

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: PAUL ROBESON CHARTER SCHOOL FOR THE HUMANITIES	School: Paul Robeson Charter School for the Humanities
Chief School Administrator: MEGAN LEPORE	Address: 643 Indiana Avenue, Trenton, NJ 08638
Chief School Administrator's E-mail: mlepore@paulrobesoncs.org	Grade Levels: 4-8
Title I Contact: Tracy MacArthur	Principal: Megan Lane
Title I Contact E-mail: tmacarthur@scholaracademies.org	Principal's E-mail: mlepore@paulrobesoncs.org
Title I Contact Phone Number: 267-443-0670	Principal's Phone Number: (609) 394-7727

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.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held two stakeholder engagement meetings.
- State/local funds to support the school were \$ 5,605,658, which comprise 94% of the school’s budget in 2014-2015.
- State/local funds to support the school will be \$ 4,998,138, which will comprise 94% 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
Double Math Block	1	Interventions to Increase Student Achievement	100-100; 100-600	\$78,000
Double Reading Block	2	Interventions to Increase Student Achievement	100-100; 100-600	\$138,000
Summer School	1,2,3	Extended School Year	100-100 (FICA)	\$15,000
Supplies	1,2,3	Interventions to Increase Student Achievement	100-600	\$31,000

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

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

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

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

**Add lines as necessary.*

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Megan Lane	Administrator	x	x	x	
Tracy MacArthur	Administrator	x	X	x	
Regina Bell	Student Services	X	x	X	
Daniel Finn	Teacher	X	X	X	
Ivy Webb	Special Education	X	x	x	
Gail Sommers	Teacher	X	x	x	
Sabriya Justice	Parent	X	x	x	

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

Stakeholder/Schoolwide Committee Meetings

Purpose:

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
March 2015	School Site	Comprehensive Needs Assessment	X		X	
June 2015	School Site	Schoolwide Plan Development	x		x	
May 2016	School Site	Program Evaluation	TBD		TBD	

**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>Paul Robeson Charter School for the Humanities, serving grades 4 through 8, prepares students to attend and succeed academically in the best high schools and colleges, and with a foundation of life skills required to become productive members of their communities.</p> <p>To realize our vision, Paul Robeson Charter School for the Humanities to the following is committed to the following six (6) philosophies:</p> <ul style="list-style-type: none">• <i>Every student can learn:</i> we deeply believe that every student is capable of high academic achievement and our actions reflect this belief• <i>No excuses:</i> we do whatever it takes to drive results for every student we serve• <i>People are paramount:</i> we know we need a talented, driven and aligned group of teachers and leaders to achieve our mission• <i>Time is the most valuable resource:</i> we value every minute of every day both for our students and our staff• <i>Data is gold:</i> we use data to frame our thinking and make good decisions that positively impact student achievement.• <i>Continuous improvement:</i> we continuously learn from our successes and our mistakes and we use this learning to refine our systems
---	---

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, the school provide double math and reading blocks throughout year, implemented the Achievement Network assessment/re-teach cycle, and provided summer school for students.

2. What were the strengths of the implementation process?

During the 2014-15 school year, PRCS had many strengths during the implementation process of the SWP. The school provided tutoring groups that were determined from the assessment data (ANet). Both the staffing and assessment data facilitated interventions during our silent reading time and small group instruction. During this time, students were also able to use IReady to provide individualized learning. To improve the use of data and the implementation of the program into the classroom, teachers joined the weekly Instructional Leadership Team meetings to review data, provides strategies, and thought partner around instructional planning.

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

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

Although the Achievement Network is considered one of the most aligned assessments to the PARCC exam, PRCS was challenged by the shift to the PARCC. Additionally, the school adopted a new curriculum for the extended reading block, Engage New York and was challenged to roll out a new curriculum across all staff members. The curriculum also included an online component which required adjustments to systems and equipment to outfit each classroom to enable teachers to effectively implement this new curriculum.

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

As mentioned above, a strength of the implementation was the increased communication about student data between staff and leadership, with families and students. Each stakeholder received updates and explanations on how the assessments were illustrating student successes and struggles. Additionally, through the double reading and math blocks, the school was able to use Title I staff to implement small group instruction and student interventions. The weaknesses included difficulties in the technology to support the reading curriculum and supporting staff to ensure the new curriculum was implemented with fidelity.

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

PRCS leadership communicated with staff and families throughout the year to continue to invest the stakeholders in the SWP. Parents received information and updates at parent orientation, back-to-school night (Title I Night), Parent University, monthly parent advisory council meetings and the school director's tea for data. Staff had staff orientation, data days throughout year, and

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

weekly professional development with coaching cycles. Through continued conversations and information sharing both staff and teachers were invested in the SWP.

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

A bi-annual survey was conducted to get staff feedback. Additionally, in March the school worked with Scholar Academies to conduct a School Review. This included a review of data, observations, and teacher interviews. Following the School Review and in preparation of the new school year, the Leadership Team also held a staff retreat in the spring to gain feedback and input from staff.

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

The school used an annual parent survey, which had a 30-40 response rate. The school, along with network staff, conducted a School Review, and a large component was gaining feedback from parents through in person interviews. Parents stated that PRCS does a great job enforcing idea of college and thinking of the future (college visits are great!) and the school really motivates students to excel and do better. However, they suggested that the rigor of homework could be improved in some classrooms.

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

The double reading and math blocks allowed teacher to integrate small group instruction into their blocks. This allowed for more support for individual student needs. Reading teachers, additionally pulled students throughout the day for small group instruction in Corrective Reading. This was a program to help target students who needed additional instruction in basic decoding and fluency

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

skills. In math, the double block allowed middle school teachers to implement MATHia, a blended learning program, into the math block. This allowed them to better target individual student needs, and provided data to help them integrate into their instruction. ANET was delivered in group sessions to most students. There were some students with IEPs that had small group testing for ANET. Summer School will be delivered in classes for most students, but some students with IEPs may receive small group instruction in accordance with what is outlined in their IEPs.

9. How did the school structure the interventions?

The school had a couple of different structures for intervention this year. In Tier 1, literacy and math teachers ran small group instruction for targeted students within the double literacy and math blocks. For Tier 2, students participated in iReady during an intervention block. Other students, who were not in intervention, participated in Drop Everything and Read (DEAR). For Tier 3, students will be pulled by reading teachers or an intervention teacher for small group instruction throughout the day depending on their individual schedules.

10. How frequently did students receive instructional interventions?

Students received instructional interventions at least 3 - 4 days a week.

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

The school used 1 computer lab, 3 laptop carts, and 0 virtual stations.

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

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

The technology greatly contributed to the success of the program. In middle school math, teachers were able to utilize technology to bring in a blended program, MATHia, into the math block. This allowed students to receive math instruction for part of the math block that was tailored to their individual needs. It also provided teachers with data on how students were doing with different math concepts. The technology was also integral in implementing the Tier 2 program, iReady. This was a program that contained an adaptive diagnostic to identify individual needs of students, and then provided targeted online lessons and instruction based on those needs. While students were on computers, teachers were able to pull small groups to remediate skills based on the data the program provided.

**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	70.83%	TBD	Targeted students were provided with small group instruction in class, iReady for additional practice, or Corrective Reading to target basic decoding and fluency skills.	TBD
Grade 5	85.29%	TBD	Targeted students were provided with small group instruction in class, iReady for additional practice, or Corrective Reading to target basic decoding and fluency skills.	TBD

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

Grade 6	64.79%	TBD	Targeted students were provided with small group instruction in class, iReady for additional practice, or Corrective Reading to target basic decoding and fluency skills.	TBD
Grade 7	73.91%	TBD	Targeted students were provided with small group instruction in class, iReady for additional practice, or Corrective Reading to target basic decoding and fluency skills.	TBD
Grade 8	53.62%	TBD	Targeted students were provided with small group instruction in class, iReady for additional practice, or Corrective Reading to target basic decoding and fluency skills.	TBD
Grade 11	N/A		N/A	
Grade 12	N/A		N/A	

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	40.28%	TBD	Targeted students were provided with small group instruction, or participated in tutoring sessions after school.	TBD
Grade 5	60.00%	TBD	Targeted students were provided with small group instruction, or participated in tutoring sessions after school.	TBD
Grade 6	55.56%	TBD	Targeted students were provided with small group instruction, or participated in tutoring sessions after school.	TBD
Grade 7	72.46%	TBD	Targeted students were provided with small group instruction, or participated in tutoring sessions after school.	TBD
Grade 8	65.22%	TBD	Targeted students were provided with small group instruction, or participated in tutoring sessions after school.	TBD
Grade 11	n/a			

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

Grade 12	n/a			
----------	-----	--	--	--

**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	n/a	n/a		
Kindergarten	n/a	n/a		
Grade 1	n/a	n/a		
Grade 2	n/a	n/a		
Grade 9	n/a	n/a		
Grade 10	n/a	n/a		

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	n/a	n/a		
Kindergarten	n/a	n/a		
Grade 1	n/a	n/a		
Grade 2	n/a	n/a		
Grade 9	n/a	n/a		
Grade 10	n/a	n/a		

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	Students were provided with small group instruction in class, iReady for additional practice, or Corrective Reading to target basic decoding and fluency skills.	Y/N	AIMSweb results	Approximately 50% of the students were near or above their growth targets as measure by AIMSweb (this also aligns to MAP results).
Math	Students with Disabilities	Students were provided with small group instruction, or participated in tutoring sessions after school.	Y/N	AIMSweb results	Approximately 50% of the students were near or above their growth targets as measure by AIMSweb (this also aligns to MAP results).
ELA	Homeless	Students were provided with small group instruction in class, iReady for additional practice, or Corrective Reading to target basic decoding and fluency skills.	Y/N	AIMSweb results	Approximately 50% of the students were near or above their growth targets as measure by AIMSweb (this also aligns to MAP results).
Math	Homeless	Students were provided with small group instruction, or participated in tutoring sessions after school.	Y/N	AIMSweb results	Approximately 50% of the students were near or above their growth targets as measure by AIMSweb (this also aligns to MAP results).

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	Students were provided with small group instruction in class, iReady for additional practice, or Corrective Reading to target basic decoding and fluency skills.	Y/N	AIMSweb results	Approximately 50% of the students were near or above their growth targets as measure by AIMSweb (this also aligns to MAP results).
Math	Migrant	Students were provided with small group instruction, or participated in tutoring sessions after school.	Y/N	AIMSweb results	Approximately 50% of the students were near or above their growth targets as measure by AIMSweb (this also aligns to MAP results).
ELA	ELLs	Students were provided with small group instruction in class, iReady for additional practice, or Corrective Reading to target basic decoding and fluency skills.	Y/N	MAP EOY	7 of the 37 students will be successfully transitioning out of the ELL program
Math	ELLs	Students were provided with small group instruction, or participated in tutoring sessions after school.	Y/N	MAP EOY	7 of the 37 students will be successfully transitioning out of the ELL program
ELA	Economically Disadvantaged	Students were provided with small group instruction in	Y/N	AIMSweb results	Approximately 50% of the students were near or above their growth targets as measure by AIMSweb (this also aligns to MAP

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)
		class, iReady for additional practice, or Corrective Reading to target basic decoding and fluency skills.			results.
Math	Economically Disadvantaged	Students were provided with small group instruction, or participated in tutoring sessions after school.	Y/N	AIMSweb results	Approximately 50% of the students were near or above their growth targets as measure by AIMSweb (this also aligns to MAP results).
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	Summer School	TBD	Summer School starts July 2015	
Math	Students with Disabilities	Summer School	TBD	Summer School starts July 2015	
ELA	Homeless	N/A			

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	N/A			
ELA	Migrant	Summer School	TBD	Summer School starts July 2015	
Math	Migrant	Summer School	TBD	Summer School starts July 2015	
ELA	ELLs	Summer School	TBD	Summer School starts July 2015	
Math	ELLs	Summer School	TBD	Summer School starts July 2015	
ELA	Economically Disadvantaged	Summer School	TBD	Summer School starts July 2015	
Math	Economically Disadvantaged	Summer School	TBD	Summer School starts July 2015	
ELA					
Math					

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

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	NA			
Math	Students with Disabilities	NA			
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	NA			
Math	ELLs	NA			
ELA	Economically Disadvantaged	NA			
Math	Economically Disadvantaged	NA			
ELA					
Math					

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

***Family and Community Engagement* Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	NA – not funded by Title I			
Math	Students with Disabilities	NA – not funded by Title I			
ELA	Homeless	NA – not funded by Title I			
Math	Homeless	NA – not funded by Title I			
ELA	Migrant	NA – not funded by Title I			
Math	Migrant	NA – not funded by Title I			
ELA	ELLs	NA – not funded by Title I			
Math	ELLs	NA – not funded by Title I			
ELA	Economically Disadvantaged	NA – not funded by Title I			
Math	Economically Disadvantaged	NA – not funded by Title I			
ELA					
Math					

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

Principal's Certification

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

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

Megan Lepore

Principal's Name (Print)

Principal's Signature

Date

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

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

2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																																			
Academic Achievement – Reading	MAP ANET	<p>MAP (EOY Growth Results)</p> <ul style="list-style-type: none"> - All grades: mean growth hit and exceeded target growth goal - 4th Grade: 55% of students met projection - 5th Grade: 55% of students met projection - 6th Grade: 71% of students met projection - 7th Grade: 63% of students met projection - 8th Grade: 61% of students met projection <p>ANET (Cumulative Scores)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Below Basic</th> <th style="text-align: center;">Basic</th> <th style="text-align: center;">Proficient</th> <th style="text-align: center;">Advanced</th> </tr> </thead> <tbody> <tr> <td>School</td> <td style="text-align: center;">12%</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">36%</td> <td style="text-align: center;">8%</td> </tr> <tr> <td>4th</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">48%</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">4%</td> </tr> <tr> <td>5th</td> <td style="text-align: center;">11%</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">24%</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>6th</td> <td style="text-align: center;">16%</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>7th</td> <td style="text-align: center;">6%</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">38%</td> <td style="text-align: center;">7%</td> </tr> <tr> <td>8th</td> <td style="text-align: center;">11%</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">38%</td> <td style="text-align: center;">7%</td> </tr> </tbody> </table>		Below Basic	Basic	Proficient	Advanced	School	12%	44%	36%	8%	4th	17%	48%	31%	4%	5th	11%	40%	24%	25%	6th	16%	43%	41%	0%	7th	6%	44%	38%	7%	8th	11%	44%	38%	7%
	Below Basic	Basic	Proficient	Advanced																																	
School	12%	44%	36%	8%																																	
4th	17%	48%	31%	4%																																	
5th	11%	40%	24%	25%																																	
6th	16%	43%	41%	0%																																	
7th	6%	44%	38%	7%																																	
8th	11%	44%	38%	7%																																	
Academic Achievement - Writing	PARCC	TBD																																			
Academic Achievement -	MAP	MAP (EOY Growth Results)																																			

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)																																			
Mathematics	ANET	<ul style="list-style-type: none"> - All grades: mean growth hit and exceeded target growth goal - 4th Grade: 85% of students met projection - 5th Grade: 72% of students met projection - 6th Grade: 63% of students met projection - 7th Grade: 75% of students met projection - 8th Grade: 63% of students met projection <p>ANET (Cumulative Scores)</p> <table border="1" data-bbox="1037 594 1944 967"> <thead> <tr> <th></th> <th>Below Basic</th> <th>Basic</th> <th>Proficient</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>25%</td> <td>34%</td> <td>30%</td> <td>11%</td> </tr> <tr> <td>4th</td> <td>17%</td> <td>40%</td> <td>28%</td> <td>15%</td> </tr> <tr> <td>5th</td> <td>12%</td> <td>32%</td> <td>40%</td> <td>16%</td> </tr> <tr> <td>6th</td> <td>53%</td> <td>34%</td> <td>14%</td> <td>0%</td> </tr> <tr> <td>7th</td> <td>15%</td> <td>19%</td> <td>51%</td> <td>14%</td> </tr> <tr> <td>8th</td> <td>28%</td> <td>42%</td> <td>18%</td> <td>11%</td> </tr> </tbody> </table>		Below Basic	Basic	Proficient	Advanced	School	25%	34%	30%	11%	4th	17%	40%	28%	15%	5th	12%	32%	40%	16%	6th	53%	34%	14%	0%	7th	15%	19%	51%	14%	8th	28%	42%	18%	11%
	Below Basic	Basic	Proficient	Advanced																																	
School	25%	34%	30%	11%																																	
4th	17%	40%	28%	15%																																	
5th	12%	32%	40%	16%																																	
6th	53%	34%	14%	0%																																	
7th	15%	19%	51%	14%																																	
8th	28%	42%	18%	11%																																	
Family and Community Engagement	Parent Participation	We had a 74% parent participation rate to start the year. Attendance lowered for Spring events but overall we increase participation from the 2013-14 to 2014-15.																																			
Professional Development	Insight Survey Results	83% of teachers believe that leadership is dedicated to their instructional practice, however, only 26% agreed that PD was well designed and prepared.																																			
Leadership	See above for school results. Leaders are held accountable for these results.	See above for school results. Leaders are held accountable for these results.																																			
School Climate and Culture	Student suspension data and attendance data	Dean referrals dramatically decreased this year from the 2012-13 to the 2013-14 school year. This is a reflection of the clear and consistent whole school positive behavior system that was implemented with fidelity.																																			

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)
		Student attendance increased by 1% from the 2012-13 to the 2013-14 school year (94%-95%).
School-Based Youth Services	Child Study Team Step Back	Increased the number of partners this year and provided additional supports to students
Students with Disabilities	IEP PARCC results	TBD
Homeless Students	N/A	
Migrant Students	N/A	
English Language Learners	MAP, ACCESS	7 out of the 37 ELL students will successfully transition out of the program
Economically Disadvantaged	MAP ANET	<p>MAP (EOY Growth Results)</p> <ul style="list-style-type: none"> - All grades: mean growth hit and exceeded target growth goal - 4th Grade: 55% of students met projection - 5th Grade: 55% of students met projection - 6th Grade: 71% of students met projection - 7th Grade: 63% of students met projection - 8th Grade: 61% of students met projection <p>MAP (EOY Growth Results)</p> <ul style="list-style-type: none"> - All grades: mean growth hit and exceeded target growth goal - 4th Grade: 55% of students met projection - 5th Grade: 55% of students met projection - 6th Grade: 71% of students met projection - 7th Grade: 63% of students met projection - 8th Grade: 61% of students met projection

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?

PRCS conducts a comprehensive review in partnership with Scholar Academies. A team of Scholar Academies' team members along with the PRCS school leadership team conducts a full day site review and debrief. The school leadership team provided an initial assessment of their implementation of Foundational Practices at Scholar Academies. The team will meet in the morning to discuss the self-assessment and to divide up areas for review over the course of the day. The team's role is to verify the self-assessment, to help the host school assess how it is progressing against its stated priorities for the year, and to identify any blind-spots that might prevent the school from achieving its goals and setting the right foundational practices focus for 15-16. The site visit will include class observations, data review, teacher interviews, student focus groups, conversations with parents, and informal conversations. At the end of the visit, the team will meet to discuss its findings and to share ideas for next steps for the school.

After the site visit, the

- 2. What process did the school use to collect and compile data for student subgroups?** PRCS uses a quarterly dashboard to show progress on multiple achievement measures (ANET and MAP). This dashboard allows for the leadership to filter by student subgroups to assist in program evaluation and determine action plans.
- 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)?** PRCS uses national normed and validated assessments. The data is reviewed by our Scholar Academies data team and is then confirmed by leadership for validity.
- 4. What did the data analysis reveal regarding classroom instruction?** The data showed that while we are achieving some results with the implementation of the new curriculum and interventions we need to work on consistency and implementation fidelity.
- 5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?** Teachers felt that the leadership was working with them to design sessions and content to meet their needs, however, the execution of some of the sessions/content could be improved.

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

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

PRCS used a screening process for students using the Aimsweb assessment. The data from this assessment indicated students who were in need of a reading or math intervention based on struggles with basic reading and/or math skills. The results of the assessment were used to place students into interventions. The school also has an I&RS team that continues to monitor student progress in classes throughout the year, and this team also identified any students who were at-risk.

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

The school set up intervention programs and structures for students at each grade level. At Tier 1, students receive small group instruction in math and reading during their literacy and math double blocks. At Tier 2, students were placed in iReady, which is a blended learning program that identifies the specific needs of students, and matches their needs with lessons and instruction. At Tier 3, students received Corrective Reading in small groups. Students at risk were also recommended for after school tutoring.

8. How does the school address the needs of migrant students? Not applicable, PRCS currently does not have migrant students.

9. How does the school address the needs of homeless students? Not applicable, PRCS currently does not have homeless students.

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? Teachers provide feedback through surveys, staff retreat and in interviews during the site visit School Annual review process. Additionally, teachers are included in quarterly data days which are step backs on the quarterly assessments.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? PRCS has a Director of Student Life who is responsible to work without students to ensure they successful apply and gain admittance to high school. The Director of Student Life also works with families and students to ensure they are ready for the transition.

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 school leadership team used the information gathered from the comprehensive needs assessment to select the priority problems.

**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	Students are not performing on grade level in math.	Students are not performing on grade level in reading.
Describe the priority problem using at least two data sources	MAP EOY and NJASK data shows that we still have over 50% of students performing below grade level in math.	MAP EOY and NJASK data shows that we still have over 50% of students performing below grade level in reading.
Describe the root causes of the problem	Students start at PRCS around two grade levels behind. Teachers struggled to adopt a new curriculum while integrating more technology into the classroom.	Students start at PRCS around two grade levels behind. Teachers struggled to adopt a new curriculum while integrating more technology into the classroom.
Subgroups or populations addressed	Student performing in the bottom quartile.	Student performing in the bottom quartile.
Related content area missed (i.e., ELA, Mathematics)	Math	ELA
Name of scientifically research based intervention to address priority problems	IReady, Carnegie Math, Math In Focus, small group instruction, extended learning time	IReady, Corrective Reading, ReadNY, small group instruction, extended learning time
How does the intervention align with the Common Core State Standards?	Math curriculum are aligned to the common core.	Math curriculum are aligned to the common core.

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

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

	#3	#4
Name of priority problem	Student performing below basic are not making substantial growth to move them up to basic level of performance.	
Describe the priority problem using at least two data sources	MAP and AIMSweb data shows that students are not progressing from the bottom quartile.	
Describe the root causes of the problem	Students start at PRCS around two grade levels behind. Teachers struggled to adopt a new curriculum while integrating more technology into the classroom.	
Subgroups or populations addressed	Student performing in the bottom quartile.	
Related content area missed (i.e., ELA, Mathematics)	Math and ELA	
Name of scientifically research based intervention to address priority problems	IReady, Carnegie Math, Math In Focus, Corrective Reading, small group instruction, extended learning time	
How does the intervention align with the Common Core State Standards?	Math and Reading curriculum are aligned to the common core.	

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	Double reading blocks	Megan Lepore	38% of students scoring on or above grade level on EOY MAP in Reading	<i>Corrective Reading</i> is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in third grade or higher who are reading below their grade level. http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=120
Math	Students with Disabilities	Double math blocks	Megan Lepore	45% of students scoring on or above grade level on EOY MAP in Math	IReady has shown to increase reading math scores. http://www.casamples.com/downloads/i-Ready_NewMiddletown.pdf
ELA	Homeless	Double reading blocks	Megan Lepore	38% of students scoring on or above grade level on EOY MAP in Reading	<i>Corrective Reading</i> is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in third grade or higher who are reading below their grade level. http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=120
Math	Homeless	Double math blocks	Megan Lepore	45% of students scoring on or above grade level on EOY MAP in Math	IReady has shown to increase reading math scores. http://www.casamples.com/downloads/i-Ready_NewMiddletown.pdf
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Double reading blocks	Megan Lepore	38% of students scoring on or above grade level on EOY MAP in Reading	<i>Corrective Reading</i> is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in third grade or higher who are reading below their grade level. http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=120
Math	ELLs	Double math blocks	Megan Lepore	45% of students scoring on or above grade level	IReady has shown to increase reading math scores. http://www.casamples.com/downloads/i-

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)
				on EOY MAP in Math	Ready_NewMiddletown.pdf
ELA	Economically Disadvantaged	Double reading blocks	Megan Lepore	38% of students scoring on or above grade level on EOY MAP in Reading	<i>Corrective Reading</i> is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in third grade or higher who are reading below their grade level. http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=120
Math	Economically Disadvantaged	Double math blocks	Megan Lepore	45% of students scoring on or above grade level on EOY MAP in Math	IReady has shown to increase reading math scores. http://www.casamples.com/downloads/i-Ready_NewMiddletown.pdf
ELA					
Math					

**Use an asterisk to denote new programs.*

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	Summer School	Megan Lepore	Students increase +2 points on MAP scores at the end of summer school	The study found, and the WWC confirmed, a statistically significant positive effect of the summer school intervention on student outcomes in the fall of the implementation year for students http://ies.ed.gov/ncee/wwc/SingleStudyReview.aspx?sid=10032

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	Students with Disabilities	Summer School	Megan Lepore	Students increase +2 points on MAP scores at the end of summer school	The study found, and the WWC confirmed, a statistically significant positive effect of the summer school intervention on student outcomes in the fall of the implementation year for students http://ies.ed.gov/ncee/wwc/SingleStudyReview.aspx?sid=10032
ELA	Homeless	Summer School	Megan Lepore	Students increase +2 points on MAP scores at the end of summer school	The study found, and the WWC confirmed, a statistically significant positive effect of the summer school intervention on student outcomes in the fall of the implementation year for students http://ies.ed.gov/ncee/wwc/SingleStudyReview.aspx?sid=10032
Math	Homeless	Summer School	Megan Lepore	Students increase +2 points on MAP scores at the end of summer school	The study found, and the WWC confirmed, a statistically significant positive effect of the summer school intervention on student outcomes in the fall of the implementation year for students http://ies.ed.gov/ncee/wwc/SingleStudyReview.aspx?sid=10032
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Summer School	Megan Lepore	Students increase +2 points on MAP scores at the end of summer school	The study found, and the WWC confirmed, a statistically significant positive effect of the summer school intervention on student outcomes in the fall of the implementation year for students http://ies.ed.gov/ncee/wwc/SingleStudyReview.aspx?sid=10032
Math	ELLs	Summer School	Megan Lepore	Students increase +2 points on MAP scores at the end of summer school	The study found, and the WWC confirmed, a statistically significant positive effect of the summer school intervention on student outcomes in the fall of the implementation year for students http://ies.ed.gov/ncee/wwc/SingleStudyReview.aspx?sid=10032
ELA	Economically Disadvantaged	Summer School	Megan Lepore	Students increase +2 points on MAP scores at the end of summer school	The study found, and the WWC confirmed, a statistically significant positive effect of the summer school intervention on student outcomes in the fall of the implementation year for students http://ies.ed.gov/ncee/wwc/SingleStudyReview.aspx?sid=10032
Math	Economically Disadvantaged	Summer School	Megan Lepore	Students increase +2 points on MAP scores at the end of summer school	The study found, and the WWC confirmed, a statistically significant positive effect of the summer school intervention on student outcomes in the fall of the implementation year for students http://ies.ed.gov/ncee/wwc/SingleStudyReview.aspx?sid=10032

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)
ELA					
Math					

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Curriculum Training	Megan Lepore	Reading Goals, Insight survey data	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=120 http://www.carnegielearning.com/research-results/proven-results/
Math	Students with Disabilities	Curriculum Training	Megan Lepore	Math, Insight survey data	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=120 http://www.carnegielearning.com/research-results/proven-results/
ELA	Homeless	Curriculum Training	Megan Lepore	Reading Goals, Insight survey data	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=120 http://www.carnegielearning.com/research-results/proven-results/
Math	Homeless	Curriculum Training	Megan Lepore	Math, Insight survey data	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=120 http://www.carnegielearning.com/research-results/proven-results/

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)
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Curriculum Training	Megan Lepore	Reading Goals, Insight survey data	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=120 http://www.carnegielearning.com/research-results/proven-results/
Math	ELLs	Curriculum Training	Megan Lepore	Math, Insight survey data	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=120 http://www.carnegielearning.com/research-results/proven-results/
ELA	Economically Disadvantaged	Curriculum Training	Megan Lepore	Reading Goals, Insight survey data	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=120 http://www.carnegielearning.com/research-results/proven-results/
Math	Economically Disadvantaged	Curriculum Training	Megan Lepore	Math, Insight survey data	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=120 http://www.carnegielearning.com/research-results/proven-results/
ELA					
Math					

**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.

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

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? PRCS will conduct a bi-annual review in partnership with Scholar Academies. Then in the Spring, will use the review reports along with student achievement data to complete a full school wide program evaluation.
2. What barriers or challenges does the school anticipate during the implementation process? PRCS expects the full implementation of math and reading curriculum to be the largest challenge.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? PRCS will continue to work to invest all stakeholders through frequent communication and continued dialogues. Teacher orientation, parent orientation, parent-teacher organization meetings, back to school nights, Friday folders and weekly PD.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? PRCS conducts bi-annual internal staff surveys, bi-annual staff focus groups, and the bi-annual Insight surveys.
5. What measurement tool(s) will the school use to gauge the perceptions of the community? PRCS conducts annual parent surveys, bi-annual focus groups and a Title I Annual parent meeting.
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?

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

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 services

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Parent workshops	Megan Lepore	Parent attendance & survey data	http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/Partnering-with-Families-and-Communities.aspx
Math	Students with Disabilities	Parent workshops	Megan Lepore	Parent attendance & survey data	http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/Partnering-with-Families-and-Communities.aspx
ELA	Homeless	Parent workshops	Megan Lepore	Parent attendance & survey data	http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/Partnering-with-Families-and-Communities.aspx
Math	Homeless	Parent workshops	Megan Lepore	Parent attendance & survey data	http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/Partnering-with-Families-and-Communities.aspx
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Parent workshops	Megan Lepore	Parent attendance & survey data	http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/Partnering-with-Families-and-Communities.aspx
Math	ELLs	Parent workshops	Megan Lepore	Parent attendance & survey data	http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/Partnering-with-Families-and-Communities.aspx

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	Parent workshops	Megan Lepore	Parent attendance & survey data	http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/Partnering-with-Families-and-Communities.aspx
Math	Economically Disadvantaged	Parent workshops	Megan Lepore	Parent attendance & survey data	http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/Partnering-with-Families-and-Communities.aspx
ELA					
Math					

**Use an asterisk to denote new programs.*

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

2015-2016 Family and Community Engagement Narrative

- 1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?** Family engagement will help support the efforts to ensure students are on grade level in both math and reading by developing a stronger and more aligned partnership.
- 2. How will the school engage parents in the development of the written parent involvement policy?** We provide a copy of the written policy at the Annual Title I parent meeting for input, distribute in Friday folders, and post in our front office.
- 3. How will the school distribute its written parent involvement policy?** The policy is distributed in Friday folders to every parent, posted in the front office and on the PRCS website.
- 4. How will the school engage parents in the development of the school-parent compact?** We provide a copy of the written policy at the Annual Title I parent meeting for input, distribute in Friday folders, and post in our front office.
- 5. How will the school ensure that parents receive and review the school-parent compact?** The policy is distributed in Friday folders to every parent, posted in the front office and on the PRCS website.
- 6. How will the school report its student achievement data to families and the community?** PRCS has quarterly data meeting with parents to share student achievement data, celebrate successes and discuss how to support areas of growth.
- 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?** Not applicable, PRCS does not receive Title III funds.

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

8. **How will the school inform families and the community of the school's disaggregated assessment results?** PRCS has quarterly data meeting with parents to share student achievement data, celebrate successes and discuss how to support areas of growth.
9. **How will the school involve families and the community in the development of the Title I Schoolwide Plan?** We have an annual
10. **How will the school inform families about the academic achievement of their child/children?** We host quarterly data meetings to review the results of the Achievement network exams. We also host three parent-teacher conferences throughout the year and include student achievement data along with student reports cards in the discussions with parents.
11. **On what specific strategies will the school use its 2015-2016 parent involvement funds?** **N/A, school is not required to set aside parent involvement funds.** PRCS pays for parent involvement through general funds. This includes parent literacy and math nights, parent selected themed nights, and parent-teacher conferences.

**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	26	Weekly professional development, individualized growth plans, and performance-based pay
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	N/A	
	N/A	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	N/A	
	N/A	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	N/A	
	N/A	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
PRCS's attracts highly-qualified teachers by building awareness. We share information about our school and mission to build relationships with prospects for future openings. Our Talent Team builds awareness through presentations, career fairs, job postings, social media posts, email campaigns, advertisements, partnerships, and networking events.	Megan Lepore