content. Students are also limited in their immersion in a print rich environment and have not had sufficient length of time spent on mastering skills and content.	Students lack the background knowledge and vocabulary depth to visualize or assimilate what certain open ended questions are asking of them. At-risk students lack (at times) basic number sense, strategies for problem solving or math fact mastery.
Subgroups or populations addressed	Grade K-5: Total population	Grade 1-5: Total population
Related content area missed	ELA	Mathematics
Name of scientifically research based intervention to address priority problems	Basic Skills Intervention, Benchmark assessments, Common Planning Time, I & RS, ESDP. **Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades (K-2)" (February, 2009)**	Basic Skills Intervention, Benchmark assessments, Common Planning Time, I&RS, ESDP **Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools" (April, 2009)**
How does the intervention align with the Common Core State Standards?	The strategies, curricula and resources are fully aligned to the CCCS.	The strategies, curricula and resources are fully aligned to the CCCS.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process

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

	#3	#4
Name of priority problem	Teachers do not consistently implement best practices in using data to inform instruction	
Describe the priority problem using at least two data sources	Staff Survey indicates a desire for this level of professional development. Teachers need time to familiarize themselves with skills and strategies.	
Describe the root causes of the problem	Teachers are at varied stages of implementation of best practices learned.	
Subgroups or populations addressed	Total Population	
Related content area missed	ELA/Mathematics	
Name of scientifically research based intervention to address priority problems	Ongoing and sustained District Professional Development, New Teacher Mentoring Program Differentiated Professional Development; Focused Administrative Walkthroughs.	
How does the intervention align with the Common Core State Standards?	The strategies, curricula and resources are fully aligned to help teachers more succinctly implement the CCCS.	

SCHOOLWIDE COMPONENT: Reform Strategies

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

2014-2015 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
*Revision of Curriculum	ELA/Mathematics	All students K-5	Curriculum Supervisor; content specialists	Teachers will show evidence of implementation through inspection of lesson plans, classroom walkthroughs and increase in student achievement as indicated in the target areas in the subsequent sections.	Teaching Elementary School Students to Be Effective Writers NCEE 2012-4058 U.S. DEPARTMENT OF EDUCATION
Basic Skills	ELA/Mathematics	All students K-5	Title One Teachers	Increase in number of students at benchmark as evidenced by District Benchmarks	**Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools" (April, 2009)** **Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades (K-2)" (February, 2009)**
Strategic interventions	LAL/Math	Students with Disabilities	SpEd teachers, LA/Math Specialist	Increase of students at benchmark as evidenced by District Benchmarks	**Intervention: Lindamood Phoneme Sequencing® (LiPS®)** **March 2010**

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

2014-2015 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
ESDP (SIAa)	ELA/Mathematics	All students K-5	LA/Math Specialists	Reduction in number of at risk students (>2 years PP on NJASK)	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades (K-2)" (February, 2009) Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools" (April, 2009)
Summer School	ELA/Mathematics	All students K-5	Principal/Vice Principal	10% increase in student achievement as measured by the 11-12 weighted average (LAL/Math) benchmarks and the Pre-test for the next school year (12-13)	Schochet, P., Cook, T., Deke, J., Imbens, G., Lockwood, J.R., Porter, J., Smith, J. (2010). Standards for Regression Discontinuity Designs. Retrieved from What Works Clearinghouse website: http://ies.ed.gov/ncee/wwc/pdf/wwc_rd.pdf.

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

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

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

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Targeted professional development in LA and Mathematics Instruction	ELA	All certified staff	Principal; Assistant Principal; Curriculum Supervisors	75% of teachers who participate in ongoing, imbedded, PD activities, focused on best practices will demonstrate use of those practices as measured by classroom walkthroughs. 1. Attendance at PD sessions. 2. Implementation of PD as evidenced by classroom walkthroughs and staff evaluations.	Professional Development and Reading Study (March 2009) Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools
Targeted professional development in LA and Mathematics Instruction	Mathematics	All certified staff	Principal; Assistant Principal; Curriculum Supervisors	75% of teachers who participate in ongoing, imbedded, PD activities, focused on best practices will demonstrate use of those practices as measured by classroom walkthroughs. 1. Attendance at PD sessions. 2. Implementation of PD as evidenced by classroom walkthroughs and staff evaluations.	Professional Development and Reading Study (March 2009) Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

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

Evaluation of Schoolwide Program

(For schools approved to operate a schoolwide program beginning in the 2014-2015 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 2014-2015? Will the review be conducted internally (by school staff), or externally? The School Improvement Panel will conduct an internal review.
2. What barriers or challenges does the school anticipate during the implementation process? Challenges are convenient meeting times and space.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Staff survey
5. What measurement tool(s) will the school use to gauge the perceptions of the community? Parent survey
6. How will the school structure interventions? BSI/ESDP program will be structure similar to the 2013-14 school year implementation.
7. How frequently will students receive instructional interventions? Depending on level of need, students will receive supplemental instruction 1-5 weekly, for 1 period per day for the entire school year, or until exited.
8. What resources/ technologies will the school use to support the schoolwide program? Successmaker; Achieve 3000; Reading A to Z, Smartboards, LCD projectors, ipods, etc/

SCHOOLWIDE COMPONENT: Reform Strategies

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? SGO data, District benchmarks, student grades, population surveys.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Back to school Night, School report card, as well as parent conferences.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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

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

2014-2015 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Back to School Night	All content areas	All students	Building Admin	Parent attendance as evidenced by sign in sheets	REL 2011115 Parent Involvement and Extended Learning Activities in School Improvement Plans in the Midwest
Parent Conferences	All content areas	All students	Building Admin	Parent attendance as evidenced by sign in sheets	REL 2011115 Parent Involvement and Extended Learning Activities in School Improvement Plans in the Midwest
Family Math and Literacy Night	ELA/Mathematics	All students	Building Admin	Parent attendance as evidenced by sign in sheets	REL 2011115 Parent Involvement and Extended Learning Activities in School Improvement Plans in the Midwest
Programs to Assist at-risk Students I & RS	LAL and Math	Targeted (referred) students	Guidance Counselor/Building Admin	Parent participation; increase in student achievement	"Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades (K-2)" (February, 2009) Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools" (April, 2009)

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2014-2015 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 Lincoln School family and community engagement program will help to address the priority problems identified in the needs assessment by keeping open lines of communication between parents and school staff. These lines are sometimes broken by change in telephone or address, leaving little ability to communicate directly with the parents. The program will encourage continued updating of information between home and school.
2. How will the school engage parents in the development of the written parent involvement policy? Lincoln School will engage parents in the development of the written parent involvement policy through formal and informal discourse, under the guidelines of state code and board policy.
3. How will the school distribute its written parent involvement policy? Lincoln School will school distribute its written parent involvement policy via a Parent Compact, to be sent home in students' backpacks.
4. How will the school engage parents in the development of the school-parent compact? Lincoln School will engage parents in the development of the written school-parent compact through formal and informal discourse, under the guidelines of state code and board policy.
5. How will the school ensure that parents receive and review the school-parent compact? Lincoln School will ensure that parents receive and review the school-parent compact through the return receipt request indicating the need for parent signature. Further, students whose compacts are not returned with a parent signature will be issued one for signed return via US Registered Mail.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

6. How will the school report its student achievement data to families and the community? Lincoln School will report its student achievement data to families and the community through written and verbal communication at Back to School Night and through the annual School Report Card.
7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III? Lincoln School will notify families and the community if the district has not met its annual measurable objectives for Title III via US mail.
8. How will the school inform families and the community of the school's disaggregated assessment results? Lincoln School will inform families and the community of the school's disaggregated assessment results through written and verbal communication at Back to School Night.
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? ? Lincoln School will involve families and the community in the development of the Title I Schoolwide Plan via personal invitation of interested parents as well as representatives from the Parent-Teacher Organization.
10. How will the school inform families about the academic achievement of their child/children? Lincoln School will inform families about the academic achievement of their child/children through the delivery of quarterly report cards.
11. On what specific strategies will the school use its 2013-2014 parent involvement funds? Lincoln School employed the strategies of "parent nights" and student agendas, funded by PI monies.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

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

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

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	59 100%	Tuition reimbursement, targeted professional development, staff survey action items
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0 0%	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	11 100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	0 0%	

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

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Teachers who meet the qualifications for HQT, consistent with Title IIA are attracted to the district through internal postings, website postings, newspaper advertisements and participation in college job fairs. We endeavor to retain our HQ teachers by providing support through the district's New Teacher Training and Mentoring Program, on the job coaching by content specialist, effective supervision, relevant professional development and a opportunities to proactively determine weaknesses and plan for improvement through various committees. Paraprofessionals who meet the qualifications required by NCLB are attracted and retained by the district through internal postings, website postings and newspaper advertisements. On the job coaching by content specialist, effective supervision, and a opportunities to proactively determine weaknesses and plan for improvement through various committees encourages retention of Paraprofessionals who meet the qualifications required by NCLB.	**The persons responsible for attracting and retaining HQ staff within the district include the Coordinators of Special Projects/Human Resources, building administrators and supervisors**