

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: ELIZABETH	School: Ronald Reagan Academy
Chief School Administrator: OLGA HUGELMEYER	Address: 730 Pennsylvania Avenue, Elizabeth, NJ
Chief School Administrator's E-mail: Hugelmol@elizabeth.k12.nj.us	Grade Levels: PK-8
Title I Contact: Rosa Carbone	Principal: Arlene Campbell
Title I Contact E-mail: carbonro@elizabeth.k12.nj.us	Principal's E-mail: Campbear@elizabeth.k12.nj.us
Title I Contact Phone Number:	Principal's Phone Number: 908-436-6950

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 _____4_____ (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

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
Arlene Campbell	Administrator	Y	Y	Y	
Evelyn Rodriguez	Administrator	Y	Y	Y	
Liliana Diaz	ESL/Bilingual Instructor	Y	Y	Y	
Elizabeth Howard	Elementary Teacher	Y	Y	Y	
Cory Banta	Middle School Teacher	Y	Y	Y	

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	
			Yes	No	Yes	No
10/08/13	School 30 Conf. Room	Needs Assessment	Yes		Yes	
5/06/14	School 30 Guidance Office	Plan Development	Yes		Yes	
5/14/14	School 30 Guidance Office	Plan Development	Yes		Yes	
5/20/14	School 30 Conf. Room	Program Evaluation	Yes		Yes	

*Add rows as necessary.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

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 Elizabeth Public Schools will be one of the best school systems in New Jersey.
The Elizabeth Public Schools will provide excellent educational experiences and services to inspire every student to think, to learn , to achieve and to care.

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? Teacher collaboration, administrative support
3. What implementation challenges and barriers did the school encounter?? Technology Constraints,(i.e. broken computers, new computers not installed in timely manner, programs not downloaded), Time Constraints, student apathy
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? See Attached
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Faculty meetings, needs assessment survey, peer observations
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? Largely positive
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? Parent workshop attendance and feedback
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.) See attached
9. How did the school structure the interventions? Each student received a minimum of 45 minutes per day.

SCHOOLWIDE COMPONENT: EVALUATION

10. How frequently did students receive instructional interventions? Grades K-5 received 9-45 minute periods per week, Grades 6-7 received 8-45 minute periods per week, Grade 8 received 5-45 minute periods per week.
11. What technologies did the school use to support the program? iPads, smartboards, computers, laptops, etc.
12. Did the technology contribute to the success of the program, and if so, how? Individual attention allowed by certain technologies enabled students to work at their own pace and achieve at their level.

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 <i>did</i> or <i>did not</i> result in proficiency.
Grade 4	13	38	Subject Specific Intervention Periods READ 180, Afterschool Academics, Saturday Intensification NJASK Prep	New staff getting familiarize use to the curriculum. One of the teachers was on sick leave for a period of time.
Grade 5	34	45	READ 180, Afterschool Academics, Saturday Intensification NJASK Prep	Not all the students that were recommended for after school and Saturday Intensification program attended the programs.
Grade 6	42	32	READ 180, Afterschool Academics, Saturday Intensification NJASK Prep	
Grade 7	36	10	READ 180, Afterschool Academics, Saturday Intensification NJASK Prep, My Access	
Grade 8	22		READ 180, Afterschool Academics, Saturday Intensification NJASK Prep	
Grade 11				
Grade 12				

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4	6	12	Carnegie, Afterschool Academics, Saturday Intensification NJASK Prep, Moving with Math	New staff getting familiarize use to the curriculum. One of the teachers was on sick leave for a period of time.
Grade 5	11	19	Carnegie, Afterschool Academics, Saturday Intensification NJASK Prep, Moving with Math	Not all the students that were recommended for after school and Saturday Intensification program attended the programs.
Grade 6	21	16	Carnegie, Afterschool Academics, Saturday	

SCHOOLWIDE COMPONENT: EVALUATION

			Intensification NJASK Prep, Moving with Math	
Grade 7	11	21	Carnegie, Afterschool Academics, Saturday Intensification NJASK Prep, Moving with Math	New staff getting familiarize use to the curriculum.
Grade 8	13		Carnegie, Afterschool Academics, Saturday Intensification NJASK Prep, Moving with Math	
Grade 11				
Grade 12				

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 <i>did</i> or <i>did not</i> result in proficiency.
Pre-Kindergarten				
Kindergarten			Afterschool Academics, Horizons, Guided Reading, Interventionist, LLI, Reading Street Online	
Grade 1			Afterschool Academics, Horizons, Guided Reading, Interventionist, LLI, Reading Street Online	
Grade 2			Afterschool Academics, Horizons, Guided Reading, Interventionist, LLI, Reading Street Online	
Grade 9				
Grade 10				

Mathematics	2012-	2013-	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i>
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SCHOOLWIDE COMPONENT: EVALUATION

	2013	2014		result in proficiency.
Pre-Kindergarten				
Kindergarten			Afterschool Academics, Moving with Math, Everyday Math Online	
Grade 1			Afterschool Academics, Moving with Math, Everyday Math Online, Leveled Math Instruction	
Grade 2			Afterschool Academics, Moving with Math, Everyday Math Online, Leveled Math Instruction	
Grade 9				
Grade 10				

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)
READ 180 Afterschool Academics Saturday Intensification Program My Access Guided Reading LLI Reading Street Online System 44 Horizons	ELA		DRA Lexile Scores Scholastic Reading Inventory Scholastic Phonics Inventory Benchmarks NJASK Scores Terra Nova Scores Report Card LLI Assessment District Midterm and Final Examinations (Middle School 6-8) Data Reports from My Access	Increased proficiency levels on district benchmarks. Increase in DRA and Lexile levels. Standardized test scores pending.
Carnegie Afterschool Academics Saturday Intensification Program Moving with Math Everyday Math Online	Mathematics		Data Reports from technology sources – (Carnegie, Moving with Math, EDM Online) Benchmarks NJASK Scores Terra Nova Scores Report Card District Midterm and Final Examinations (Middle	Increased Proficiency Level on District Benchmarks. Standardized Test Scores Pending.

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
			School 6-8)	
	Students with Disabilities			
N/A	Homeless/Migrant			
	ELLs			

***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)
	ELA			
	Mathematics			
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

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)
Look and Learn Meetings with Reading Street Consultant Lighthouse 7 Habit Training	ELA		Walk Throughs Instructional Rounds Observations	Increase in DRA Scores Increase in Proficiency on District Benchmarks Standardized Test Scores Pending.
Look and Learn Meetings with Consultant for Everyday Math Lighthouse 7 Habit Training	Mathematics		Walk Throughs Instructional Rounds Observations	Increase in Proficiency on District Benchmarks Standardized Test Scores Pending.
	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)
Power School Workshop High School Workshop NJASK Parent Involvement	ELA		Meeting Attendance	Standardized Test Scores Pending

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
Workshop				
Power School Workshop High School Workshop NJASK Parent Involvement Workshop	Mathematics		Meeting Attendance	Standardized Test Scores Pending
	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.

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	Formal Observations Walk-throughs Instructional Rounds Teacher Surveys	Increase in number of ratings of proficient or higher on formal observations Increase in NJASK scores Increase in Terra Nova scores Increase in proficiencies on district benchmarks, assessments
Academic Achievement - Writing	Formal Observations Walk-throughs Instructional Rounds Teacher Surveys	Increase in number of ratings of proficient or higher on formal observations Increase in NJASK scores Increase in Terra Nova scores Increase in proficiencies on district benchmarks, assessments
Academic Achievement - Mathematics	Formal Observations Walk-throughs Instructional Rounds Teacher Surveys	Increase in number of ratings of proficient or higher on formal observations Increase in NJASK scores Increase in Terra Nova scores Increase in proficiencies on district benchmarks, assessments
Family and Community Engagement		
Professional Development	Formal Observations Walk-throughs Instructional Rounds Teacher Surveys	Increase in number of ratings of proficient or higher on formal observations Increase in NJASK scores Increase in Terra Nova scores Increase in proficiencies on district benchmarks, assessments

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Homeless		
Students with Disabilities		
English Language Learners		
Economically Disadvantaged		
School Climate and Culture	Formal Observations Walk-throughs Instructional Rounds Teacher Surveys	Increase in number of ratings of proficient or higher on formal observations Increase in NJASK scores Increase in Terra Nova scores Increase in proficiencies on district benchmarks, assessments
Leadership		
School-Based Youth Services		

2014-2015 Needs Assessment Process *Narrative*

1. What process did the school use to conduct its needs assessment? Staff Survey
2. What process did the school use to collect and compile data for student subgroups? District Data reports based on standardized test results.
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 Survey was multiple choice but also gave stakeholders the opportunity for individual input

¹ Definitions taken from Understanding Research Methods” by Mildred Patten

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

4. What did the data analysis reveal regarding classroom instruction? There appears to be an equal amount of teacher directed and student centered classroom activity.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? In house PD was non-existent due to lack of funds and district PD was perceived as redundant, unnecessary and ill prepared.
6. How does the school identify educationally at-risk students in a timely manner? Standardized test scores, individual teacher data binders and district data distributed to each teacher
7. How does the school provide effective interventions to educationally at-risk students? I&RS, intervention period, Tier 3 interventions during LEADS block, after school academics, Saturday intensification program, interventionists, inclusion teachers
8. How does the school address the needs of migrant students? NA
9. How does the school address the needs of homeless students? N/A
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? Staff needs assessment, team meetings, staff meetings
11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school? Parent workshops
12. How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan? District data reports based on standardized test results

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	Continued Need for updated technology resources	Raise Proficiency levels of identified subgroups in ELA
Describe the priority problem using at least two data sources	Through staff needs assessment, administrator observation and input from testing coordinator, the need for expanded and updated technology to assist in college and career readiness in aligning with the Common Core was identified.	The need was determined using NJASK and Terra Nova scores as well as district benchmarks and analyzing report card proficiency.
Describe the root causes of the problem	Outdated technology, general wear and tear, lack of technical personnel, increased student enrollment	Students in identified subgroups have been rising but have not yet reached adequate proficiency levels
Subgroups or populations addressed	All subgroups are affected	School wide, Hispanic, Economically Disadvantaged
Related content area missed	All content areas affected	ELA
Name of scientifically research based intervention to address priority problems	NA	Implementation of student and teacher data binders Interventionists After School Academic Program Saturday Intensification READ 180 System 44 Scholastic magazines
How does the intervention align with the Common Core State Standards?	NA	Interventions meet many CCSS standards in W, SL, RL, L

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		
Describe the priority problem using at least two data sources		
Describe the root causes of the problem		
Subgroups or populations addressed		
Related content area missed		
Name of scientifically research based intervention to address priority problems		
How does the intervention align with the Common Core State Standards?		

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)(1)(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)
READ 180 System 44 Afterschool Academics Saturday Intensification Program My Access Guided Reading LLI Reading Street Student/Teacher Data Binders Scholastic Magazines non-fiction for grades PK-8	ELA	Hispanic Economically Disadvantaged	Classroom Teachers Interventionists	Increase in DRA and Lexile Scores Increase in phonics proficiency levels Increase in Benchmark scores Increase in NJASK scores Increase in Terra Nova scores Increase in Report Card proficiency	State Test Scores Pending
Carnegie Moving with Math Everyday Math Online Afterschool Academics Saturday Intensification Program	Mathematics	Economically Disadvantaged	Classroom Teachers Interventionists	Increase in Benchmark scores Increase in NJASK scores Increase in Terra Nova scores Increase in Report Card proficiency	State Test Scores Pending
		Homeless			

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(1)(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)
		Migrant			
		ELLs			
		Students with Disabilities			

*Use an asterisk to denote new programs.

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

ESEA §1114(b)(1)(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)
Afterschool Academics Saturday Intensification Program	ELA	School wide	Classroom teachers Administrators	Increase in Report Card Proficiency Increase in District Benchmarks Increase in NJASK scores	State Test Scores Pending
Afterschool Academics Saturday Intensification Program	Mathematics	School wide	Classroom Teachers Administrators	Increase in Report Card Proficiency Increase in District Benchmarks Increase in NJASK Scores	State Test Scores Pending
		Homeless Migrant			
		ELLs			
		Students with Disabilities			

*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)
	ELA				
	Mathematics				
		Homeless Migrant			
		ELL			
		Students with Disabilities			

*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 review will be conducted internally by the school staff, Title I committee and school administrators.
2. What barriers or challenges does the school anticipate during the implementation process? Time constraints, financial constraints, inadequate staffing levels
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? In house PD provided by staff members for other staff members, staff meetings and administrators walk throughs and observations.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Staff needs assessment survey, feedback during staff meetings and walk throughs.
5. What measurement tool(s) will the school use to gauge the perceptions of the community? Parent surveys conducted by the Parent Liaison during workshops as well as monitoring attendance of workshops scheduled for parents.
6. How will the school structure interventions? Interventions will be centered on student assessments such as standardized test scores, DRA results and district benchmarks as well as teacher's anecdotal notes and input.
7. How frequently will students receive instructional interventions? Students will receive instructional interventions daily.

SCHOOLWIDE COMPONENT: Reform Strategies

8. What resources/ technologies will the school use to support the schoolwide program? READ 180, System 44, Carnegie, Moving with Math, Everyday Math Online, My Access, LLI, Reading Street will all be used to support students in achieving to the highest levels.
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? Increases in: DRA scores, Lexile scores, benchmark proficiencies, report card proficiencies, PAARC scores, Terra Nova scores
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Faculty meetings, data reports, cluster reports from the district data officer

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)
NJASK Parent Involvement Workshop	ELA	Total Population	Parent Liaison	Increased number of attendees over last year	NJASK scores pending
NJASK Parent Involvement Workshop	Mathematics	Total Population	Parent Liaison	Increased number of attendees over last year	NJASK scores pending
		Homeless Migrant			
		ELL			
		Students with Disabilities			

*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? By further involving parents and educating them as to proper study habits and skills will lead to increased awareness of the new Common Core standards and increased proficiency on standardized tests such as: PAARC assessment, district benchmarks and formative assessments.
2. How will the school engage parents in the development of the written parent involvement policy? Through parent meetings with the parent liaison and the PTO parents will be given the opportunity to engage in developing a written policy as stakeholders.
3. How will the school distribute its written parent involvement policy? By distributing to students and mailing finished policy home.
4. How will the school engage parents in the development of the school-parent compact? Through parent meetings with Parent liaison and the PTO.
5. How will the school ensure that parents receive and review the school-parent compact? Distributing to the students and mailing home.
6. How will the school report its student achievement data to families and the community? Through progress reports, report cards, letters from administrators, standardized test scores.
7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III? Through parent meetings with administrators, informative mailings sent home.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

8. How will the school inform families and the community of the school's disaggregated assessment results? Through district reports, website, mailings, emails.
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? Through parent meetings with the parent liaison and the PTO.
10. How will the school inform families about the academic achievement of their child/children? Through progress reports, report cards, letters and communications from teachers, parent teacher conferences, back to school night
11. On what specific strategies will the school use its 2013-2014 parent involvement funds? Workshops strengthening and expanding parent's knowledge.

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	52	
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	15	
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	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