NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOL WIDE PLAN*

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

SCHOOL WIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: NEPTUNE TOWNSHIP SCHOOL DISTRICT	School: Summerfield Elementary School
Chief School Administrator: MR. MICHAEL LAKE (INTERIM)	Address: 1 Summerfield Lane, Neptune, New Jersey 07753
Chief School Administrator's E-mail: superintendent@neptune.k12.nj.us	Grade Levels: Pre-K- 5
Title I Contact: Ms. Audra Gutridge	Principal: Dr. Jerard L. Terrell
Title I Contact E-mail: agutridge@neptune.k12.nj.us	Principal's E-mail: jterrell@neptune.k12.nj.us
Title I Contact Phone Number: 732-776-2000 x7805	Principal's Phone Number: 732-776-2000 X5401

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 School wide 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 School wide 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.

Dr. Jerard L. Terrell		5/30/15
Principal's Name (Print)	**Principal's Signature**	**Date**

SCHOOL WIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held _____6____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ _4,249,900 _, which comprised __95.18__% of the school's budget in 2014-2015.
- State/local funds to support the school will be $_4,169,900, which will comprise _97.8__% 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
Elementary ELA Supplies	1,2,3	Individualized Learning Instruction	100 – 300	$5,250.00
DRA and Data & Assessment Training	1,2,3	Data Analysis	200 – 300	$5,400.00
Family Engagement Activities	1, 2	Parental Involvement	100 – 100 200 – 600	$1,656.00
Technology	3	Technology Integration	200-300	$6,000.00

SCHOOL WIDE 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/School wide Committee

Select committee members to develop the School wide Plan.
Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/school wide 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 School wide Plan.
Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Jerard L. Terrell	Administrator – Principal	YES	YES	YES	On File
Heather Krueger	Teacher—Special Education	YES	YES	YES	On File
Lauren White	Teacher- Math Facilitator	YES	YES	YES	On File
Brenda Cook-Johnson	Teacher—Media Specialist	YES	YES	YES	On File
Kate Tabor	School Staff—Guidance	YES	YES	YES	On File
Joshua Loveland	Content Area Specialist-Science Dept. Chair	YES	YES	YES	On File

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

Aimee Lomerson	Parent	YES	YES	YES	On File
Michelle Narciso	Parent	YES	YES	YES	On File
Laura Granelli	Community Member	YES	YES	YES	On File

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

Stakeholder/School wide Committee Meetings

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

Stakeholder/School wide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/School wide Committee discussed the Comprehensive Needs Assessment, School wide 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	
September 9, 2014	Summerfield Main Conference Room	Revision	**Yes**		**Yes**	
November 11, 2014 November 13, 2014	Summerfield Main Conference Room	Comprehensive Needs Assessment	**Yes**		**Yes**	
January 13, 2015 February 10, 2015	Summerfield Main Conference Room	School wide Plan Development	**Yes**		**Yes**	
May 12, 2015	Summerfield Main Conference Room	Program Evaluation	**Yes**		**Yes**	

***Add rows as necessary**.

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

School's Mission

A collective vision that reflects the intents and purposes of school wide 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?	Summerfield Elementary School's mission statement is to prepare our students as 21st Century learners. Students are expected to acquire, apply, and master: • Content knowledge • Information/media technology skills • Critical thinking skills • Collaborative problem solving skills • Life and career skills …in order to empower the learners to enter an evolving skills-based workplace.

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

24 CFR § 200.26(c): Core Elements of a School wide Program (*Evaluation). *A school operating a school wide program must—(1) Annually evaluate the implementation of, and results achieved by, the school wide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the school wide 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 school wide program.

Evaluation of 2015-2016 School wide Program *

(For schools approved to operate a school wide program in 2015-2016, or earlier)

1. Did the school implement the program as planned?
    a. Yes
2. What were the strengths of the implementation process?
    a. The strengths of the implementation process are as follows:
        - Creating a shared vision statement, analyzing trends in school data, collaborative learning, and intensive data discussions.
        - Utilizing the Reading Teacher and Math Facilitator to target /support skill development and mastery.
        - Utilizing Linkit! to benchmark ELA and Mathematics growth and progression.
        - Utilizing the Student, Staff, Support Team (SSST-IR&S) to identify weakness and inform parents.
3. What implementation challenges and barriers did the school encounter?
    a. As the LAL curriculum was implemented during the 2015-2016 school year, teachers would have to adjust to the instructional learning curve as documented in the 2015-2016 Teachscape Observation platform (3b: Questioning and Discussion Techniques and 3d: Using Assessment in Instruction).
    b. The launch of the PARCC testing implementation was a challenge in regards to the loss of instructional time as well the loss of key personnel (Math Facilitator, Reading Teacher, Special Education Teachers, ICS Teachers).
    c. More professional development
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
    a. The Summerfield Committee identified the following strengths of the program implementation process:
        - Creating a shared vision statement, analyzing trends in school data, collaborative learning, and intensive data discussions.

- Utilizing the Reading Teacher and Math Facilitator to target /support skill development and mastery.
- Utilizing Linkit! to benchmark ELA and Mathematics growth and progression.
- Utilizing the Student, Staff, Support Team (SSST-IR&S) to identify weakness and inform parents.

5. The Summerfield Committee identified the following weaknesses of the program implementation process:
    a. Professional Development and Professional Learning Community meeting times were limited as the Summerfield Staff participated in the Reader's and Writer's Workshop models trainings throughout the year.

6. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
    a. The committee obtained stakeholder buy-in by holding discussions on program implementation, and presented often at internal and public forums (i.e. Back to School Night, Parent Teacher Conferences in the evening also, Faculty Meetings, PTO Meetings, Parent Workshops, & Grade Level Meetings) to relate the indicators of success and growth.

7. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
    a. The perceptions of the staff were positive as documented through yearly survey data.

8. What were the perceptions of the community?

    a. The perceptions of the community were positive as survey feedback was received from Back to School Night presentations.

    b. The community was supportive in working with the school to increase student growth and achievement?

9. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

    a. Programs focused on one-on-one and group session interventions within the classroom.

10. How did the school structure the interventions?

    a. Interventions were structured in the framework of the school day.
    b. Reading Teachers and Mathematics Facilitators enhanced student growth through on one-on-one and group session interventions within the classroom.

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

11. How frequently did students receive instructional interventions?

    a. Summerfield students receive instructional interventions within the classroom 3-4 times each week to support skill mastery.

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

    a. Computer Labs, Laptop carts, SMARTboards, Teachscape 360 Observation Camera, Linkit!, Accelerated Reader, Reading A-Z, Reading Eggs, Wilson

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

    a. Yes, the use of technologies did contribute to the success of the program. Through the utilization of the Linkit! Benchmark assessments in conjunction with the previously listed technologies, student growth was able to be measured, hence quantifying program success and evaluation.

Provide a separate response for each question.

Evaluation of 2015-2016 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	2015-2016	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Grade 4	44	Not Available Yet	Reader's Workshop, Writing Workshop, Reading Teacher, Extended School Year Summer Academy	Through the services provided, which focus on specific struggles students are having, Summerfield is addressing the needs of the students at risk. The school results remained consistent in this comparison.
Grade 5	56	Not Available Yet	Reader's Workshop, Writing Workshop, Reading Teacher, Extended School Year Summer Academy	Through the services provided, which focus on specific struggles students are having, Summerfield has made gains in students moving out of the partially proficient range.

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

Grade 6	N/A			
Grade 7	N/A			
Grade 8	N/A			
Grade 11	N/A			
Grade 12	N/A			

Mathematics	2013-2014	2015-2016	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	46	Not Available Yet	Everyday Mathematics, Mathematics Facilitator, Extended School Year Summer Academy	Through the services provided, which focus on specific struggles students are having, Summerfield is addressing the needs of the students at risk. The school results remained consistent in this comparison.
Grade 5	30	Not Available Yet	Everyday Mathematics, Mathematics Facilitator, Extended School Year Summer Academy	Through the services provided, which focus on specific struggles students are having, Summerfield has made gains in students moving out of the partially proficient range.
Grade 6	N/A			
Grade 7	N/A			
Grade 8	N/A			
Grade 11	N/A			
Grade 12	N/A			

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

Evaluation of 2015-2016 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	0	1	ESI Screening, SSST & CST Referrals	Summerfield has made gains in decreasing the amount of Referrals to SSST & CST as dictated by ESI Screening data.
Kindergarten	42	24	DRA2	The DRA2 assessment is administered to all Summerfield Kindergarten students twice within the school year. The data shows gradual improvement to increasing proficiency levels.
Grade 1	22	24	DRA2, ELA Benchmark Assessments, Reading Teacher Interventions	Summerfield has made gradual improvements to increasing proficiency levels.
Grade 2	27	38	DRA2, ELA Benchmark Assessments, Reading Teacher Interventions	Summerfield has made gradual improvements to increasing proficiency levels.
Grade 9	N/A			
Grade 10	N/A			

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	0	1	ESI Screening, SSST & CST Referrals	Summerfield has made gains in decreasing the amount of Referrals to SSST & CST as dictated by ESI Screening data.
Kindergarten	2	3	Mathematics Benchmark Assessment, Math Facilitator Interventions	Through the benchmark assessments administered, and skill level supports via the Math Facilitator, Summerfield has made substantial gains in increasing proficiency levels.
Grade 1	4	5	Mathematics Benchmark Assessment, Math Facilitator Interventions	Through the benchmark assessments administered, and skill level supports via the Math Facilitator, Summerfield is making gains in increasing proficiency

				levels.
Grade 2	10	11	Mathematics Benchmark Assessment, Math Facilitator Interventions	Through the benchmark assessments administered, and skill level supports via the Math Facilitator, Summerfield is making gains in increasing proficiency levels.
Grade 9	N/A			
Grade 10	N/A			

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

Evaluation of 2015-2016 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2015-2016**

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	Leveled Literacy Intervention program used by Reading teacher , Reader's Workshop, Writer's Workshop, DRA-2, Reading Eggs, RAZ Kids, Wilson, Reading A to Z and Writing A to Z	yes	DRA Leveled Reports (2 times a year) Wilson/Accelerated Reader/Reading Eggs/RAZ Kids Progress Reports Individual Student LAL Data (Benchmarks, PARCC)	Students are selected for intervention based on the PARCC scores, district benchmarks, and diagnostic software programs (DRA-2, and Reading Eggs). Students are provided interventions through differentiation of instruction and through support services provided by our Reading Teacher. Progress is measured through increased scores on the previously mentioned tools which indicated that they needed additional support. Number of students exiting the Leveled Literacy Intervention program. Increase in levels of DRA2 and Reading A to Z.
Math	Students with Disabilities	Everyday Mathematics Benchmarks	yes	Individual Student PARCC Math Data Math Pre/Mid-year/ Post Assessment Benchmark Data Reports	Benchmark results and PARCC scores. Students are selected for intervention based on the PARCC scores and district benchmarks, and diagnostic software programs. Students are provided interventions through differentiation of instruction and through support services provided by the Math facilitator. Progress is measured through increased scores on the fore mentioned tools which indicated that they needed additional support. 15% Increase in Math Benchmark Post Assessment

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Homeless	Leveled Literacy Intervention program used by Reading teacher , Reader's Workshop, Writer's Workshop, DRA-2, Reading Eggs, RAZ Kids, Wilson, Reading A to Z and Writing A to Z	yes	DRA Leveled Reports (2 times a year) Wilson/Accelerated Reader/Reading Eggs/RAZ Kids Progress Reports Individual Student LAL Data (Benchmarks, PARCC)	Students are selected for intervention based on the PARCC scores, district benchmarks, and diagnostic software programs (DRA-2, and Reading Eggs). Students are provided interventions through differentiation of instruction and through support services provided by our Reading Teacher. Progress is measured through increased scores on the previously mentioned tools which indicated that they needed additional support. Number of students exiting the Leveled Literacy Intervention program. Increase in levels of DRA2 and Reading A to Z
Math	Homeless	Everyday Mathematics Benchmarks	yes	Individual Student PARCC Math Data Math Pre/Mid-year/ Post Assessment Benchmark Data Reports	Benchmark results and PARCC scores. Students are selected for intervention based on the PARCC scores and district benchmarks, and diagnostic software programs. Students are provided interventions through differentiation of instruction and through support services provided by the Math facilitator. Progress is measured through increased scores on the fore mentioned tools which indicated that they needed additional support. 15% Increase in Math Benchmark Post Assessment
ELA	Students with Disabilities	Leveled Literacy Intervention program used by Reading teacher , Reader's		DRA Leveled Reports (2 times a year)	Students are selected for intervention based on the PARCC scores, district benchmarks, and diagnostic software programs (DRA-2, and Reading Eggs). Students are provided

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Workshop, Writer's Workshop, DRA-2, Reading Eggs, RAZ Kids, Wilson, Reading A to Z and Writing A to Z		Wilson/Accelerated Reader/Reading Eggs/RAZ Kids Progress Reports Individual Student LAL Data (Benchmarks, PARCC)	interventions through differentiation of instruction and through support services provided by our Reading Teacher. Progress is measured through increased scores on the previously mentioned tools which indicated that they needed additional support. Number of students exiting the Leveled Literacy Intervention program. Increase in levels of DRA2 and Reading A to Z
Math	Migrant	Everyday Mathematics Benchmarks	yes	Individual Student PARCC Math Data Math Pre/Mid-year/ Post Assessment Benchmark Data Reports	Benchmark results and PARCC scores. Students are selected for intervention based on the PARCC scores and district benchmarks, and diagnostic software programs. Students are provided interventions through differentiation of instruction and through support services provided by the Math facilitator. Progress is measured through increased scores on the fore mentioned tools which indicated that they needed additional support. 15% Increase in Math Benchmark Post Assessment
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA					
Math					

Extended Day/Year Interventions – **Implemented in 2015-2016 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	Neptune Academic Summer Academy (NASA)		Pre and Post Assessments based on 3 standards determined by data analysis	Pre and Post Assessment results. This 5 week program was offered to students who were determined at-risk, based on a matrix. Criteria in the matrix include, but are not limited to, mastery of LAL and Math, classroom behaviors, report card grades, DRA results and PARCC scores. Most of our students show growth within the 25 day program. Pre and post tests are administered. Program provides additional support using a multi-faceted approach to improving students' academic skills. Teachers focus on individual needs aimed to prevent summer learning loss. Minimum of 10% increase on Pre and Post Tests, Accelerated Reader scores, PARCC, LAL Benchmark scores, and DRA scores.

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Students with Disabilities	Neptune Academic Summer Academy (NASA)		Pre and Post Assessments based on 3 standards determined by data analysis	Pre and Post Assessment results. This 5 week program was offered to students who were determined at-risk, based on a matrix. Criteria in the matrix include, but are not limited to, mastery of LAL and Math, classroom behaviors, report card grades, DRA results and PARCC scores. Most of our students show growth within the 25 day program. Pre and post tests are administered. Program provides additional support using a multi-faceted approach to improving students' academic skills. Teachers focus on individual needs aimed to prevent summer learning loss. Minimum of 10% increase on Pre and Post Tests, Accelerated Reader scores, PARCC, LAL Benchmark scores, and DRA scores.
ELA	Homeless	Neptune Academic Summer Academy (NASA)		Pre and Post Assessments based on 3 standards determined by data analysis	Pre and Post Assessment results. This 5 week program was offered to students who were determined at-risk, based on a matrix. Criteria in the matrix include, but are not limited to, mastery of LAL and Math, classroom behaviors, report card grades, DRA results and PARCC scores. Most of our students show growth within the 25 day program. Pre and post tests are administered. Program provides additional support using a multi-faceted approach to improving students' academic skills. Teachers focus on individual needs aimed to prevent summer learning loss.

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					Minimum of 10% increase on Pre and Post Tests, Accelerated Reader scores, PARCC, LAL Benchmark scores, and DRA scores.
Math	Homeless	Neptune Academic Summer Academy (NASA)		Pre and Post Assessments based on 3 standards determined by data analysis	Pre and Post Assessment results. This 5 week program was offered to students who were determined at-risk, based on a matrix. Criteria in the matrix include, but are not limited to, mastery of LAL and Math, classroom behaviors, report card grades, DRA results and PARCC scores. Most of our students show growth within the 25 day program. Pre and post tests are administered. Program provides additional support using a multi-faceted approach to improving students' academic skills. Teachers focus on individual needs aimed to prevent summer learning loss. Minimum of 10% increase on Pre and Post Tests, Accelerated Reader scores, PARCC, LAL Benchmark scores, and DRA scores.
ELA	Migrant	Neptune Academic Summer Academy (NASA)		Pre and Post Assessments based on 3 standards determined by data analysis	Pre and Post Assessment results. This 5 week program was offered to students who were determined at-risk, based on a matrix. Criteria in the matrix include, but are not limited to, mastery of LAL and Math, classroom behaviors, report card grades, DRA results and PARCC scores. Most of our students show growth within the 25 day program. Pre and post tests are administered. Program provides additional support using a multi-faceted approach to

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					improving students' academic skills. Teachers focus on individual needs aimed to prevent summer learning loss. Minimum of 10% increase on Pre and Post Tests, Accelerated Reader scores, PARCC, LAL Benchmark scores, and DRA scores.
Math	Migrant	Neptune Academic Summer Academy (NASA)	YES	Pre and Post Assessments based on 3 standards determined by data analysis	Pre and Post Assessment results. This 5 week program was offered to students who were determined at-risk, based on a matrix. Criteria in the matrix include, but are not limited to, mastery of LAL and Math, classroom behaviors, report card grades, DRA results and PARCC scores. Most of our students show growth within the 25 day program. Pre and post tests are administered. Program provides additional support using a multi-faceted approach to improving students' academic skills. Teachers focus on individual needs aimed to prevent summer learning loss. Minimum of 10% increase on Pre and Post Tests, Accelerated Reader scores, PARCC, LAL Benchmark scores, and DRA scores.
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	Neptune Academic Summer Academy (NASA)		Pre and Post Assessments based on 3 standards determined by data analysis	Pre and Post Assessment results. This 5 week program was offered to students who were determined at-risk, based on a matrix. Criteria in the matrix include, but are not

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					limited to, mastery of LAL and Math, classroom behaviors, report card grades, DRA results and PARCC scores. Most of our students show growth within the 25 day program. Pre and post tests are administered. Program provides additional support using a multi-faceted approach to improving students' academic skills. Teachers focus on individual needs aimed to prevent summer learning loss. Minimum of 10% increase on Pre and Post Tests, Accelerated Reader scores, data, PARCC, LAL Benchmark scores, and DRA scores.
Math	Economically Disadvantaged			Pre and Post Assessments based on 3 standards determined by data analysis	
ELA					
Math					

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

Evaluation of 2015-2016 Interventions and Strategies

Professional Development – **Implemented in 2015-2016**

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	Professional Learning Communities, Reader's Workshop, Writer's Workshop, DRA2, Accelerated Reader,	yes	PLC agendas and minutes, Formative/ Summative Evaluations/ Administrative Walkthrough data, PLC Surveys, Teachscape, IEPs	Utilizing Teachscape aligned to the Danielson Framework of Teaching, which was fully implemented in the 2013-2014 school year, reports can be run which highlight average scores of teaching components, linked to observations. These average scores, when high, demonstrate successful implementation of PD programs, and when low indicates areas where further PD needs to be administered. The ScIP team will be instrumental in monitoring the success of school based, and district supported professional development. In addition, low Pre-Assessment LinkIt Benchmark ELA and Math scores as well as initial DRA2 scores showed a need for these workshops in order to improve instruction and in the end assessment scores.
Math	Students with Disabilities	Every Day Math, Professional Learning Communities,	yes	PLC agendas and minutes, Formative/ Summative Evaluations/ Administrative Walkthrough data, PLC Surveys, Teachscape	Utilizing Teachscape aligned to the Danielson Framework of Teaching, which was fully implemented in the 2014-2015 school year, reports can be run which highlight average scores of teaching components, linked to observations. These average scores, when high, demonstrate successful implementation of PD programs, and when low indicates areas where further PD needs to be administered. The ScIP team will be instrumental in monitoring the success of

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					school based, and district supported professional development. In addition, low Pre-Assessment LinkIt Benchmark ELA and Math scores as well as initial DRA2 scores showed a need for these workshops in order to improve instruction and in the end assessment scores.
ELA	Homeless	Professional Learning Communities, Reader's Workshop, Writer's Workshop, DRA2, Accelerated Reader,	yes	PLC agendas and minutes, Formative/ Summative Evaluations/ Administrative Walkthrough data, PLC Surveys, Teachscape	Utilizing Teachscape aligned to the Danielson Framework of Teaching, which was fully implemented in the 2013-2014 school year, reports can be run which highlight average scores of teaching components, linked to observations. These average scores, when high, demonstrate successful implementation of PD programs, and when low indicates areas where further PD needs to be administered. The ScIP team will be instrumental in monitoring the success of school based, and district supported professional development. In addition, low Pre-Assessment LinkIt Benchmark ELA and Math scores as well as initial DRA2 scores showed a need for these workshops in order to improve instruction and in the end assessment scores.
Math	Homeless	Every Day Math, Professional Learning Communities,	yes	PLC agendas and minutes, Formative/ Summative Evaluations/ Administrative Walkthrough data, PLC Surveys, Teachscape	Utilizing Teachscape aligned to the Danielson Framework of Teaching, which was fully implemented in the 2013-2014 school year, reports can be run which highlight average scores of teaching components, linked to observations. These average scores, when

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					high, demonstrate successful implementation of PD programs, and when low indicates areas where further PD needs to be administered. The ScIP team will be instrumental in monitoring the success of school based, and district supported professional development. In addition, low Pre-Assessment LinkIt Benchmark ELA and Math scores as well as initial DRA2 scores showed a need for these workshops in order to improve instruction and in the end assessment scores.
ELA	Migrant	Professional Learning Communities, Reader's Workshop, Writer's Workshop, DRA2, Accelerated Reader,		PLC agendas and minutes, Formative/ Summative Evaluations/ Administrative Walkthrough data, PLC Surveys, Teachscape	Utilizing Teachscape aligned to the Danielson Framework of Teaching, which was fully implemented in the 2013-2014 school year, reports can be run which highlight average scores of teaching components, linked to observations. These average scores, when high, demonstrate successful implementation of PD programs, and when low indicates areas where further PD needs to be administered. The ScIP team will be instrumental in monitoring the success of school based, and district supported professional development. In addition, low Pre-Assessment LinkIt Benchmark ELA and Math scores as well as initial DRA2 scores showed a need for these workshops in order to improve instruction and in the end assessment scores.
Math	Migrant	Every Day Math,		PLC agendas and minutes,	Utilizing Teachscape aligned to the Danielson

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Professional Learning Communities,		Formative/ Summative Evaluations/ Administrative Walkthrough data, PLC Surveys, Teachscape	Framework of Teaching, which was fully implemented in the 2013-2014 school year, reports can be run which highlight average scores of teaching components, linked to observations. These average scores, when high, demonstrate successful implementation of PD programs, and when low indicates areas where further PD needs to be administered. The ScIP team will be instrumental in monitoring the success of school based, and district supported professional development. In addition, low Pre-Assessment LinkIt Benchmark ELA and Math scores as well as initial DRA2 scores showed a need for these workshops in order to improve instruction and in the end assessment scores.
ELA	ELLs	N/a			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	Professional Learning Communities, Reader's Workshop, Writer's Workshop, DRA2, Accelerated Reader,		PLC agendas and minutes, Formative/ Summative Evaluations/ Administrative Walkthrough data, PLC Surveys, Teachscape	Utilizing Teachscape aligned to the Danielson Framework of Teaching, which was fully implemented in the 2013-2014 school year, reports can be run which highlight average scores of teaching components, linked to observations. These average scores, when high, demonstrate successful implementation of PD programs, and when low indicates areas where further PD needs to be administered. The ScIP team will be instrumental in monitoring the success of

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					school based, and district supported professional development. In addition, low Pre-Assessment LinkIt Benchmark ELA and Math scores as well as initial DRA2 scores showed a need for these workshops in order to improve instruction and in the end assessment scores.
Math	Economically Disadvantaged	Every Day Math, Professional Learning Communities,		PLC agendas and minutes, Formative/ Summative Evaluations/ Administrative Walkthrough data, PLC Surveys, Teachscape	Utilizing Teachscape aligned to the Danielson Framework of Teaching, which was fully implemented in the 2013-2014 school year, reports can be run which highlight average scores of teaching components, linked to observations. These average scores, when high, demonstrate successful implementation of PD programs, and when low indicates areas where further PD needs to be administered. The ScIP team will be instrumental in monitoring the success of school based, and district supported professional development. In addition, low Pre-Assessment LinkIt Benchmark ELA and Math scores as well as initial DRA2 scores showed a need for these workshops in order to improve instruction and in the end assessment scores.
ELA	Professional	Professional Learning Communities, Reader's Workshop, Writer's Workshop, DRA2, Accelerated Reader	yes	PLC agendas and minutes, Formative/ Summative Evaluations/ Administrative Walkthrough data, PLC Surveys, Teachscape	Utilizing Teachscape aligned to the Danielson Framework of Teaching, which was fully implemented in the 2013-2014 school year, reports can be run which highlight average scores of teaching components, linked to observations. These average scores, when

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					high, demonstrate successful implementation of PD programs, and when low indicates areas where further PD needs to be administered. The ScIP team will be instrumental in monitoring the success of school based, and district supported professional development. In addition, low Pre-Assessment LinkIt Benchmark scores as well as initial DRA2 scores showed a need for these workshops in order to improve instruction and in the end assessment scores. LinkIt! ELA Benchmark assessment results indicate the following: 8.7% of 3rd grade scored Proficient or above grade level 22.5% of 4th grade scored Proficient or above grade level 28.4% of 5th grade scored Proficient or above grade level
Math	Professional	Professional Learning Communities, Everyday Math	yes	PLC agendas and minutes, Formative/ Summative Evaluations/ Administrative Walkthrough data, PLC Surveys, Teachscape	Utilizing Teachscape aligned to the Danielson Framework of Teaching, which was fully implemented in the 2013-2014 school year, reports can be run which highlight average scores of teaching components, linked to observations. These average scores, when high, demonstrate successful implementation of PD programs, and when low indicates areas where further PD needs to be administered. The ScIP team will be instrumental in monitoring the success of school based, and district supported professional development. In addition, low

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					Pre-Assessment LinkIt Benchmark scores showed a need for these workshops in order to improve instruction and in the end assessment scores. LinkIt! Math Benchmark assessment results indicate the following: 13.3% of 3rd grade scored Proficient or above grade level 15.3% of 4th grade scored Proficient or above grade level 21.5% of 5th grade scored Proficient or above grade level

Family and Community Engagement **Implemented in 2015-2016**

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	Green Schools Reading/Science Workshop Deaf Communications Consortium & Parent Panel	yes	Workshop Attendance Feedback surveys School Messenger Survey	Attendance: Because attendance/participation has been poor, the focus has been on increasing participation and surveying parents. There will be a 10% increase of parental attendance in content-based parent workshops.
Math	Students with Disabilities	Everyday Math Workshops	yes	Workshop Attendance Feedback surveys	Attendance: Because attendance/participation has been poor, the

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				School Messenger Survey	focus has been on increasing participation and surveying parents. There will be a 10% increase of parental attendance in content-based parent workshops.
ELA	Homeless	Green Schools Reading/Science Workshop	yes	Workshop Attendance Feedback surveys School Messenger Survey	Attendance: Because attendance/participation has been poor, the focus has been on increasing participation and surveying parents. There will be a 10% increase of parental attendance in content-based parent workshops.
Math	Homeless	Everyday Math Workshops	yes	Workshop Attendance Feedback surveys School Messenger Survey	Attendance: Because attendance/participation has been poor, the focus has been on increasing participation and surveying parents. There will be a 10% increase of parental attendance in content-based parent workshops.
ELA	Migrant	Green Schools Reading/Science Workshop	yes	Workshop Attendance Feedback surveys School Messenger Survey	Attendance: Because attendance/participation has been poor, the focus has been on increasing participation and surveying parents. There will be a 10% increase of parental attendance in content-based parent workshops.
Math	Migrant	Everyday Math Workshops	yes	Workshop Attendance Feedback surveys	Attendance: Because attendance/participation has been poor, the

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				School Messenger Survey	focus has been on increasing participation and surveying parents. There will be a 10% increase of parental attendance in content-based parent workshops.
ELA	ELLs	n/a			
Math	ELLs	n/a			
ELA	Economically Disadvantaged	Green Schools Reading/Science Workshop	yes	Workshop Attendance Feedback surveys School Messenger Survey	Attendance: Because attendance/participation has been poor, the focus has been on increasing participation and surveying parents. There will be a 10% increase of parental attendance in content-based parent workshops.
Math	Economically Disadvantaged	Everyday Math Workshops	yes	Workshop Attendance Feedback surveys School Messenger Survey	Attendance: Because attendance/participation has been poor, the focus has been on increasing participation and surveying parents. There will be a 10% increase of parental attendance in content-based parent workshops.
ELA					
Math					

SCHOOL WIDE 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 School wide Plan.

☑ I certify that the school's stakeholder/school wide committee conducted and completed the required Title I school wide evaluation as required for the completion of this Title I School wide 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.

Dr. Jerard Terrell		5/30/15
Principal's Name (Print)	**Principal's Signature**	**Date**

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

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

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	DRA-2 Results, STAR Results, ELA Benchmark Assessments, PARCC, Accelerated Reader Results	Summerfield has made gradual gains in increasing reading levels. DRA2 results indicate the following: 42% of Grade K students are reading on or above grade level 37% of Grade 1 students are reading on or above grade level 72% of Grade 2 students are reading on or above grade level 55% of Grade 3 students are reading on or above grade level 68% of Grade 4 students are reading on or above grade level 39% of Grade 5 students are reading on or above grade level
Academic Achievement - Writing	Writing Folders, PARCC	Writing is improving but students are still not proficient as determined by the state standards and PARCC expectations.
Academic Achievement - Mathematics	PARCC, Math Benchmark Assessments	Summerfield has made steady progress in students' mathematical application skills as identified from the 2014-2015 Math Benchmark Assessments. Grade 4 and 5 Math Benchmark Assessments Results are as followed: 47.4% of 4th grade students are either proficient or advanced proficient. 46.25% of 5th grade students are either proficient or advanced proficient.

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Analysis of the 2014-2015-2014 PARCC Math results is pending. Summerfield's School wide Performance Target Benchmark for 2014-2015 is 75%
Family and Community Engagement	Pre-K & Kindergarten Orientation Attendance, Parent Portal Logins, Back to School Night Attendance, PAC Meeting Attendance, PTO Meeting Attendance, Parent Teacher Conference Attendance, Monthly School Messaging System Communication	High percentage of parents attending parent conferences with many classes having 100%. Parents struggle with understanding new educational trends as seen in Tools of the Mind, Everyday Mathematics, holistic scoring, etc.
Professional Development	Staff Surveys, District-wide Grade Level Meetings, Reader's Workshop and Writer's Workshop training and Coaching, Everyday Math Training	PD topics are identified as a result of these surveys.
Leadership	Admin Council Meetings	Administrators share successes and challenges, which are addressed in a timely fashion based upon meeting outcomes.
School Climate and Culture	The 6 Pillars of Character Program	Positive effect of school climate.
School-Based Youth Services	N/A	
Students with Disabilities	DRA, IEP goals, PARCC, PLEP	Our Special Education population struggles with state tests, as indicated in the recent administration of PARCC. Performance is consistent with school-wide indicators, as math is stronger than LAL. Continual instruction, based on the needs of the students, is a standard and IEP meetings are held to modify plans.
Homeless Students	DRA-2 Results, STAR Results, PARCC, Writing Folders, Math Benchmarks, Accelerated Reader Results	Students continue to be reading below grade level based on PARCC scores; however significant progress is seen in students' mathematical application skills.

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Migrant Students		
English Language Learners	n/a	
Economically Disadvantaged	DRA-2 Results, STAR Results, PARCC, Collins Writing Folders, Math Benchmarks Accelerated Reader Results	Our economically disadvantaged population struggles with state tests, as indicated in the recent administration of PARCC. Performance is consistent with school-wide indicators, as math is stronger than LAL. There is focused based instruction in mathematics and language arts for students who are falling slightly behind grade-level and indicated through informal/formal observations, standardized tests.

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its needs assessment?

a. The committee held discussions about which areas were in the most need for improvement in our school. Data discussions focused on the following key areas: DRA2, Everyday Mathematics Benchmarks, Student Writing Samples, Progress Reports, Report Cards, Retention notifications, and referrals to the Student, Staff, Support Team (SSST-IR&S).

b. A review of the current 2014 PARCC data was completed in order to select building-based needs.

2. What process did the school use to collect and compile data for student subgroups?

a. The Reading Teacher collects DRA results for the identified students with whom she works within the classroom.

b. Classroom teachers work collaboratively with the Library Media Specialist to monitor students' Accelerated Reader data.

c. Math Benchmarks are administered and data is compiled by the district's Math Facilitator.

d. PARCC data is distributed yearly.

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

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? [1]

a. PARCC are standardized assessments, Reading Teacher oversees the administration of the DRA-2, and benchmarks are district developed for standardized administration at each grade level.

4. What did the data analysis reveal regarding classroom instruction?

a. We need to increase small group, differentiated instruction so that classroom teachers are providing targeted instruction.
b. Everyday Mathematics is working well for our students but we need to continue to use the data to make instructional decisions.
c. The implementation of Reader's and Writer's Workshops are progressively showing educational improvements.
d. There is a need for higher order thinking skills to increase.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

a. The district conducted professional development opportunities for staff on curricular content. More time is needed for in-house grade level meetings to allow for specific content development and teacher collaboration to enhance instruction.

6. How does the school identify educationally at-risk students in a timely manner?

a. PARCC test results are reviewed by classroom teachers in Sept.
b. DRA is administered twice a year. ELA and Math Benchmark Assessments are administered three times a year.
c. Initial screenings are done through the classroom teacher. Reoccurring test scores, progress reports and report card data are used for student referral to building administration and the SSST. Intervention within the classroom is structured through targeted skill development by the classroom teacher and Reading Teacher.

7. How does the school provide effective interventions to educationally at-risk students?

a. Students are identified for working with the Reading Teacher within the classroom based on DRA results and PARCC results.
b. Intervention within the classroom is structured through the Reading Teacher and Student Staff Support Team.
c. Students are identified for working with the Math Facilitator within the classroom based on Math Benchmarks and PARCC results.
d. Intervention within the classroom is structured through the Math Facilitator and Student Staff Support Team.

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[1] Definitions taken from Understanding Research Methods" by Mildred Patten
Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

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

8. How does the school address the needs of migrant students?

a. N/A

9. How does the school address the needs of homeless students?

a. Periodically, there are homeless students identified in the building. There are very few this year, however, students will work within the classroom with the Reading Teacher and Math Facilitator as needed. If counseling is deemed necessary, the student would be slated to work with the school guidance counselor or social worker.

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?

a. Teachers are involved in writing/revising curriculum incorporating assessments into the UbD planning.
b. District wide grade level meetings were held to look specifically at Reader's and Writer's Workshops. More training is necessary for the 2014-2015 school year.
c. District wide grade level meetings were held to apprise teachers of various changes to curriculum and new initiatives. Feedback was solicited at the time of the meetings as well as welcomed throughout the year.
d. PLCs were held in the school each week to engage teacher 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?

a. The majority of our preschoolers have attended district, and often in-house, early childhood programs. The Tools of the Mind curriculum is utilized in both preschool and kindergarten contributing to a smooth transition. Additional parent sessions are conducted, through the use of our Master Teachers to target specific concerns. The Early Childhood Advisory Council, representing the various stakeholders, is overseen by the Early Childhood supervisor.

12. How did the school select the priority problems and root causes for the 2014-2015 school wide plan?

a. Data analysis of benchmark tests, DRA2 results, test scores on PARCC and input from the Summerfield School wide Committee.

Provide a separate response for each question.

SCHOOL WIDE 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	English Language Arts Literacy (CCSS)	Mathematics (CCSS)
Describe the priority problem using at least two data sources	Utilizing PARCC scores and review of student DRA -2 results, there is a need to increase proficiency in LAL, and see consistency between local assessments and state tests.	Utilizing PARCC scores and review of student benchmark results, there is a need to increase proficiency in math, and see consistency between local assessments and state tests.
Describe the root causes of the problem	Changes to the LAL curriculum and pacing guide; the need of basic skills improvement and instruction, as well as lack of parental involvement in regards to individual student progress	Students have difficulty seeing how mathematical concepts build on and connect with other mathematical content and processes. They have a difficult time on how to build a more refined understanding of mathematics. Students and teachers must learn to focus on depth, not breadth, and on essential ideas and processes in mathematics.
Subgroups or populations addressed	All students, including Special Education, African American Students, and Economically Disadvantaged Students.	Special Education, Economically Disadvantaged, and Racial/Ethnic categories, including African American Students
Related content area missed (i.e., ELA, Mathematics)	Language Arts Literacy	Mathematics
Name of scientifically research based intervention to address priority problems	Reader's and Writer's Workshop Models	Everyday Mathematics
How does the intervention align with the Common Core State Standards?	LAL is an area that is currently tested and will be tested in future as new standardized assessments are derived in the PARCC system, aligned with CCSS.	Math is an area that is currently tested and will be tested in future as new standardized assessments are derived in the PARCC system, aligned with CCSS.

SCHOOL WIDE 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	Closing the achievement gap	
Describe the priority problem using at least two data sources	Utilizing NJ PARCC scores and review of student DRA -2 results and math benchmarks, there is a need to increase proficiency in LAL and Math, and see consistency between local assessments and state tests.	
Describe the root causes of the problem	Changes to the LAL curriculum and pacing guide; the need of basic skills improvement and instruction, as well as lack of parental involvement in regards to individual student progress	
Subgroups or populations addressed	Special Education Students	
Related content area missed (i.e., ELA, Mathematics)	Language Arts Literacy/Mathematics	
Name of scientifically research based intervention to address priority problems	Reader's and Writer's Workshop Models, Everyday Mathematics	
How does the intervention align with the Common Core State Standards?	LAL and math are area that are currently tested and will be tested in future as new standardized assessments are derived in the PARCC system, aligned with CCSS.	

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

ESEA §1114(b) Components of a School wide Program: A school wide program shall include . . . school wide 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	Reader's and Writer's Workshop Models	Principal, Department Chairs, Reading Teacher & ScIP Committee	15% Increase in quarterly Benchmark Assessments	What Works Clearinghouse "The Impact of the Measures of Academic Progress on Differentiated Instruction and Student Achievement"
Math	Students with Disabilities	Models, Every Day Math	Principal, Department Chairs, Reading Teacher & ScIP Committee	15% Increase in quarterly Benchmark Assessments	What Works Clearinghouse "The Impact of the Measures of Academic Progress on Differentiated Instruction and Student Achievement"
ELA	Homeless	Reader's and Writer's Workshop Models	Principal, Department Chairs, Reading Teacher & ScIP Committee	15% Increase in quarterly Benchmark Assessments	What Works Clearinghouse "The Impact of the Measures of Academic Progress on Differentiated Instruction and Student Achievement"
Math	Homeless	Models, Every Day Math	Principal, Department Chairs, Reading Teacher & ScIP Committee	15% Increase in quarterly Benchmark Assessments	What Works Clearinghouse "The Impact of the Measures of Academic Progress on Differentiated Instruction and Student Achievement"
ELA	Migrant	Reader's and Writer's Workshop Models	Principal, Department Chairs, Reading Teacher & ScIP	15% Increase in quarterly Benchmark Assessments	What Works Clearinghouse "The Impact of the Measures of

SCHOOL WIDE 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)
			Committee		Academic Progress on Differentiated Instruction and Student Achievement"
Math	Migrant	Models, Every Day Math	Principal, Department Chairs, Reading Teacher & ScIP Committee	15% Increase in quarterly Benchmark Assessments	What Works Clearinghouse "The Impact of the Measures of Academic Progress on Differentiated Instruction and Student Achievement"
ELA	ELLs	n/a			
Math	ELLs	n/a			
ELA	Economically Disadvantaged	Reader's and Writer's Workshop Models	Principal, Department Chairs, Reading Teacher & ScIP Committee	15% Increase in quarterly Benchmark Assessments	What Works Clearinghouse "The Impact of the Measures of Academic Progress on Differentiated Instruction and Student Achievement"
Math	Economically Disadvantaged	Models, Every Day Math	Principal, Department Chairs, Reading Teacher & ScIP Committee	15% Increase in quarterly Benchmark Assessments	What Works Clearinghouse "The Impact of the Measures of Academic Progress on Differentiated Instruction and Student Achievement"
ELA	1-5	Reader's and Writer's Workshop Models	Principal, Department Chairs, Reading Teacher & ScIP Committee	15% Increase in levels of DRA2, Accelerated Reader, Reading A to Z, and Writing A to Z.	What Works Clearinghouse "The Impact of the Measures of Academic Progress on Differentiated

SCHOOL WIDE 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)
					Instruction and Student Achievement"
Math	1-5	Models, Every Day Math	Principal, Department Chairs, Reading Teacher & ScIP Committee	15% Increase in quarterly Math Benchmark Assessments	What Works Clearinghouse "The Impact of the Measures of Academic Progress on Differentiated Instruction and Student Achievement"

***Use an asterisk to denote new programs**.

What Works Clearinghouse

"The Impact of the Measures of Academic Progress on Differentiated Instruction and Student Achievement"

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	Summer Reading Program and Neptune Academic Summer Academy	Principal Dept. Chair	Accelerated Reader scores, data, PARCC, LAL Benchmark scores, and DRA scores.	What Works Clearinghouse "Using Student Achievement Data to Support Instructional Decision Making"
Math	Students with Disabilities	Neptune Academic Summer Academy	Principal Dept. Chair	PARCC and Math Benchmark scores.	What Works Clearinghouse "Using Student Achievement Data to Support Instructional Decision Making"

SCHOOL WIDE 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	Homeless	Summer Reading Program and Neptune Academic Summer Academy	Principal Dept. Chair	Accelerated Reader scores, data, PARCC, LAL Benchmark scores, and DRA scores.	What Works Clearinghouse "Using Student Achievement Data to Support Instructional Decision Making"
Math	Homeless	Neptune Academic Summer Academy	Principal Dept. Chair	PARCC and Math Benchmark scores.	What Works Clearinghouse "Using Student Achievement Data to Support Instructional Decision Making"
ELA	Migrant	Summer Reading Program and Neptune Academic Summer Academy	Principal Dept. Chair	Accelerated Reader scores, data, PARCC, LAL Benchmark scores, and DRA scores.	What Works Clearinghouse "Using Student Achievement Data to Support Instructional Decision Making"
Math	Migrant	Neptune Academic Summer Academy	Principal Dept. Chair	PARCC and Math Benchmark scores.	What Works Clearinghouse "Using Student Achievement Data to Support Instructional Decision Making"
ELA	ELLs	n/a			
Math	ELLs	n/a			
ELA	Economically Disadvantaged	Summer Reading Program and Neptune Academic Summer Academy	Principal Dept. Chair	Accelerated Reader scores, data, PARCC, LAL Benchmark scores, and DRA scores.	What Works Clearinghouse "Using Student Achievement Data to Support Instructional Decision Making"
Math	Economically	Neptune Academic Summer Academy	Principal	PARCC and Math Benchmark scores.	What Works Clearinghouse

SCHOOL WIDE 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)
	Disadvantaged		Dept. Chair		"Using Student Achievement Data to Support Instructional Decision Making"
ELA					
Math					

***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	Link It! ELA PD	Principal Dept. Chair	Utilization of online assessment program to track student achievement and modify instruction based on findings.	What Works Clearinghouse "Using Student Achievement Data to Support Instructional Decision Making"
Math	Students with Disabilities	Link It!, Everyday Math PD	Principal Dept. Chair	Utilization of online assessment program to track student achievement and modify instruction based on findings.	What Works Clearinghouse "Using Student Achievement Data to Support Instructional Decision Making"
ELA	Homeless	Link It! ELA PD	Principal	Utilization of online assessment program to track student	What Works Clearinghouse

SCHOOL WIDE 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)
			Dept. Chair	achievement and modify instruction based on findings.	"Using Student Achievement Data to Support Instructional Decision Making"
Math	Homeless	Link It!, Everyday Math PD	Principal Dept. Chair	Utilization of online assessment program to track student achievement and modify instruction based on findings.	What Works Clearinghouse "Using Student Achievement Data to Support Instructional Decision Making"
ELA	Migrant	Link It! ELA PD	Principal Dept. Chair	Utilization of online assessment program to track student achievement and modify instruction based on findings.	What Works Clearinghouse "Using Student Achievement Data to Support Instructional Decision Making"
Math	Migrant	Link It!, Everyday Math PD	Principal Dept. Chair	Utilization of online assessment program to track student achievement and modify instruction based on findings.	What Works Clearinghouse "Using Student Achievement Data to Support Instructional Decision Making"
ELA	ELLs	n/a			
Math	ELLs	n/a			
ELA	Economically Disadvantaged	Link It! ELA PD	Principal Dept. Chair	Utilization of online assessment program to track student achievement and modify instruction based on findings.	What Works Clearinghouse "Using Student Achievement Data to Support Instructional Decision Making"
Math	Economically Disadvantaged	Link It!, Everyday Math PD	Principal Dept. Chair	Utilization of online assessment program to track student achievement and modify	What Works Clearinghouse "Using Student Achievement Data to

SCHOOL WIDE 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)
				instruction based on findings.	Support Instructional Decision Making"
ELA	all students/teachers	Link It! ELA PD	Principal Dept. Chair	Utilization of online assessment program to track student achievement and modify instruction based on findings	What Works Clearinghouse "Using Student Achievement Data to Support Instructional Decision Making"
Math	all students/teachers	Link It! ELA PD	Principal Dept. Chair	Utilization of online assessment program to track student achievement and modify instruction based on findings	What Works Clearinghouse "Using Student Achievement Data to Support Instructional Decision Making"

***Use an asterisk to denote new programs**.

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

24 CFR § 200.26(c): Core Elements of a School wide Program (*Evaluation). *A school operating a school wide program must—(1) Annually evaluate the implementation of, and results achieved by, the school wide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the school wide 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 school wide program.

Evaluation of School wide Program*

(For schools approved to operate a school wide program beginning in the 2015-2016 school year)

All Title I school wide programs must conduct an annual evaluation to determine if the strategies in the school wide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their school wide program and the outcomes of their school wide program.

1. Who will be responsible for evaluating the school wide program for 2015-2016? Will the review be conducted internally (by school staff), or externally?
   a. The administration along with the Summerfield School wide Committee will be responsible for evaluating the school wide program for 2015-2016. Information from the staff and community will also be collected and considered within the process.

2. What barriers or challenges does the school anticipate during the implementation process?
   a. Professional Development and Professional Learning Community meeting times will be limited due to the second year implementation of Reader's and Writer's Workshops, the revised curriculum for Every Day Math and preparation for PARCC.
   b. Administration of the PARCC test presented a challenge.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
   a. The committee will obtain stakeholder buy-in by holding discussions on program implementation during public forums to relate the indicators of success and growth (i.e. Back to School Night, Parent-Teacher Conferences, Faculty Meetings, PTO Meetings, Parent Workshops and Grade Level Meetings).

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
   a. Staff perceptions will be gauged through surveys.

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

a. Community perceptions will be gauged through surveys (i.e. Back to School Night, Parent Workshops, Parent-Teacher Conferences two times a year).

6. How will the school structure interventions?
   a. Interventions will be structured within the framework of the school day. The Reading Teacher and Math Facilitator will enhance student growth and achievement through one-on-one and small group intervention sessions within the classroom as well as pull out small group instruction.

7. How frequently will students receive instructional interventions and pull out services?
   a. Summerfield students receive instructional interventions within the classroom 3-4 times each week to support skill mastery.

8. What resources/ technologies will the school use to support the school wide program?
   a. The following technologies will be utilized to support the program: computer labs, laptop carts, SMARTboards, Teachscape 360 Observation Camera, LinkIt!, Accelerated Reader, Reading A-Z, Reading Eggs

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
   a. PARCC, DRA2 and LAL/Math LinkIt! Benchmark Assessment, Accelerated Reader and Teachscape Documentation data will be utilized to measure the effectiveness of each intervention provided.

10. How will the school disseminate the results of the school wide program evaluation to its stakeholder groups?
    a. Results of the school wide program evaluation will be disseminated to its stakeholder groups via e-mail and through communications during meetings. A paper copy of the results will be available as well. This information will also be accessible on the staff drive.

Provide a separate response for each question.

SCHOOL WIDE 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, school wide 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 school wide 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	Special Education Parent Advisory Council (SEPAC)	Director of Special Services	15% Increase of parent attendance at meetings, workshops. Feedback surveys	"Parent involvement activities in school improvement plans in the Northwest Region" A research study from REL Northwest.
Math	Students with Disabilities	Special Education Parent Advisory Council (SEPAC)	Director of Special Services	10% Increase of parent attendance at meetings, workshops. Feedback surveys	"Parent involvement activities in school improvement plans in the Northwest Region" A research study from REL Northwest.
ELA	Homeless	Parent Advisory Council	Principal Title 1 Department Chair	10% Increase of parent attendance at meetings, workshops. Feedback surveys	"Parent involvement activities in school improvement plans in the Northwest Region" A research study from REL Northwest.
Math	Homeless	Parent Advisory Council	Principal Title 1 Department Chair	10% Increase of parent attendance at meetings, workshops. Feedback surveys	"Parent involvement activities in school improvement plans in the Northwest Region" A research study from REL Northwest.
ELA	Migrant	Parent Advisory Council	Principal Title 1 Department Chair	10% Increase of parent attendance at meetings, workshops. Feedback surveys	"Parent involvement activities in school improvement plans in the Northwest Region" A research study from REL Northwest.
Math	Migrant	Parent Advisory Council	Principal	10% Increase of parent	"Parent involvement activities in

SCHOOL WIDE 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)
			Title 1 Department Chair	attendance at meetings, workshops. Feedback surveys	school improvement plans in the Northwest Region" A research study from REL Northwest.
ELA	ELLs	n/a			
Math	ELLs	n/a			
ELA	Economically Disadvantaged	Parent Advisory Council	Principal Title 1 Department Chair	10% Increase of parent attendance at meetings, workshops. Feedback surveys	"Parent involvement activities in school improvement plans in the Northwest Region" A research study from REL Northwest.
Math	Economically Disadvantaged	Parent Advisory Council	Principal Title 1 Department Chair	10% Increase of parent attendance at meetings, workshops. Feedback surveys	"Parent involvement activities in school improvement plans in the Northwest Region" A research study from REL Northwest.
ELA					
Math					

***Use an asterisk to denote new programs**.

SCHOOL WIDE 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?
    a. At this time, there is minimal use of parental resources that are provided to families based on school/student needs. The school will engage families and provide training through various venues, including, but not limited to, First Friday, Parent-Teacher Conferences, PAC participation and events, Title I events, and assemblies.
    b. Parent programs are designed to familiarize parents with the Parent Portal and other curricular programs so that parents can support their children. Supplemental programs have been utilized to support our efforts at home. These programs include: Accelerated Reader, Reading Eggs and RAZ Kids.
2. How will the school engage parents in the development of the written parent involvement policy?
    a. The principal works closely with the Parent Advisory Council which is currently seeking expanded membership. The principal relies on the monthly meetings and input from the parents to identify the needs of families and their perception of parental/family involvement.
    b. Parent Advisory Council Recruitment – All parents are given the opportunity to join the PAC a minimum of two times per year, with forms available to all building visitors and community members year-round (via school information stations and the district Title I website). When the opportunity is presented to families, they are notified that part of their responsibility will be to review the Parent Involvement Policy and the School-Parent Compact. Interested family/community members (those that return forms) work with building leadership to revise these documents as parent/community level representatives.
3. How will the school distribute its written parent involvement policy?
    a. The Parent Involvement Policy is sent home with each child at the beginning of the year.

4. How will the school engage parents in the development of the school-parent compact?
    a. The Summerfield School-Parent Compact was drafted by our Parent Advisory Council with guidance from the principal.
    b. The principal works closely with the Parent Advisory Council to develop the school-parent compact and the principal relies on the monthly meetings and input from the parents to identify the roles and responsibilities of all involved in the education of our students.
5. How will the school ensure that parents receive and review the school-parent compact?
    a. The School-Parent Compact is sent home with each child at the beginning of the year. The parent, teacher, principal all sign off on the compact in September of each school year.

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

6. How will the school report its student achievement data to families and the community?
    a. Individual student PARCC reports are mailed home to every third, fourth and fifth grader. A copy of each student's final DRA test is sent home on the last day of school with the final report card. Parents also have access to the Parent Portal throughout the year to monitor classroom achievement/performance.
    b. Individual student achievements are recognized at an Honor Awards Ceremony to which parents and guardians are invited to attend.
7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?
    a. A publication is sent out to all parents from the district to notify that the district has not met their annual measureable objectives for Title III.
    b. The community is notified via the Neptune Township School District website.
8. How will the school inform families and the community of the school's disaggregated assessment results?
    a. Parents will be informed during their Title I event, as well as through their School Report Card on the NJDOE website.
    b. At a district level, the Assistant Superintendent conducts a "State of the District" meeting, with a presentation that includes, but is not limited to, student achievement, state test score results, programmatic offerings and enhancements, and school progress targets. The presentation occurs at a Board of Education meeting and the Assistant Superintendent provides opportunities for follow up and feedback from the families and community members. Based on the "State of the District," an action plan is created to address areas in need of improvement.
9. How will the school involve families and the community in the development of the Title I School wide Plan?
    a. The principal works closely with the Parent Advisory Council which has a strong presence in our school. The principal relies on the monthly meetings and input from the parents to identify the needs.
10. How will the school inform families about the academic achievement of their child/children?
    a. Individual student PARCC reports are mailed home to every third, fourth and fifth grader. A copy of each student's final DRA test is sent home on the last day of school with the final report card. Parents also have access to the Parent Portal throughout the year to monitor classroom achievement/performance.
11. On what specific strategies will the school use its 2015-2016 parent involvement funds?
    a. Targeted trainings will be offered for parents on effective ways to assist students as related to content (Math/LAL).
    b. Workshops will be provided to parents on various topics: Literacy and Writing Strategies, Everyday Mathematics, and Online Parent Grading Portal. Further, funds will be allocated for guest speakers and workshop resources supplies.

Provide a separate response for each question.

SCHOOL WIDE: 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 school wide 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	48 100%	The district conducts an orientation for new teachers each summer. Additionally, teachers receive training in the core programs at each school and are supported through work with teachers during PLCs and grade level meetings.
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)	13 100%	The district conducts an orientation for new teachers/staff each summer and PD offerings are given regularly throughout the year.
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 school wide program, or terminate their employment with the district.

SCHOOL WIDE: 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 school wide 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
The district conducts an orientation for new teachers each summer. Additionally, teachers receive training in the core programs at each school and are supported through work with teachers during PLCs and grade level meetings. New this year, we have a Professional Development Coordinator who has devised a series of mentor/new teacher meetings and trainings throughout the school year.	**Administration**