

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

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

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PHILLIPSBURG	School: Green Street
Chief School Administrator: GEORGE CHANDO	Address: 1000 Green Street, Phillipsburg, NJ 08865
Chief School Administrator's E-mail: chando.george@pburgsd.net	Grade Levels: 3, 4, 5
Title I Contact: Margie Markus	Principal: Raffaele LaForgia
Title I Contact E-mail: markus.margie@pburgsd.net	Principal's E-mail: laforgia.raffaele@pburgsd.net
Title I Contact Phone Number: 908-213-2705	Principal's Phone Number: 908-213-2585

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

✓ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Raffaele LaForgia

Principal's Name (Print)

Raffaella LaForgia

Principal's Signature

June 4, 2015

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____5_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 3,644,100, which comprised _____95.95_____% of the school’s budget in 2014-2015.
- State/local funds to support the school will be \$ 4,027,498, which will comprise _____96.05_____% 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

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

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

**Add lines as necessary.*

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Raffaele LaForgia	SCiP/Principal	x	x	x	
Michael Bizzozero	SCiP	x	x	x	
Darlene Noel	SCiP	x	x	x	
Ann Ball	SCiP	x	x	x	
Kristen Dzienis	SCiP	x	x	x	
Aubrey Pizzino	SCiP	x	x	x	
Jennifer Vogt	Parent		x		

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

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program’s annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
12-8-14	Green Street School	Teacher Recognition	x		x	
3-30-15	Green Street School	Identify Professional Development Needs, Review Corrective Active Plans, Review Role of SCiP, Review Title I Plan	x		x	
4-22-15	Green Street School	Comprehensive Needs Assessment	x		x	
5-21-15	Green Street School	Schoolwide Plan Development and Program Evaluation	x		x	
5-29-15	Green Street School	Reviewing staff feedback for Prof Needs, Developing 2015-2016 Professional Development Plan	x		x	

**Add rows as necessary.*

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

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

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

<p>What is the school's mission statement?</p>	<p>The Phillipsburg School District, a proud and diverse learning community with a strong sense of tradition, ensures all students are afforded a safe, nurturing, and secure environment, while providing them with opportunities to be engaged in a rigorous and enriching program of study designed to prepare them for college and career. Mastery of the New Jersey Core Curriculum and Common Core State Standards empowers our graduates to become effective, lifelong learners and contributing members of their communities, representing the ideals of the Stateliner family.</p> <p>In the Phillipsburg School District, we believe that...</p> <ul style="list-style-type: none">❖ Each member of the school community is entitled to a safe, caring, learning environment.❖ Every person is unique, important, and deserving of respect, understanding, and appreciation.❖ Education is the shared responsibility of the student, school, home, and community.❖ School success occurs when self-esteem is fostered and challenging work is meaningful.❖ Daily attendance and participation maximize student achievement.❖ Technological resources empower all stakeholders to succeed in an ever-changing society.❖ Quality professional development drives innovation and continuous improvement within the school system.❖ An engaging curriculum prepares students to become lifelong learners and contributing members of society.❖ Membership in extra-curricular activities and athletics contributes to students' overall well-being.❖ Multiple assessment strategies guide instruction and advance learning.
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SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

PSD students ■ ■ Prepared | **S**elf-Confident | **D**istinguished

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

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

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

Yes, at Green Street School, in grades 3 through 5, the following Core Literacy Program components were implemented for the 2014-2015 school year: Balanced Literacy through Making Meaning, Guided Reading, Being a Writer, and SuccessMaker. STAR Reading is the Universal Screening Assessment used in grades 3-5. The following Response to Intervention (RTI) components were implemented during the 2014-2015 school year: System 44, READ180, Phonics for Reading, Fountas & Pinnell Leveled Literacy Intervention System, Soar to Success, and Orton-Gillingham based on individual student needs.

Yes, at Green Street School, in grades 3 through 5, the following Core Math Program components were implemented during the 2014-2015 school year: enVision Math Program, Rocket Math, VMathLive, and Sumdog. The following RTI components were implemented during the 2014-2015 school year: enVision Math Diagnostic Intervention System, VMathLive, Sumdog, and Focus Math based on individual student needs.

2. What were the strengths of the implementation process?

The programs listed above were researched and chosen by teams of teachers, administrators, and parents. Professional development was provided to implement these programs. On-going and sustained professional development was provided for implementation of the STAR assessments. One Special Education teacher received 30 hours of comprehensive Orton-Gillingham training. Data is analyzed during collaboration meetings for literacy and math, as well as during monthly grade-level PLC meetings. This ongoing review of data is used to identify students in need of intervention. Time for RTI is built into the school's daily schedule.

3. What implementation challenges and barriers did the school encounter?

The challenges to implementation were the limited staff resources to adequately meet each student's needs, the number of high-risk students within each grade-level classroom, and time limitations.

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

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

Strength: Student needs were identified and addressed more efficiently with appropriate use of screening, interventions, and progress monitoring. Interventions were provided either within the classroom or through Title I support based on individual student literacy data. The classroom teachers provided Tier 2 interventions as a regular component of the math instruction utilizing the readiness tests and the quick checks to pull pre-teaching and re-teaching small groups. Those students who were identified as most at risk in math were given Tier 3 intervention by the math coach. Flexible groupings at all grade levels and subject areas were based on student data and analyzed at quarterly collaboration meetings.

Weakness: The ratio of high risk students to staff, as well as limited resources, makes it difficult to meet students' needs. Time constraints make it difficult to provide additional RTI services within the school day.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

The programs listed above were researched and chosen by teams of teachers, administrators, and parents. Ongoing and sustained Professional Development was provided during the implementation year. Collaboration meetings and monthly grade-level PLCs provided time to analyze data and identify individual student strengths and weaknesses in order to implement core components and RTI as needed for literacy and mathematics. Parents of at-risk students were invited to meet with the SHARP team to discuss the needs of their child and the interventions recommended. Letters were sent home quarterly to parents informing them of students receiving RTI services.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

Through data analysis and RTI, teachers better understand the strengths and weaknesses of the students. The staff felt empowered to meet the needs of individual students effectively due to the support of administration and other staff members. Staff perceptions were measured through data meetings, faculty meetings, School Improvement Panel Meetings, Collaboration Meetings, Common Planning Time/PLC's, PDP/APR, and PAC and SHARP Meetings.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

Parents were informed by individualized letters and at parent/teacher conferences of the programs and interventions recommended for their students. A Literacy/Math Breakfast was held to inform the parents and community of the RTI process, the upcoming PARCC assessments, STAR assessments, and the interventions that were available to meet the needs in both Literacy and Math. An evening Family Math Night was held to expose parents, along with their children, to the Common Core State Standards and activities that they can use at home with their children. A Family Literacy Night was planned to provide strategies and strengthen their children's reading skills, however it was cancelled due to snow.

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

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

In all classrooms, instruction is determined by the lesson goals/objectives and the instructional needs of the students. Delivery of the Common Core State Standards for Literacy is via large group lessons, small group guided lessons, or individually. Title I support in each classroom is delivered either individually or in small groups. Tier 2 RTI programs are delivered individually or in small groups during dedicated RTI sessions. Special Education teachers/Intervention Specialists provided Tier 3 interventions to the most at-risk students.

Delivery of the Core Components of Mathematics are in a small group, pre-teach lesson, large group lesson, small group guided lesson, or individually. Interventions are also delivered in a pre-teaching or re-teaching group. These interventions are conducted in small groups or individually in the classroom. The Math Coach and special education teachers provide small group RTI lessons (Focus Math/vMath live) as a pull out program to the most at-risk students in mathematics two to five times per week.

9. How did the school structure the interventions?

Depending upon the needs of the students and the programs, interventions are implemented both in the classroom and in small group or individual instruction out of the classroom. STAR assessments, beginning of the year, benchmark, and formative assessments were used to determine student needs.

10. How frequently did students receive instructional interventions?

Students received instructional interventions in literacy and mathematics as determined by analysis of data and the RTI model on a weekly and/or daily basis.

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

The technologies used to support the programs include the following: STAR Early Literacy/STAR Reading Assessments, Success Maker, Read 180, System 44, enVision Math/ Pearson Successnet, vMath Live, Sumdog, BrainPop, Discovery Education, Chrome Books, Google Classroom, Epson/Promethean Interactive White Boards, portable lap top carts, iPads, Active Expressions, scanners, camcorders, and doc cams.

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

Yes, the implementation of STAR Early Literacy/STAR Reading as our universal screening allowed for more timely and efficient screening and progress monitoring of students in literacy. The result was increased time for Title I teachers to provide support and

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

intervention to at-risk students. The addition of Chrome Books for each student in the school and the implementation of Google Classroom allowed for greater integration and differentiation of instruction, student collaboration, and authentic literacy experiences. The technologies gave the teachers the ability to fully implement programs and the Common Core State Standards across all content areas. Use of technology also enhances the core instructional programs by making lessons interactive and increasing student engagement. Students were also able to access many of the educational resources at home to extend their learning.

***Provide a separate response for each question.**

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	42		Fountas and Pinnell LLI System Orton-Gillingham READ180 System 44 Soar to Success Success Maker	Can't be determined at this point as the results of this year's PARCC results are not yet available.
Grade 5	43		Fountas and Pinnell LLI System READ180 System 44 Success Maker	Can't be determined at this point as the results of this year's PARCC results are not yet available.
Grade 6				
Grade 7				

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

Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <u>did</u> or <u>did not</u> result in proficiency (Be specific for each intervention).
Grade 4	16		enVision Math Diagnostic Intervention System VMathLive Sumdog Focus Math	Can't be determined at this point as the results of this year's PARCC results are not yet available.
Grade 5	10		enVision Math Diagnostic Intervention System VMathLive Sumdog Focus Math	Can't be determined at this point as the results of this year's PARCC results are not yet available.
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

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

**Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)**

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

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

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Fountas and Pinnell Running Records Fountas and Pinnell Leveled Literacy Intervention System Orton-Gillingham Phonics for Reading READ180 System 44 Soar to Success Success Maker	Yes	STAR Assessments	77% of students in grades 3-5 who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
Math	Students with Disabilities	Focus Math enVision Math RTI Math Diagnosis and Intervention System VMathLive	Yes	Benchmark Scores, BOY/EOY Test	Increase the percentage of skills mastered according to the CCSS. Grade 3: 23/28 students (82%) increased by at least 20 points Grade 4: 21/23 students (91%) increased by at least 20 points Grade 5: 35/37 students (95%) increased by at least 20 points
ELA	Homeless	Fountas and Pinnell Running Records Fountas and Pinnell Leveled Literacy Intervention System	Yes	STAR Assessments	100% of students in grades 3-5 who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.

SCHOOLWIDE 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)
		Orton-Gillingham Phonics for Reading READ180 System 44 Soar to Success Success Maker			
Math	Homeless	Focus Math enVision Math RTI Math Diagnosis and Intervention System VMathLive	Yes	Benchmark Scores, BOY/EOY Test	Increase the percentage of skills mastered according to the CCSS. Grade 3: 1/1 students (100%) increased by at least 15 points Grade 4: 1/1 student (100%) increased by at least 15 points Grade 5: N/A
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Fountas and Pinnell Running Records Fountas and Pinnell Leveled Literacy Intervention System Orton-Gillingham Phonics for Reading READ180 System 44 Soar to Success Success Maker	Yes	STAR Assessments	100% of students in grades 3-5 who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.

SCHOOLWIDE 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)
Math	ELLs	Focus Math enVision Math RTI Math Diagnosis and Intervention System VMathLive	Yes	Benchmark Scores, BOY/EOY Test	Increase the percentage of skills mastered according to the CCSS. Grade 3: 6/7 students (86%) increased by at least 20 points Grade 4: 3/3 students (100%) increased by at least 20 points Grade 5: 3/3 students (100%) increased by at least 20 points
ELA	Economically Disadvantaged	Fountas and Pinnell Running Records Fountas and Pinnell Leveled Literacy Intervention System Orton-Gillingham Phonics for Reading READ180 System 44 Soar to Success Success Maker	Yes	STAR Assessments	75% of students in grades 3-5 who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
Math	Economically Disadvantaged	Focus Math enVision Math RTI Math Diagnosis and Intervention System VMathLive	Yes	Benchmark Scores, BOY/EOY Test	Increase the percentage of skills mastered according to the CCSS. Grade 3: 57/64 students (89%) increased by at least 20 points Grade 4: 62/68 students (91%) increased by at least 20 points Grade 5: 54/58 students (93%) increased by at least 20 points

SCHOOLWIDE 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)
ELA					
Math					

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Small Group/Skill Focus: Main Idea and Compare/Contrast Four skills from the CCSS were identified to focus on small group instruction	Yes	STAR Assessments	Grade 3: 50% of the students increased their reading scaled score by at least 10 points Grade 4: 25% of the students increased their reading scaled score by at least 10 points Grade 5: 0% of the students increased their reading scaled score by at least 10 points
Math	Students with Disabilities	VMathLive Review 8 modules with activities to review CCSS. SumDog	Yes	Pre and Post Assessment and VMathLive Module tests	Grade 3: 2/7 (29%) increased by at least 20 points Grade 4: 4/6 (67%) increased by at least 20 points Grade 5: 3/3 (100%) increased by at least 20 points
ELA	Homeless	Small Group/Skill Focus: Main Idea and Compare/Contrast Four skills from the CCSS were identified to focus on small group instruction	Yes	STAR Assessments	Grade 3: 100% of the students increased their reading scaled score by at least 10 points Grade 4: 100% of the students increased their reading scaled score by at least 10 points Grade 5: The 5 th grade demographic did not include any students classified as homeless

SCHOOLWIDE 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)
Math	Homeless	VMathLive Review 8 modules with activities to review CCSS. SumDog	Yes	Pre and Post Assessment and VMathLive Module tests	Grade 3: N/A Grade 4: N/A Grade 5: N/A
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Small Group/Skill Focus: Main Idea and Compare/Contrast Four skills from the CCSS were identified to focus on small group instruction	Yes	STAR Assessments	Grade 3: The 4 th grade demographic did not include any students classified as ELL Grade 4: 0% of the students increased their reading scaled score by at least 10 points Grade 5: The 5 th grade demographic did not include any students classified as ELL
Math	ELLs	VMathLive Review 8 modules with activities to review CCSS. SumDog	Yes	Pre and Post Assessment and VMathLive Module tests	Grade 3: N/A Grade 4: 3/3 (100%) of the students made gains Grade 5: N/A
ELA	Economically Disadvantaged	Small Group/Skill Focus: Main Idea and Compare/Contrast Four skills from the CCSS were identified to focus on small group instruction	Yes	STAR Assessments	Grade 3: 64% of the students increased their reading scaled score by at least 10 points Grade 4: 25% of the students increased their reading scaled score by at least 10 points Grade 5: 40% of the students increased their reading scaled score by at least 10 points

SCHOOLWIDE 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)
Math	Economically Disadvantaged	VMathLive Review 8 modules with activities to review CCSS. SumDog	Yes	Pre and Post Assessment and VMathLive Module tests	Grade 3: 5 /10 (50%) of the students made gains Grade 4: 10/20 (50%) of the students made gains Grade 5: 9/14 (64%) of the students made gains

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

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	STAR Assessments Collaboration/Data Meetings/PLCs SGO Trainings	Yes Yes N/A	STAR progress monitoring reports STAR progress monitoring reports SGO Documents	Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously 21 3 rd graders received RTI 16/21 (76%) increased scale score by at least 75 points 19 4 th graders received RTI 15/19 (78%) increased scale score by at least 75 points 22 5 th graders received RTI 17/22 (77%) increased scale score by at least 75 points Results of student performance per SGO 100% of teachers were either effective or highly effective
Math	Students with Disabilities	Collaboration/Data Meetings/PLCs SGO Trainings	Yes N/A	enVision Math Benchmark Assessments SGO Documents	Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously 23 3 rd graders received RTI 22/23 (96%) increased by at least 20 points 19 4 th graders received RTI 18/19 (95%) increased by at least 20 points 27 5 th graders received RTI 25 /27 (93%) increased by at least 20 points Results of student performance per SGO

SCHOOLWIDE 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)
					99% of teachers were either effective or highly effective
ELA	Homeless	See Above	Yes	STAR progress monitoring reports STAR progress monitoring reports SGO Documents	Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously 1 3 rd graders received RTI 1/1 (100%) increased scale score by at least 75 points 0 4 th graders received RTI 0 5 th graders received RTI Results of student performance per SGO 100% of teachers were either effective or highly effective
Math	Homeless	See Above	Yes	enVision Math Benchmark Assessments SGO Documents	Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously 1 3 rd graders received RTI 1/1 (100%) increased by at least 20 points 0 4 th graders received RTI 0 5 th graders received RTI Results of student performance per SGO 99% of teachers were either effective or highly effective

SCHOOLWIDE 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)
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	See Above	Yes	<p>STAR progress monitoring reports</p> <p>STAR progress monitoring reports</p> <p>SGO Documents</p>	<p>Flexible grouping and interventions groups determined</p> <p>Students' RTI programs began in a timely manner and students were placed based by needs continuously</p> <p>2 3rd graders received RTI 2/2 (100%) increased scale score by at least 75 points</p> <p>0 4th graders received RTI</p> <p>3 5th graders received RTI 3/3 (100%) increased scale score by at least 75 points</p> <p>Results of student performance per SGO</p> <p>100% of teachers were either effective or highly effective</p>
Math	ELLs	See Above	Yes	<p>enVision Math Benchmark Assessments</p> <p>SGO Documents</p>	<p>Flexible grouping and interventions groups determined</p> <p>Students' RTI programs began in a timely manner and students were placed based by needs continuously</p> <p>7 3rd graders received RTI 6/7 (86%) increased by at least 20 points</p> <p>2 4th graders received RTI 2/2 (100%) increased by at least 20 points</p> <p>2 5th graders received RTI 2/2 (100%) increased by at least 20 points</p> <p>Results of student performance per SGO</p>

SCHOOLWIDE 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)
					99% of teachers were either effective or highly effective
ELA	Economically Disadvantaged	See Above	Yes	STAR progress monitoring reports STAR progress monitoring reports SGO Documents	Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously 23 3 rd graders received RTI 18/23 (78%) increased scale score by at least 75 points 34 4 th graders received RTI 24/34 (70%) increased scale score by at least 75 points 25 5 th graders received RTI 20/25 (80%) increased scale score by at least 75 points Results of student performance per SGO 100% of teachers were either effective or highly effective
Math	Economically Disadvantaged	See Above	Yes	enVision Math Benchmark Assessments SGO Documents	Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously 30 3 rd graders received RTI 23/30 (77%) increased by at least 20 points 33 4 th graders received RTI 32/33 (97%) increased by at least 20 16 5 th graders received RTI 15 /16 (94%) increased by at least 20

SCHOOLWIDE 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)
					Results of student performance per SGO 99% of teachers were either effective or highly effective

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Back to School Night Title I Breakfast Parent conferences Home/School Communication PTO American Education Week Activities 5 th Grade Wax Museum Reading Around the World	Yes	Sign in Sheets Wednesday Folder Signature Sheets, Parent Communication Logs, Positive Phone Calls, Academy Awards, Assemblies, Counselors' Letter, Voice Shots	Parents/students were in attendance Weekly parent signatures and sign in sheets During the current school year 18,787 signatures were obtained through communication folders and various parent activities
Math	Students with Disabilities	Back to School Night Title I Breakfast Math Night Parent conferences Home/School Communication PTO	Yes	Sign in Sheets Wednesday Folder Signature Sheets, Parent Communication Logs, Positive Phone Calls, Academy Awards, Assemblies, Counselors' Letter, Voice Shots	Parents in attendance were able to learn how they could help their child at home with math Weekly parent signatures and sign in sheets During the current school year 18,787 signatures were obtained through communication folders and various parent

SCHOOLWIDE 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)
					activities
ELA	Homeless	Back to School Night Title I Breakfast Parent conferences Home/School Communication PTO American Education Week Activities 5 th Grade Wax Museum Reading Around the World	Yes	Sign in Sheets Wednesday Folder Signature Sheets, Parent Communication Logs, Positive Phone Calls, Academy Awards, Assemblies, Counselors' Letter, Voice Shots	Parents/students were in attendance Weekly parent signatures and sign in sheets During the current school year 18,787 signatures were obtained through communication folders and various parent activities
Math	Homeless	Back to School Night Title I Breakfast Math Night Parent conferences Home/School Communication PTO	Yes	Sign in Sheets Wednesday Folder Signature Sheets, Parent Communication Logs, Positive Phone Calls, Academy Awards, Assemblies, Counselors' Letter, Voice Shots	Parents/students were in attendance Weekly parent signatures and sign in sheets During the current school year 18,787 signatures were obtained through communication folders and various parent activities
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	ELL Family Night Back to School Night Title I Breakfast Parent conferences	Yes	Parent in sheets Permission Slips Sign in Sheets	Parents/students were in attendance Weekly parent signatures and sign in sheets

SCHOOLWIDE 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)
		Home/School Communication PTO American Education Week Activities 5 th Grade Wax Museum Reading Around the World		Wednesday Folder Signature Sheets, Parent Communication Logs, Positive Phone Calls, Academy Awards, Assemblies, Counselors' Letter, Voice Shots	During the current school year 18,787 signatures were obtained through communication folders and various parent activities
Math	ELLs	ELL Family Night Back to School Night Title I Breakfast Math Night Parent conferences Home/School Communication PTO	Yes	Parent sign in sheets Permission Slips Sign in Sheets Wednesday Folder Signature Sheets, Parent Communication Logs, Positive Phone Calls, Academy Awards, Assemblies, Counselors' Letter, Voice Shots	Parents/students were in attendance Weekly parent signatures and sign in sheets During the current school year 18,787 signatures were obtained through communication folders and various parent activities
ELA	Economically Disadvantaged	Battle of the Books Back to School Night Title I Breakfast Parent conferences Home/School Communication PTO American Education Week Activities 5 th Grade Wax Museum Reading Around the World	Yes	Parent sign in sheets Permission Slips Sign in Sheets Wednesday Folder Signature Sheets, Parent Communication Logs, Positive Phone Calls, Academy Awards, Assemblies, Counselors' Letter, Voice Shots	Parents/students were in attendance Weekly parent signatures and sign in sheets During the current school year 18,787 signatures were obtained through communication folders and various parent activities

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

Math	Economically Disadvantaged	Back to School Night Title I Breakfast Math Night Parent conferences Home/School Communication PTO	Yes	Parent sign in sheets Permission Slips Sign in Sheets Wednesday Folder Signature Sheets, Parent Communication Logs, Positive Phone Calls, Academy Awards, Assemblies, Counselors' Letter, Voice Shots	Parents/students were in attendance Weekly parent signatures and sign in sheets During the current school year 18,787 signatures were obtained through communication folders and various parent activities
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Raffaele LaForgia

Raffaella LaForgia

June 4, 2015

Principal's Name (Print)

Principal's Signature

Date

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

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

2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	STAR Assessments, NJ Model Curriculum Assessments	112 Students in Grade 3: 77% met benchmark in reading 99 Students in Grade 4: 78% met benchmark in reading 103 Students in Grade 5: 72% met benchmark in reading
Academic Achievement - Mathematics	Beginning of Year Assessment Middle of Year Assessment End of Year Assessment	72/112 Students in Grade 3: 64% met benchmark (70% or above) on the EOY Test 83/99 Students in Grade 4: 84% met benchmark(70% or above) on the EOY Test 82/103 Students in Grade 5: 80% met benchmark (70% or above) on the EOY Test
Family and Community Engagement	Back to School Night Title I Breakfast Parent conferences Home/School Communication PTO American Education Week Activities 5 th Grade Wax Museum Reading Around the World Family Math Night	Parents/students were in attendance Weekly parent signatures and sign in sheets During the current school year 18,787 signatures were obtained through communication folders and various parent activities
Professional Development	Needs Assessment	The assessments measures provide the leaders and staff with the ability to

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Danielson data District PD Plan School PD Plan Professional Development Surveys Reflection/Evaluation forms	identify the school’s progress toward effective learning communities, shared leadership, adequate resources, data driven design, research-based knowledge, ongoing evaluation, quality teaching and lesson design, high expectations, collaborative efforts and family involvement. The Scip Team reviews teacher input and develops the PD Plan for the school. Once submitted to Central Office, a district plan is created. 100% of the teaching staff attended NJ mandatory trainings in the areas of Asthma, Dyslexia, Harassment Intimidation and Bullying, Building Security, Law Enforcement Operations and School Safety and Security and Suicide.
Leadership	Staff and parent surveys Principal’s PDP	Survey information provides leaders with insight on the skills and personal attributes that will move the organization toward positive change. Multiple measures are reviewed throughout the school year.
School Climate and Culture	Attendance Records Green Day Celebration Participants Suspension Records Marking Period Awards and Assemblies HIB Reports Student Surveys Staff Surveys	2014-2015 attendance records indicate 95.998% Attendance Rate. The 2014-2105 Suspension Rate was 2% as there were _17_ students suspended throughout the year. Survey information is used to identify shared beliefs and priorities and to determine areas of strength and areas in need of change. Schedules, curriculum, organization of programs, and various practices reflect the school’s culture, and helps create an “engaging” and “supportive” school for students, parents, staff, and community. Marking Period Awards Assemblies and Celebrations are used to recognize and reward positive behavior.
School-Based Youth Services	Not Applicable	N/A
Students with Disabilities	STAR Assessments Math End of Year Assessments	28 Students in Grade 3: 68% met benchmark in reading (increased 75 points or met the average grade level goal – 464) 43% met benchmark in mathematics (70% or above) 23 Students in Grade 4: 82 % met benchmark in reading (increased 75 points or met the average

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		grade level goal – 585) 91% met benchmark in mathematics (70% or above) 37 Students in Grade 5: 70% met benchmark in reading (increased 75 points or met the average grade level goal – 717) 65% met benchmark in mathematics (70% or above)
Homeless Students	STAR Assessments Math End of Year Assessments	1 Students in Grade 3: 100% met benchmark in reading (increased 75 points or met the average grade level goal – 464) 0% met benchmark in mathematics (70% or above) 1 Students in Grade 4: 100% met benchmark in reading (increased 75 points or met the average grade level goal – 585) 100% met benchmark in mathematics (70% or above) N/A Students in Grade 5: N/A met benchmark in reading (increased 75 points or met the average grade level goal – 717) N/A met benchmark in mathematics (70% or above)
Migrant Students		NA
English Language Learners	STAR Assessments Math End of Year Assessments	7 Students in Grade 3: 85% met benchmark in reading (increased 75 points or met the average grade level goal – 464) 71% met benchmark in mathematics (70% or above) 3 Students in Grade 4: 0% met benchmark in reading (increased 75 points or met the average grade level goal – 585) 33% met benchmark in mathematics (70% or above)

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		3 Students in Grade 5: 100% met benchmark in reading (increased 75 points or met the average grade level goal – 717) 100% met benchmark in mathematics(70% or above)
Economically Disadvantaged	STAR Assessments Math End of Year Assessments	64 Students in Grade 3: 71% met benchmark in reading (increased 75 points or met the average grade level goal – 464) 58% met benchmark in mathematics (70% or above) 68 Students in Grade 4: 76% met benchmark in reading (increased 75 points or met the average grade level goal – 585) 74% met benchmark in mathematics (70% or above) 59 Students in Grade 5: 76% met benchmark in reading (increased 75 points or met the average grade level goal – 717) 71% met benchmark in mathematics (70% or above)

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

2015-2016 Comprehensive Needs Assessment Process* *Narrative*

1. What process did the school use to conduct its Comprehensive Needs Assessment?

At Green Street Elementary School, 100% of the teachers participated in a review of literacy and mathematics data during the 2014-2015 school year.

The data used to conduct an Annual Comprehensive Needs Assessment at Green Street Elementary School includes student performance in Language Arts and Mathematics. Pre and post reading ability is identified using the STAR Assessments. Literacy and math benchmark tests are given and analyzed to determine student instructional needs.

Student behavior is monitored through the Green Street School Code of Conduct and SHARP Intervention Team. Student incidents are recorded and reviewed on a monthly basis. The Green Street School Code of Conduct is supported by the Academy Awards Celebrations. A Harassment, Intimidation and Bullying survey was conducted with students, parents and staff to monitor building climate.

A Title I Survey was completed this school year for Title I Parent Involvement. Parents are surveyed each year to measure parent knowledge of instructional programs, student success rates and parent satisfaction. Attendance is monitored on a daily basis with policies and procedures in place to address absenteeism.

The school principal made daily visits to classrooms and met periodically with staff to discuss student data both individually and as teams, to look at individual needs of students, trends in the classrooms, and appropriate interventions needed for at-risk students as well as results of current interventions taking place.

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

Scores from grades three through five were disaggregated and examined. The data from STAR Assessments, benchmark tests, and work samples were compiled by grade level and reported for the total school, general population, and for each subgroup based on ethnicity,

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

gender, economic status English Language Learners and special education. The results are maintained with the classroom teacher and literacy teacher. Individual student files and teacher class files are utilized in planning programs and instruction. Student assessment information is stored in Genesis and is available for teacher and administrator review. Results are reported to parents via the District Report Card, and used more frequently, to analyze individual student progress during Title I Collaboration Meetings and SHARP /PAC meetings. The ELL teacher, Special Education teachers, and Title I teachers also maintain records on subgroups for achievement comparisons. Math data is gathered through the use of assessments provided through the enVision Math Program. Data is then analyzed and maintained in a database. PARCC scores for both ELA and Mathematics will provide additional data regarding student achievement.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

Our methods/assessments are research based as recommended by the State of New Jersey and the Center on Response to Intervention. We are confident that this information is statistically sound as proven through the longitudinal tracking of students. The conditions in which the instruments have been applied are controlled by the administrator of the test, enhancing the internal validity of the assessment. Teachers have been trained in the administration and interpretation of the assessments.

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

Student data information revealed those students that are at risk and experiencing a level of difficulty within the classroom in ELA and Mathematics as well as those students who need more intensive instructional interventions. Teachers identified at risk students and referred them to the Student Help and Referral Program. This team meets two times each month and is comprised of: teachers, a social worker, a school nurse, a guidance counselor, child study team members, and the building principal. This team identifies student strengths and weaknesses and offers strategies and interventions to be used in the classroom. This information is maintained on the district database system and the students are reviewed throughout the year.

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

Professional development was driven by district initiatives, student need and changes in the Common Core. Teachers along with administrators, the Directors of Elementary Curriculum and the Literacy and Math Coaches, determine student needs, analyzed

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

common assessments and examined student work. Teachers are able to collaborate on in service days or with substitute coverage when held on student days. Professional Learning Communities during the 2014-2015 school year focused on data analysis and making decisions on appropriate interventions needed for individual students. Ongoing professional development includes state mandated trainings. We will continue to focus our professional development on interventions and programs that best meet the needs of our students.

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

Results of student progress are on-going throughout the school year. This is accomplished through the utilization of the STAR Assessments, enVision Benchmark assessments, and monthly data review. In addition to these measures, student data is compared to the results on pre and post assessments. Students who failed to meet benchmark proficiency levels are targeted in literacy and math and provided with focused instruction. Teachers identify at risk students to our Response to Intervention / Student Help and Referral Program Team. Our team meets two times each month or more often if needed. It includes teachers, social worker, school nurse, guidance counselor, child study team members, and the building principal. This team identifies student strengths and weaknesses and offers strategies and interventions to be used in the classroom.

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

Analysis of student progress is on-going throughout the school year to determine the appropriate interventions and the flexible grouping to best meet the needs of the students. Progress Monitoring provides the formative assessments needed to ensure growth.

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

Migrant needs are not currently present in our district.

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

Results of student progress are on-going throughout the school year. This is accomplished through the utilization of the STAR Assessments, enVision Benchmark assessments, and monthly data review. In addition to these measures, student data is compared to the results on pre and post assessments. It will also be compared to PARCC assessment results. Students who failed to meet benchmark proficiency levels are targeted in literacy and math and provided with focused instruction. Teachers identify at risk students to our

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

Response to Intervention / Student Help and Referral Program Team. Our team meets two times each month or more often if needed. It includes teachers, social worker, school nurse, guidance counselor, child study team members, and the building principal. This team identifies student strengths and weaknesses and offers strategies and interventions to be used in the classroom.

- 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?

Participation structures are ongoing at Green Street School through teacher surveys, teacher in-service meetings, ongoing teacher collaboration, Professional Improvement opportunities, and common planning times. Teachers review Success Maker Data, STAR Assessment data, and enVision Math Benchmark data in order to improve instruction in literacy and math. Curriculum development opportunities include on-going curricula alignment to the Common Core. Classroom management initiatives include implementation of concepts and strategies into classrooms, with subsequent data analysis on student incentive programs. Teachers who were members of the district RTI committee investigated and selected interventions and universal screenings to be used to determine students who are at risk. New teachers are paired with mentors to address student needs. Many teachers are included in curriculum committees at the district level in both planning and evaluating student work.

New teachers are paired with mentors to address student needs. Teachers have the opportunity to be included in curriculum committees at the district level in both planning and evaluating student work.

- 11.** How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

Our fifth grade students have an information session provided by the middle school teachers to prepare them for a move-up day visitation and orientation. The students visit the middle school to shadow a 6th grade student and become familiar with the building schedule and routines. In addition, a grade 5-6 Book and Dessert night is held in which the students and their parents all read the same book and then come to the middle school to participate in activities relating to that book.

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

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

The data used to conduct an Annual Comprehensive Needs Assessment at Green Street Elementary School includes student performance in English Language Arts and Mathematics. Pre and post reading ability from the STAR Assessments and enVision Math Benchmark data yielded the needs. PARCC results for grades 3-5 will also be utilized. Survey information collected from students, parents and staff is also utilized to analyze data regarding the climate of the school and HIB initiatives.

**Provide a separate response for each question.*

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

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school’s needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	STAR ELA Assessments and Benchmark Testing reveal that 63% of 3 rd graders, 50 % of 4 th graders, and 54% of 5 th graders started the 2014-2015 school year below benchmark.	enVision Math Topic Tests, Benchmark Assessments and Beginning of the Year and End of the Year Benchmark Assessments indicated that 99% of 3 rd graders, 96% of 4 th graders, and 97% of 5 th graders started the 2014-2015 school year below benchmark. (70%)
Describe the priority problem using at least two data sources	Students are beginning school with major gaps in their education, due to lack of parent stability and value of education from the home, which causes teachers to have to intervene with programs that are well below grade level.	With the change in the standards, students lack the pre-requisite skills and life experience creating gaps in their understanding of the grade level standards. This requires teachers to fill the gaps with interventions and pre-teaching prior to exposing students to grade level skills.
Describe the root causes of the problem	Students are beginning school with major gaps in their education, due to lack of parent stability and value of education from the home, which causes teachers to have to intervene with programs that are well below grade level.	With the change in the standards, students lack the pre-requisite skills and life experience creating gaps in their understanding of the grade level standards. This requires teachers to fill the gaps with interventions and pre-teaching prior to exposing students to grade level skills.
Subgroups or populations addressed	Hispanic, White, Students with Disabilities, Economically Disadvantaged	Students with Disabilities
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	Fountas and Pinnell LLI System System 44 READ 180S Orton-Gillingham	enVision Math Interventions VMath Live Sumdog Focus Math

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

How does the intervention align with the Common Core State Standards?	All programs are research based and align with the Common Core State Standards	All programs are research based and align with the Common Core State Standards.
	#3	#4
Name of priority problem	Family & Community Engagement	
Describe the priority problem using at least two data sources	Review of PTO sign in sheets show that less than 1% of parents attended the 2014-2015 Parent/Teacher Organization monthly meetings, and Sign in Sheets from the Beginning of the Year Title I Breakfast indicate that 25 Families 13% of families attended	
Describe the root causes of the problem	Students are beginning school with major gaps in their education. We find it difficult to have a strong relationship with parents of students who are significantly below grade level.	
Subgroups or populations addressed	All Students, Students with Disabilities, Economically Disadvantaged, ELL	
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	The six categories, based on the National PTA's National Standards for Family-School Partnerships and Joyce L. Epstein's Framework of Six Types of (Parent) Involvement.	
How does the intervention align with the Common Core State Standards?	<p>BEST PRACTICES BY CATEGORY</p> <ol style="list-style-type: none"> 1. Create a welcoming school climate. 2. Provide families information related to child development and creating supportive learning environments. 3. Establish effective school-to-home and home-to-school communication 	

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

	<ol style="list-style-type: none">4. Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.5. Engage families in school planning, leadership and meaningful volunteer opportunities. <p>Connect students and families to community resources that strengthen and support students' learning and well-being.</p>	
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SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

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

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
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	Fountas and Pinnell Leveled Literacy Intervention	Classroom Teachers, Title I Teachers, Paraprofessionals, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Common Core Benchmark Assessments	<p>Texts are matched to children’s reading ability so that the children read every day at their instructional level with teacher support as well as at their independent level with little or no support. The lessons provide systematic instruction in phonics and phonemic awareness. LLI lessons provide daily opportunities to increase fluency through oral rereading of texts and explicit instruction on comprehension skills. LLI lessons are designed to expand vocabulary and develop oral language as well as developing a core of high frequency words. Students also receive opportunity for writing in order to practice skills taught.</p> <p>The SRI effectively evaluates each student’s Independent reading ability through a valid measurement of reading accuracy,</p>
		Read 180/System 44	Classroom Teachers, Title I Teachers, Special Education	Improved STAR Assessments and Common Core Benchmark Assessments	

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention <small>(i.e., IES Practice Guide or What Works Clearinghouse)</small>
			Teachers, Paraprofessionals, Building Administrator, Director of ELA, Title I Coordinator		<p>fluency, and comprehension. READ 180 is a research-based intervention program for struggling readers in Grades transitional 3 and above.</p> <p>By combining small-group learning, adaptive software, independent reading, and direct teacher instruction, READ 180 provides a comprehensive solution that helps students become automatic, fluent readers. READ 180 meets the guidelines for No Child Left Behind and is now in use in over 14,000 classrooms across the country. System 44 is the breakthrough foundational reading and phonics intervention technology program for the most challenged readers in Grades 3–12+. System 44 includes state-of-the-art adaptive reading technology that delivers direct, explicit, research-based foundational reading and phonics instruction as well as engaging, high-interest print materials for student practice in reading, writing, and spelling.</p>

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention <small>(i.e., IES Practice Guide or What Works Clearinghouse)</small>
Math	Students with Disabilities	enVision Math Focus Math	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	Focus Math Placement Test results and an improvement on the end of year Mathematics benchmark assessment in grades 1 and 2.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009 NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION
			Classroom Teachers, Special Ed Teachers, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	Module Assessments, PARCC scores Students scoring in the 60 – 79% range on the EOY assessment from previous year will be included in the following year’s Tier 2 RTI group. 80% of the students in this group will reach a mastery score level of 80 points or higher.	VMathLive is scaffolded help with problems-specific step-by-step hints and onscreen tutoring focused on visual representations of math concepts with both English and Spanish audio. The learning path is structured so that students work sequentially through a year's worth of math, and they are encouraged to stay on track with messaging, badges, trophies, points, and other engagement strategies. Students can use VMathLive's new Play component for 20 different games that focus on mental math skills found in the Common Core State Standards . When VMathLive is
			VmathLive		

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

ESEA §1114(b)(1)(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)
					used as a stand-alone supplemental program, the activities are aligned with lessons of popular core print programs, Common Core State Standards , and other state standards.
ELA	Homeless	Fountas and Pinnell Leveled Literacy Intervention	Classroom Teachers, Title I Teachers, Paraprofessionals, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Common Core Benchmark Assessments	Texts are matched to children’s reading ability so that the children read every day at their instructional level with teacher support as well as at their independent level with little or no support. The lessons provide systematic instruction in phonics and phonemic awareness. LLI lessons provide daily opportunities to increase fluency through oral rereading of texts and explicit instruction on comprehension skills. LLI lessons are designed to expand vocabulary and develop oral language as well as developing a core of high frequency words. Students also receive opportunity for writing in order to practice skills taught.

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

ESEA §1114(b)(1)(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)
		Read 180/System 44	Classroom Teachers, Title I Teachers, Special Education Teachers, Paraprofessionals, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Common Core Benchmark Assessments	<p>The SRI effectively evaluates each student’s Independent reading ability through a valid measurement of reading accuracy, fluency, and comprehension. READ 180 is a research-based intervention program for struggling readers in Grades transitional 3 and above.</p> <p>By combining small-group learning, adaptive software, independent reading, and direct teacher instruction, READ 180 provides a comprehensive solution that helps students become automatic, fluent readers. READ 180 meets the guidelines for No Child Left Behind and is now in use in over 14,000 classrooms across the country. System 44 is the breakthrough foundational reading and phonics intervention technology program for the most challenged readers in Grades 3–12+. System 44 includes state-of-the-art adaptive reading technology that delivers direct, explicit, research-based foundational reading and phonics instruction as well as engaging, high-interest print materials for</p>

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
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)
					student practice in reading, writing, and spelling.
Math	Homeless	enVision Math Focus Math	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	Focus Math Placement Test results and an improvement on the end of year Mathematics benchmark assessment in grades 1 and 2.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009 NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION
		VmathLive	Classroom Teachers, Special Ed Teachers, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	Module Assessments, PARCC scores Students scoring in the 60 – 79% range on the EOY assessment from previous year will be included in the following year’s Tier 2 RTI group. 80% of the students in this group will reach a mastery score level of 80 points or higher.	VMathLive is provides support via scaffolding techniques with problems-specific step-by-step hints and onscreen tutoring focused on visual representations of math concepts with both English and Spanish audio. The learning path is structured so that students work sequentially through a year's worth of math, and they are encouraged to stay on track with messaging, badges, trophies, points, and other engagement strategies. Students

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention <small>(i.e., IES Practice Guide or What Works Clearinghouse)</small>
					can use VMathLive's new Play component for 20 different games that focus on mental math skills found in the Common Core State Standards . When VMathLive is used as a stand-alone supplemental program, the activities are aligned with lessons of popular core print programs, Common Core State Standards , and other state standards.
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Fountas and Pinnell Leveled Literacy Intervention	Classroom Teachers, Title I Teachers, Paraprofessionals, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Common Core Benchmark Assessments	Texts are matched to children’s reading ability so that the children read every day at their instructional level with teacher support as well as at their independent level with little or no support. The lessons provide systematic instruction in phonics and phonemic awareness. LLI lessons provide daily opportunities to increase fluency through oral rereading of texts and explicit instruction on comprehension skills. LLI lessons are designed to expand

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
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)
		Read 180/System 44	Classroom Teachers, Title I Teachers, Special Education Teachers, Paraprofessionals, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Common Core Benchmark Assessments	<p>vocabulary and develop oral language as well as developing a core of high frequency words. Students also receive opportunity for writing in order to practice skills taught.</p> <p>The SRI effectively evaluates each student’s Independent reading ability through a valid measurement of reading accuracy, fluency, and comprehension. READ 180 is a research-based intervention program for struggling readers in Grades transitional 3 and above.</p> <p>By combining small-group learning, adaptive software, independent reading, and direct teacher instruction, READ 180 provides a comprehensive solution that helps students become automatic, fluent readers. READ 180 meets the guidelines for No Child Left Behind and is now in use in over 14,000 classrooms across the country. System 44 is the breakthrough foundational reading and phonics intervention technology program for the most</p>

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention <small>(i.e., IES Practice Guide or What Works Clearinghouse)</small>
					challenged readers in Grades 3–12+. <i>System 44</i> includes state-of-the-art adaptive reading technology that delivers direct, explicit, research-based foundational reading and phonics instruction as well as engaging, high-interest print materials for student practice in reading, writing, and spelling.
Math	ELLs	enVision Math Focus Math VmathLive	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator Classroom Teachers, Special Ed Teachers, Building Administrator,	Focus Math Placement Test results and an improvement on the end of year Mathematics benchmark assessment in grades 1 and 2. Module Assessments, PARCC scores Students scoring in the 60 – 79% range on the EOY assessment from previous year will be	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009 NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION VMathLive is scaffolded help with problems-specific step-by-step hints and onscreen tutoring focused on visual representations of math concepts with both English and Spanish audio. The

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention <small>(i.e., IES Practice Guide or What Works Clearinghouse)</small>
			Director of Mathematics, Math Coach, Title I Coordinator	included in the following year’s Tier 2 RTI group. 80% of the students in this group will reach a mastery score level of 80 points or higher.	learning path is structured so that students work sequentially through a year's worth of math, and they are encouraged to stay on track with messaging, badges, trophies, points, and other engagement strategies. Students can use VMathLive's new Play component for 20 different games that focus on mental math skills found in the Common Core State Standards . When VMathLive is used as a stand-alone supplemental program, the activities are aligned with lessons of popular core print programs, Common Core State Standards , and other state standards.
ELA	Economically Disadvantaged	Fountas and Pinnell Leveled Literacy Intervention	Classroom Teachers, Title I Teachers, Paraprofessionals, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Common Core Benchmark Assessments	Texts are matched to children’s reading ability so that the children read every day at their instructional level with teacher support as well as at their independent level with little or no support. The lessons provide systematic instruction in phonics and phonemic awareness. LLI lessons provide daily opportunities to increase fluency through oral rereading of texts

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
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)
		Read 180/System 44	Classroom Teachers, Title I Teachers, Special Education Teachers, Paraprofessionals, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Common Core Benchmark Assessments	<p>and explicit instruction on comprehension skills. LLI lessons are designed to expand vocabulary and develop oral language as well as developing a core of high frequency words. Students also receive opportunity for writing in order to practice skills taught.</p> <p>The SRI effectively evaluates each student’s Independent reading ability through a valid measurement of reading accuracy, fluency, and comprehension. READ 180 is a research-based intervention program for struggling readers in Grades transitional 3 and above.</p> <p>By combining small-group learning, adaptive software, independent reading, and direct teacher instruction, READ 180 provides a comprehensive solution that helps students become automatic, fluent readers. READ 180 meets the guidelines for No Child Left Behind and is now in use in over 14,000 classrooms across the country. <i>System 44</i> is</p>

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention <small>(i.e., IES Practice Guide or What Works Clearinghouse)</small>
					the breakthrough foundational reading and phonics intervention technology program for the most challenged readers in Grades 3–12+. <i>System 44</i> includes state-of-the-art adaptive reading technology that delivers direct, explicit, research-based foundational reading and phonics instruction as well as engaging, high-interest print materials for student practice in reading, writing, and spelling.
Math	Economically Disadvantaged	enVision Math Focus Math	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	Focus Math Placement Test results and an improvement on the end of year Mathematics benchmark assessment in grades 1 and 2.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009 NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION
		VmathLive	Classroom Teachers, Special	Module Assessments, PARCC scores	VMathLive is scaffolded help with problems-specific step-by-step hints and onscreen tutoring

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

ESEA §1114(b)(1)(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)
			Ed Teachers, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	Students scoring in the 60 – 79% range on the EOY assessment from previous year will be included in the following year’s Tier 2 RTI group. 80% of the students in this group will reach a mastery score level of 80 points or higher.	focused on visual representations of math concepts with both English and Spanish audio. The learning path is structured so that students work sequentially through a year's worth of math, and they are encouraged to stay on track with messaging, badges, trophies, points, and other engagement strategies. Students can use VMathLive's new Play component for 20 different games that focus on mental math skills found in the Common Core State Standards . When VMathLive is used as a stand-alone supplemental program, the activities are aligned with lessons of popular core print programs, Common Core State Standards , and other state standards.

**Use an asterisk to denote new programs.*

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

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(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;

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	Extended Day Program Literacy	Principal and Teachers	Improved STAR Assessments and Common Core Benchmark Assessments	<p>Reading A-Z pays close attention to the National Reading Panel’s recommendations and other research findings when developing its reading resources. The student and teacher resources on the Reading A-Z Web site have been developed to reflect the instructional practices and reading strategies that are best supported by research findings from a wide variety of sources. The resources also correspond to the findings of the Put Reading First federal initiative. The results are organized around five key areas of reading instruction--phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p> <p>Discovery Education offers a breadth and depth of digital media content that is immersive, engaging and brings the world into the classroom to give every student a chance to experience fascinating people, places, and events. All content is aligned to state standards, can be aligned to</p>

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

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;

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)
		Summer Reading Program	Classroom Teachers, Special Education Teachers, ESL Teacher, Title I Teachers, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments Student Reading Logs	custom curriculum, and supports classroom instruction regardless of the technology platform. Researchers from John Hopkins University used data from the Baltimore Beginning School Study to examine the long-term educational consequences of summer learning differences by family socio-economic level. The study concluded that the achievement gap between high-low socioeconomic statuses is mainly traced to differential summer learning over the elementary school years. Researchers found that the amount of reading done outside of school was consistently related to gains in reading achievement.
Math	Students with Disabilities	Extended Day Program Math	Math Coach Principal Teachers	Students will show an increase of 1 – 2 points on a 20 point pre/post assessment and 80% or higher on each module test after the 8 session program.	Researchers from John Hopkins University used data from the Baltimore Beginning School Study to examine the long-term educational consequences of summer learning differences by family socio-economic level. The study concluded that the achievement gap between high-

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

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;

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)
		Morning Math Crew	Math Coach	Data from VMathLive; students had to perform 80% or higher on each module test.	<p>low socioeconomic statuses is mainly traced to differential summer learning over the elementary school years. Researchers found that the amount of reading done outside of school was consistently related to gains in reading achievement.</p> <p>VMathLive new learning pedagogy offers scaffolded help with problems-specific step-by-step hints and onscreen tutoring focused on visual representations of math concepts with both English and Spanish audio. The learning path is structured so that students work sequentially through a year's worth of math, and they are encouraged to stay on track with messaging, badges, trophies, points, and other engagement strategies. Students can use VmathLive's new Play component for 20 different games that focus on mental math skills found in the Common Core State Standards. When VmathLive is used as a stand-alone supplemental program, the</p>

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

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;

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)
					activities are aligned with lessons of popular core print programs, Common Core State Standards , and other state standards.
ELA	Homeless	Extended Day Program Literacy	Principal and Teachers	Improved STAR Assessments and Common Core Benchmark Assessments	<p>Reading A-Z pays close attention to the National Reading Panel’s recommendations and other research findings when developing its reading resources. The student and teacher resources on the Reading A-Z Web site have been developed to reflect the instructional practices and reading strategies that are best supported by research findings from a wide variety of sources. The resources also correspond to the findings of the Put Reading First federal initiative. The results are organized around five key areas of reading instruction--phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p> <p>Discovery Education offers a breadth and depth of digital media content that is immersive, engaging and brings the world into the classroom to give every</p>

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

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;

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)
		Summer Reading Program	Classroom Teachers, Special Education Teachers, ESL Teacher, Title I Teachers, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments Student Reading Logs	<p>student a chance to experience fascinating people, places, and events. All content is aligned to state standards, can be aligned to custom curriculum, and supports classroom instruction regardless of the technology platform.</p> <p>Researchers from John Hopkins University used data from the Baltimore Beginning School Study to examine the long-term educational consequences of summer learning differences by family socio-economic level. The study concluded that the achievement gap between high-low socioeconomic statuses is mainly traced to differential summer learning over the elementary school years. Researchers found that the amount of reading done outside of school was consistently related to gains in reading achievement.</p>
Math	Homeless	Extended Day Program Math	Math Coach Principal Teachers	Students will show an increase of 1 – 2 points on a 20 point pre/post assessment and 80% or higher on each module test	Researchers from John Hopkins University used data from the Baltimore Beginning School Study to examine the long-term

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

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;

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)
		Morning Math Crew	Math Coach	<p>after the 8 session program.</p> <p>Data from VMathLive; students had to perform 80% or higher on each module test.</p>	<p>educational consequences of summer learning differences by family socio-economic level. The study concluded that the achievement gap between high-low socioeconomic statuses is mainly traced to differential summer learning over the elementary school years. Researchers found that the amount of reading done outside of school was consistently related to gains in reading achievement.</p> <p>VMathLive new learning pedagogy offers scaffolded help with problems-specific step-by-step hints and onscreen tutoring focused on visual representations of math concepts with both English and Spanish audio. The learning path is structured so that students work sequentially through a year's worth of math, and they are encouraged to stay on track with messaging, badges, trophies, points, and other engagement strategies. Students can use VmathLive's new Play component for 20 different games</p>

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

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;

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)
					that focus on mental math skills found in the Common Core State Standards . When VmathLive is used as a stand-alone supplemental program, the activities are aligned with lessons of popular core print programs, Common Core State Standards , and other state standards.
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Extended Day Program Literacy	Principal and Teachers	Improved STAR Assessments and Common Core Benchmark Assessments	Reading A-Z pays close attention to the National Reading Panel’s recommendations and other research findings when developing its reading resources. The student and teacher resources on the Reading A-Z Web site have been developed to reflect the instructional practices and reading strategies that are best supported by research findings from a wide variety of sources. The resources also correspond to the findings of the Put Reading First federal initiative. The results are organized around five key areas of reading instruction--phonemic awareness,

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

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;

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)
		Summer Reading Program	Classroom Teachers, Special Education Teachers, ESL Teacher, Title I Teachers, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments Student Reading Logs	<p>phonics, fluency, vocabulary, and comprehension.</p> <p>Discovery Education offers a breadth and depth of digital media content that is immersive, engaging and brings the world into the classroom to give every student a chance to experience fascinating people, places, and events. All content is aligned to state standards, can be aligned to custom curriculum, and supports classroom instruction regardless of the technology platform.</p> <p>Researchers from John Hopkins University used data from the Baltimore Beginning School Study to examine the long-term educational consequences of summer learning differences by family socio-economic level. The study concluded that the achievement gap between high-low socioeconomic statuses is mainly traced to differential summer learning over the elementary school years. Researchers found that the</p>

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

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;

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)
					amount of reading done outside of school was consistently related to gains in reading achievement.
Math	ELLs	See Above			
ELA	Economically Disadvantaged	Fountas and Pinnell Leveled Literacy Intervention	Classroom Teachers, Title I Teachers, Paraprofessionals, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Common Core Benchmark Assessments	<p>Texts are matched to children’s reading ability so that the children read every day at their instructional level with teacher support as well as at their independent level with little or no support. The lessons provide systematic instruction in phonics and phonemic awareness. LLI lessons provide daily opportunities to increase fluency through oral rereading of texts and explicit instruction on comprehension skills. LLI lessons are designed to expand vocabulary and develop oral language as well as developing a core of high frequency words. Students also receive opportunity for writing in order to practice skills taught.</p> <p>The SRI effectively evaluates each student’s Independent reading ability through a valid</p>
		Read 180/System 44	Classroom Teachers, Title I Teachers, Special	Improved STAR Assessments and Common Core Benchmark Assessments	

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

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;

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)
			Education Teachers, Paraprofessionals, Building Administrator, Director of ELA, Title I Coordinator		<p>measurement of reading accuracy, fluency, and comprehension. READ 180 is a research-based intervention program for struggling readers in Grades transitional 3 and above.</p> <p>By combining small-group learning, adaptive software, independent reading, and direct teacher instruction, READ 180 provides a comprehensive solution that helps students become automatic, fluent readers. READ 180 meets the guidelines for No Child Left Behind and is now in use in over 14,000 classrooms across the country.</p> <p>System 44 is the breakthrough foundational reading and phonics intervention technology program for the most challenged readers in Grades 3–12+. System 44 includes state-of-the-art adaptive reading technology that delivers direct, explicit, research-based foundational reading and phonics instruction as well as engaging, high-interest print materials for student practice in reading, writing, and spelling.</p>

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

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;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Economically Disadvantaged	Extended Day Program Math	Math Coach Principal Teachers	Students will show an increase of 1 – 2 points on a 20 point pre/post assessment and 80% or higher on each module test after the 8 session program.	Researchers from John Hopkins University used data from the Baltimore Beginning School Study to examine the long-term educational consequences of summer learning differences by family socio-economic level. The study concluded that the achievement gap between high-low socioeconomic statuses is mainly traced to differential summer learning over the elementary school years. Researchers found that the amount of reading done outside of school was consistently related to gains in reading achievement.
		Morning Math Crew	Math Coach	Data from VMathLive; students had to perform 80% or higher on each module test.	VMathLive new learning pedagogy offers scaffolded help with problems-specific step-by-step hints and onscreen tutoring focused on visual representations of math concepts with both English and Spanish audio. The learning path is structured so that students work sequentially through a year's worth of math, and they are encouraged to stay on track with messaging, badges,

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

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;

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)
					trophies, points, and other engagement strategies. Students can use VmathLive's new Play component for 20 different games that focus on mental math skills found in the Common Core State Standards . When VmathLive is used as a stand-alone supplemental program, the activities are aligned with lessons of popular core print programs, Common Core State Standards , and other state standards.

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Collaboration Meetings	All Staff	Benchmark Assessments	Research shows that collaboration between teachers can be a powerful tool for professional development and a driver for school improvement by providing “opportunities for adults across a school system to learn and think together about how to improve their practice in ways that lead to improved student achievement” (Annenberg Institute for School Reform, 2004, p. 2).
		Charlotte Danielson Model/Framework: Domain 4	All Staff	Evaluation	The Framework for Teaching is a research-based set of components of instruction, grounded in a constructivist view of learning and teaching. The Framework may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation process, thus linking all those activities together and helping teachers become more thoughtful practitioners.
		Common Core State	All Staff	All teachers will reference the CCSS in their lesson plans.	The standards establish a “staircase” of increasing complexity in what

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Standards			<p>students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.</p> <p>Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.</p> <p>These Standards endeavor to follow such a design, not only by stressing conceptual understanding of key ideas, but also by continually</p>

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					<p>returning to organizing principles such as place value or the laws of arithmetic to structure those ideas.</p> <p>In addition, the “sequence of topics and performances” that is outlined in a body of mathematics standards must also respect what is known about how students learn. As Confrey (2007) points out, developing “sequenced obstacles and challenges for students...absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise.” In recognition of this, the development of these Standards began with research-based learning progressions detailing what is known today about how students’ mathematical knowledge, skill, and understanding develop over time.</p>
Math	Students with Disabilities	Collaboration Meetings	All Staff	Benchmark Assessments	Research shows that collaboration between teachers can be a powerful tool for professional development and a driver for school improvement by providing “opportunities for adults across a school system to learn and think together about how

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Charlotte Danielson Model/Framework: Domain 4	All Staff	Evaluation	<p>to improve their practice in ways that lead to improved student achievement” (Annenberg Institute for School Reform, 2004, p. 2).</p> <p>The Framework for Teaching is a research-based set of components of instruction, grounded in a constructivist view of learning and teaching. The Framework may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation process, thus linking all those activities together and helping teachers become more thoughtful practitioners.</p>
		Common Core State Standards	All Staff	All teachers will reference the CCSS in their lesson plans.	<p>The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students</p>

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					<p>advancing through the grades are able to gain more from whatever they read.</p> <p>Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.</p> <p>These Standards endeavor to follow such a design, not only by stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value or the laws of arithmetic to structure those ideas.</p> <p>In addition, the “sequence of topics and performances” that is outlined in a body of mathematics standards must also respect what is known</p>

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Domain 4			of instruction, grounded in a constructivist view of learning and teaching. The Framework may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation process, thus linking all those activities together and helping teachers become more thoughtful practitioners.
		Common Core State Standards	All Staff	All teachers will reference the CCSS in their lesson plans.	The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read. Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge,

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					<p>gain insights, explore possibilities, and broaden their perspective. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.</p> <p>These Standards endeavor to follow such a design, not only by stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value or the laws of arithmetic to structure those ideas.</p> <p>In addition, the “sequence of topics and performances” that is outlined in a body of mathematics standards must also respect what is known about how students learn. As Confrey (2007) points out, developing “sequenced obstacles and challenges for students...absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise.” In recognition of this, the</p>

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					development of these Standards began with research-based learning progressions detailing what is known today about how students' mathematical knowledge, skill, and understanding develop over time.
Math	Homeless	Collaboration Meetings	All Staff	Benchmark Assessments	Research shows that collaboration between teachers can be a powerful tool for professional development and a driver for school improvement by providing "opportunities for adults across a school system to learn and think together about how to improve their practice in ways that lead to improved student achievement" (Annenberg Institute for School Reform, 2004, p. 2).
		Charlotte Danielson Model/Framework: Domain 4	All Staff	Evaluation	The Framework for Teaching is a research-based set of components of instruction, grounded in a constructivist view of learning and teaching. The Framework may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation process, thus linking all those activities together

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Common Core State Standards	All Staff	All teachers will reference the CCSS in their lesson plans.	<p>and helping teachers become more thoughtful practitioners.</p> <p>The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.</p> <p>Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.</p>

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					<p>These Standards endeavor to follow such a design, not only by stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value or the laws of arithmetic to structure those ideas.</p> <p>In addition, the “sequence of topics and performances” that is outlined in a body of mathematics standards must also respect what is known about how students learn. As Confrey (2007) points out, developing “sequenced obstacles and challenges for students...absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise.” In recognition of this, the development of these Standards began with research-based learning progressions detailing what is known today about how students’ mathematical knowledge, skill, and understanding develop over time.</p>
ELA	Migrant	N/A			

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Migrant	N/A			
ELA	ELLs	Collaboration Meetings	All Staff	Benchmark Assessments	Research shows that collaboration between teachers can be a powerful tool for professional development and a driver for school improvement by providing “opportunities for adults across a school system to learn and think together about how to improve their practice in ways that lead to improved student achievement” (Annenberg Institute for School Reform, 2004, p. 2).
		Charlotte Danielson Model/Framework: Domain 4	All Staff	Evaluation	The Framework for Teaching is a research-based set of components of instruction, grounded in a constructivist view of learning and teaching. The Framework may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation process, thus linking all those activities together and helping teachers become more thoughtful practitioners.
		Common Core State	All Staff	All teachers will reference the	The standards establish a “staircase”

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Standards		CCSS in their lesson plans.	<p>of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.</p> <p>Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.</p> <p>These Standards endeavor to follow such a design, not only by stressing conceptual understanding of key</p>

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					<p>ideas, but also by continually returning to organizing principles such as place value or the laws of arithmetic to structure those ideas.</p> <p>In addition, the “sequence of topics and performances” that is outlined in a body of mathematics standards must also respect what is known about how students learn. As Confrey (2007) points out, developing “sequenced obstacles and challenges for students...absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise.” In recognition of this, the development of these Standards began with research-based learning progressions detailing what is known today about how students’ mathematical knowledge, skill, and understanding develop over time.</p>
Math	ELLs	Collaboration Meetings	All Staff	Benchmark Assessments	Research shows that collaboration between teachers can be a powerful tool for professional development and a driver for school improvement by providing “opportunities for adults across a school system to

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Charlotte Danielson Model/Framework: Domain 4	All Staff	Evaluation	<p>learn and think together about how to improve their practice in ways that lead to improved student achievement” (Annenberg Institute for School Reform, 2004, p. 2).</p> <p>The Framework for Teaching is a research-based set of components of instruction, grounded in a constructivist view of learning and teaching. The Framework may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation process, thus linking all those activities together and helping teachers become more thoughtful practitioners.</p>
		Common Core State Standards	All Staff	All teachers will reference the CCSS in their lesson plans.	<p>The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading</p>

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					<p>comprehension so that students advancing through the grades are able to gain more from whatever they read.</p> <p>Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.</p> <p>These Standards endeavor to follow such a design, not only by stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value or the laws of arithmetic to structure those ideas.</p> <p>In addition, the “sequence of topics and performances” that is outlined in a body of mathematics standards</p>

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					must also respect what is known about how students learn. As Confrey (2007) points out, developing “sequenced obstacles and challenges for students...absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise.” In recognition of this, the development of these Standards began with research-based learning progressions detailing what is known today about how students’ mathematical knowledge, skill, and understanding develop over time.
ELA	Economically Disadvantaged	Collaboration Meetings	All Staff	Benchmark Assessments	Research shows that collaboration between teachers can be a powerful tool for professional development and a driver for school improvement by providing “opportunities for adults across a school system to learn and think together about how to improve their practice in ways that lead to improved student achievement” (Annenberg Institute for School Reform, 2004, p. 2).
		Charlotte Danielson	All Staff	Evaluation	The Framework for Teaching is a

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		<p>Model/Framework: Domain 4</p> <p>Common Core State Standards</p>	<p>All Staff</p>	<p>All teachers will reference the CCSS in their lesson plans.</p>	<p>research-based set of components of instruction, grounded in a constructivist view of learning and teaching. The Framework may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation process, thus linking all those activities together and helping teachers become more thoughtful practitioners.</p> <p>The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.</p> <p>Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students</p>

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					<p>are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.</p> <p>These Standards endeavor to follow such a design, not only by stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value or the laws of arithmetic to structure those ideas.</p> <p>In addition, the “sequence of topics and performances” that is outlined in a body of mathematics standards must also respect what is known about how students learn. As Confrey (2007) points out, developing “sequenced obstacles and challenges for students...absent the insights about meaning that derive from careful study of learning, would be unfortunate and</p>

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					unwise.” In recognition of this, the development of these Standards began with research-based learning progressions detailing what is known today about how students’ mathematical knowledge, skill, and understanding develop over time.
Math	Economically Disadvantaged	<p>Collaboration Meetings</p> <p>Charlotte Danielson Model/Framework: Domain 4</p>	<p>All Staff</p> <p>All Staff</p>	<p>Benchmark Assessments</p> <p>Evaluation</p>	<p>Research shows that collaboration between teachers can be a powerful tool for professional development and a driver for school improvement by providing “opportunities for adults across a school system to learn and think together about how to improve their practice in ways that lead to improved student achievement” (Annenberg Institute for School Reform, 2004, p. 2).</p> <p>The Framework for Teaching is a research-based set of components of instruction, grounded in a constructivist view of learning and teaching. The Framework may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation process, thus</p>

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Common Core State Standards	All Staff	All teachers will reference the CCSS in their lesson plans.	<p>linking all those activities together and helping teachers become more thoughtful practitioners.</p> <p>The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.</p> <p>Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of</p>

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					<p>the year.</p> <p>These Standards endeavor to follow such a design, not only by stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value or the laws of arithmetic to structure those ideas.</p> <p>In addition, the “sequence of topics and performances” that is outlined in a body of mathematics standards must also respect what is known about how students learn. As Confrey (2007) points out, developing “sequenced obstacles and challenges for students...absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise.” In recognition of this, the development of these Standards began with research-based learning progressions detailing what is known today about how students’ mathematical knowledge, skill, and understanding develop over time.</p>

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

**Use an asterisk to denote new programs.*

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

Evaluation of Schoolwide Program*

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

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

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
2. What barriers or challenges does the school anticipate during the implementation process?
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
6. How will the school structure interventions?
7. How frequently will students receive instructional interventions?
8. What resources/technologies will the school use to support the schoolwide program?
9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

**Provide a separate response for each question.*

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

*ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy serv*Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Literacy Breakfast	Title I Teachers, Title I Coordinator, Director of ELA, Building Administrator	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on parent involvement finds that, regardless of family income or background, "students with involved parents are more likely to: <ul style="list-style-type: none"> - Earn higher grades and test scores, and enroll in higher-level programs; - Be promoted, pass their classes, and earn credits; - Attend school regularly; - Have better social skills, show improved behavior, and adapt well to school; - Graduate and go on to postsecondary education" (Henderson & Mapp, 2002).
		Back to School Night	Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Parents, and	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Parent-Teacher Conferences	Building Administrator Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Parents, and Building Administrator	during the normal instructional day. Sign in sheets Goal is for 100% Parent participation in Parent – Teacher Conferences. Parents and students meet with their teachers at the end of the first marking period. This enables them to review each student’s progress and to discuss any potential student concerns.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents’ engagement in their children’s education and student outcomes.
Math	Students with Disabilities	Family Math Night	Teachers, Math Coach, Director of Mathematics, Title I	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents’ engagement in their children’s education and student outcomes.
ELA	Homeless	Literacy Breakfast	Title I Teachers, Title I Coordinator, Director of ELA, Building Administrator	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students	Research on parent involvement finds that, regardless of family income or background, "students with involved parents are more likely to: - Earn higher grades and test scores, and enroll in higher-level

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Back to School Night	Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Parents, and Building Administrator	<p>during the normal instructional day.</p> <p>Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.</p>	<p>programs;</p> <ul style="list-style-type: none"> - Be promoted, pass their <u>classes</u>, and earn credits; - Attend school regularly; - Have better social skills, show improved behavior, and adapt well to school; - Graduate and go on to postsecondary education" (Henderson & Mapp, 2002). <p>Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.</p>
		Parent-Teacher Conferences	Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Parents, and Building Administrator	<p>Sign in sheets Goal is for 100% Parent participation in Parent – Teacher Conferences. Parents and students meet with their teachers at the end of the first marking period. This enables them to review each student's progress and to discuss any</p>	<p>Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.</p>

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				potential student concerns.	
Math	Homeless	Family Math Night	Teachers, Math Coach, Director of Mathematics, Title I	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.
ELA	Migrant	Not Applicable			
Math	Migrant	Not Applicable			
ELA	ELLs	ELL Family Night	ELL Teacher Director of Literacy	Sign in sheets 100% of the parents attending will receive information pertaining to assistance for ELL students.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.
Math	ELLs	Family Math Night	Teachers, Math Coach, Director of Mathematics, Title I	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Literacy Breakfast	Title I Teachers, Title I Coordinator, Director of ELA, Building Administrator	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	<p>Research on parent involvement finds that, regardless of family income or background, "students with involved parents are more likely to:</p> <ul style="list-style-type: none"> - Earn higher grades and test scores, and enroll in higher-level programs; - Be promoted, pass their classes, and earn credits; - Attend school regularly; - Have better social skills, show improved behavior, and adapt well to school; - Graduate and go on to postsecondary education" (Henderson & Mapp, 2002). <p>Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.</p> <p>Research on the effects of parental involvement has shown a consistent, positive</p>
		Back to School Night	Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Parents, and Building Administrator	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	
		Parent-Teacher Conferences	Teachers, Title I Teachers, Special	Sign in sheets Goal is for 100% Parent participation in Parent –	

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Education Teachers, ESL Teacher, Parents, and Building Administrator	Teacher Conferences. Parents and students meet with their teachers at the end of the first marking period. This enables them to review each student's progress and to discuss any potential student concerns.	relationship between parents' engagement in their children's education and student outcomes.
Math	Economically Disadvantaged	Family Math Night	Teachers, Math Coach, Director of Mathematics, Title I	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.

**Use an asterisk to denote new programs.*

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

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

A strong home-school connection reinforces and strengthens positive academic and social behaviors in literacy and mathematics. Two "Back to School" sessions, four parent-teacher conference days, parent communication logs, and parent surveys during the 2015-2016 school year address the importance of ongoing communication between the parents and the school regarding literacy and mathematics. Title I activities for the 2015-2016 school year will include literacy/math breakfasts, shared student-parent/grandparent reading, literacy nights, and family math night. These programs focus on parent involvement in literacy and math instruction. In addition, the PTO will play a major role in providing parent involvement activities. Parents will be invited to participate and volunteer their time throughout the school year with various classroom and after-school activities. Monthly assemblies recognizing student achievement will be attended by parents to build a strong family/school relationship.

2. How will the school engage parents in the development of the written parent involvement policy?

A parent represents the parent community as a member on the school committee responsible for reviewing the parent involvement policy, revising and updating the policy. The policy is provided to the PTO for input and the policy is available on the school website.

3. How will the school distribute its written parent involvement policy?

The Green Street School Parent Involvement Policy will be found on the school website and in the student handbook along with being visible on the district webpage under Title I. All parents will also receive a hard copy as well as the Acknowledgement receipt form that supports parents receiving the policy.

4. How will the school engage parents in the development of the school-parent compact?

The school-parent compact will be a result of the end-of-the-year survey given to parents.

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

5. How will the school ensure that parents receive and review the school-parent compact?

Initially parent compacts will be distributed to all parents in the “first day” packet. Each student’s compact will be checked in when returned. Compacts will be categorized by student alphabetically and by teacher. Families that do not return a compact will be contacted directly by telephone or letter.

6. How will the school report its student achievement data to families and the community?

Assessment and other statistical data will be collected and presented to parents at the Title I Literacy and Math Breakfast. In addition, information will be presented to the Board of Education and Public at Board Meetings which will be held twice monthly. Statistical information will also be found on the district webpage.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

Parents will be notified through a district mailing.

8. How will the school inform families and the community of the school’s disaggregated assessment results?

The school’s assessment data is accessible on the district webpage and the NJ Department of Education website.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

The Green Street PTO Executive Committee will act as the liaison to parents and families. Information obtained through the Parent Survey will be used in developing the Unified Plan as well as through building level parent, teacher focus groups.

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

10. How will the school inform families about the academic achievement of their child/children?

Parents will receive individual student assessment results such as the PARCC, STAR Assessments and Math Benchmark Test. Results and explanations of the results will be delivered via progress reports, parent conferences, or through the mail.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

Parent Involvement funds will be used to conduct the Title 1 Breakfast, Parent Workshops, supporting learning over the summer, family literacy nights each quarter, and classroom activities. Funds will again be used for educational programs that meet the needs of our students and to establish a positive culture for learning.

****Provide a separate response for each question.***

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

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

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

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	45	Competitive salaries and benefits; Continuous Professional Development activities; Paid continuing education credits; Include teachers in PD activities regarding assessments in an effort to improve academic achievement for individual students and the overall instructional program for the entire school.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	100%	Paraprofessionals must have required 48 college credits; Competitive salaries and benefits; Continuous Professional Development activities. Include paraprofessionals in PD activities regarding assessments in an effort to improve academic achievement for individual students and the overall instructional program for the entire school.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		
	Number & Percent	Description of Strategy to Retain HQ Staff

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

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A		
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)		
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district. Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible