

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

The Kingdom Charter School of Leadership

*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: GLOUCESTER TOWNSHIP	School: THE KINGDOM CHARTER SCHOOL OF LEADERSHIP
Chief School Administrator: WANDRIA MCCALL-HAMPTON	Address: 121 WEST CHURCH STREET
Chief School Administrator's E-mail: MCCALL-HAMPTON@THEKINGDOMCHARTER.ORG	Grade Levels: K – 5
Title I Contact: RISCEE LANGHORNE	Head of School: WANDRIA MCCALL-HAMPTON
Title I Contact E-mail: RLANGHORNE@RSSERVICES.ORG	Head of School's E-mail: MCCALL-HAMPTON@THEKINGDOMCHARTER.ORG
Title I Contact Phone Number: (856) 232 – 0100	Head of School's Phone Number: (856) 232 – 0100

Head of School'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.

Head of School's Name (Print)

Head of School's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 6 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$2,336,776, which comprised 92% of the school’s budget in 2014-2015.
- State/local funds to support the school will be \$2,564,382, which will comprise 92% 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
Head of School	1, 2, 3	All	200-300	\$24,900
New Adoption Books & Supplies to support ELA & Math Achievement	1, 2	All	100-600	\$31,040
Parent Involvement Reserve	1, 2, 3	All	200-600	\$565

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
Sarba Aguda	RSS Partnership Services: Director of Curriculum and Instruction	X	X	X	
Kate Burke	School Based Achievement Specialist	X	X	X	
Kamilah Cobbs	Parent/Personnel/Academic Committee	X	X	X	
Maravi Melendez-Davis	Personnel/Academic Committee	X	X	X	
Wandria McCall-Hampton	Senior Management Committee: Head of School	X	X	X	
Michelle Johnston	Parent/Personnel/Academic Committee	X	X	X	
Risce Langhorne	Senior Management Committee: School Business Administrator	X	X	X	

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

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Rich O'Neill	RSS Partnership Services, President	X	X	X	
Dominique Taylor	RSS Partnership Services, Managing Director	X	X	X	
Ryan Green	Academic Interventionist and Special Education Teacher	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.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
1/8/15	The Kingdom Charter School of Leadership	Comprehensive Needs Assessment		X	X	
2/5/15	The Kingdom Charter School of Leadership	Schoolwide Plan Development	X		X	
3/5/15	The Kingdom Charter School of Leadership	Comprehensive Needs Assessment	X		X	
3/12/15	The Kingdom Charter School of Leadership	Program Evaluation	X		X	
4/1/15	The Kingdom Charter School of Leadership	Program Evaluation	X		X	
4/9/15	The Kingdom Charter School of Leadership	Schoolwide Plan Development	X		X	
4/23/15	The Kingdom Charter School of Leadership	Comprehensive Needs Assessment; Schoolwide Plan Development	X		X	
6/4/15	The Kingdom Charter School of Leadership	Program Evaluation	X		X	
6/18/15	The Kingdom Charter School of Leadership	Program Evaluation	X		X	

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

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.

**Add rows as necessary.*

School's Mission

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

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

What is the school's mission statement?	The Kingdom Charter School of Leadership is a school dedicated to equipping students to become inquisitive life-long learners by providing an environment of academic excellence in mathematics, science and technology through constructivism, experiential learning and leadership theory of high performance which will enable students to impact and compete in the global community.
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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?

The school implemented the program as planned, with some modifications as the year progressed. With high fidelity, the school implemented the MAP benchmark assessment program, the use of MAP testing idea to create small groups for instruction, the execution of the AEI (Acceleration, Enrichment, Intervention) program, an extended day program for PARCC preparedness, the use of a new math curriculum (*Math In Focus*), monthly and weekly professional development for teachers, daily structures in vocabulary and grammar, a focus on solving word problems in mathematics, and grade level meetings and Common Planning Time for teachers. These initiatives were supervised and monitored by the school's Achievement Specialist. However, the extended day program, instead of being a Saturday Academy, became an after school tutoring program. Additionally, the Looking At Student Work protocols, quarterly writing prompts, and writing data tracker efforts were not implemented in the 2014 – 2015 school year.

2. What were the strengths of the implementation process?

The school had engaged Renaissance School Services (RSS), a turnaround management company, to shepherd its improvement efforts. The implementation process was strengthened by clear messaging from RSS that this year's work would be difficult and challenging, and that the many changes teachers would experience in 2014 – 2015 would be designed to improve the performance of the school. As a result, teachers had some level of preparedness for the existence of many new programs, strategies, systems, and structures in the building. The school's instructional leader, Achievement Specialist Kate Burke, was a skilled and capable executor of this range of new programs and initiatives. She, along with Head of School Wandria McCall-Hampton, was able to build strong and positive relationships with teachers and other stakeholders, which buoyed teachers during the initial implementation hurdles. Ultimately, the greatest strength of the implementation process was the Achievement Specialist and Head of School's commitment to fidelity in the approach, and their unwavering focus on results. They were able to maintain this perspective because of the thoughtful planning they and RSS engaged in prior to the start of the school year, implementing changes to the school day schedule to allow for the existence of the many new initiatives (AEI, grade level meetings, common planning time, etc.) and planning summer professional development to train and support teachers on the new programs (grammar & vocabulary structures, AEI data and instruction, *Math In Focus*, DRA, how to use MAP, etc.).

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

There were three challenges the school experienced this year in regards to overall program implementation: (1) an initial struggle on the part of teachers to adapt to the many changes that had been brought to the building; (2) a number of personnel changes over the course of the school year, in multiple grade levels; and (3) the lack of time and space for the execution of quarterly writing prompts. Additionally, although it was not necessarily a

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

challenge during implementation, text selection and task rigor for ELA emerged as a challenge at the end of the school year, in reflection on our schoolwide ELA results.

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

Step	Strengths	Challenges
Planning	There were many strengths in the planning process, including the analysis of the school's previous MAP and other testing data, enrollment data, culture and discipline data, and existing structures to plan a robust academic program that was faithful to the school's mission and the new academically-oriented goals. The building of the school day schedule to include AEI, common planning time, an extended block for both ELA and Math, grade level meeting time, and monthly and weekly professional development was a significant strength and achievement during the planning process.	One challenge encountered during the planning stage was the change in enrollment numbers in the 5 th and 6 th grade. The school ultimately ended up with one 6 th grade homeroom, which resulted in some significant shifts in the way the academic program was built, and how teachers were deployed in the 5 th and 6 th grades. Additionally, hiring was a challenge throughout the summer planning phase, because the school intended to hire several part-time positions, given the enrollment. The school has since amended its charter to serve a gradespan of K – 5 instead of K – 6. This should help to address similar challenges of this kind during summer planning.
Introduction of new initiatives	The school planned and executed a well-designed and appropriately scaffolded introductory professional development for teachers in August of 2014. During this professional development time, each of the new initiatives was introduced, and teachers had the opportunity to practice their execution. Teachers expressed excitement about the new direction the school was headed, and when surveyed, showed enthusiasm for the initiatives.	Despite feeling enthusiasm for the initiatives to be adopted, teachers also expressed feelings of overwhelm and struggle to change. There were several teachers who questioned the value of programs like AEI, because they required additional data analysis and planning. Additionally the adoption of the <i>Math In Focus</i> program was a challenge for many teachers, who had become accustomed to using the previous approach to math instruction.
First quarter implementation	The school implemented almost all of the planned initiatives (with the exception of the quarterly writing prompt) with 100% fidelity.	The school experienced the resignation of one highly effective teacher and the dismissal of the Head of School. Additionally, some of the materials required for effective implementation of the programs had not yet arrived at the school.
Second quarter implementation	The school implemented almost all of the planned initiatives (with the exception of the quarterly writing prompt) with 100% fidelity. Additionally, the school's interim assessment data on MAP showed that remarkable progress had been made since the start of the school year.	The school terminated two teachers as a result of poor performance. An additional teacher resigned. There were some challenges around staff morale, that the school made efforts to address through conversations, meetings, and input from the Board.
Third quarter implementation	The school implemented almost all of the planned initiatives (with the exception of the quarterly writing prompt) with	The school experienced the resignation of a newly hired teacher. However, overall morale and culture had improved

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Step	Strengths	Challenges
	100% fidelity.	significantly, according to survey data.
Fourth quarter implementation	The school implemented almost all of the planned initiatives (with the exception of the quarterly writing prompt) with 100% fidelity. Additionally, the school's final assessment data on MAP showed that significant progress had been made since the start of the school year.	There were no significant challenges in the 4 th quarter of the school year. However, upon reflection over the course of the entire school year, a key need that was identified as a challenge retrospectively, was the selection and use of high-quality, rigorous, lexile-aligned texts for novel studies in Grades 3 – 5. Teachers who were implementing novel studies in these grade levels did not have enough resources to do so effectively, and the text selections were not appropriately vetted for rigor. This is something that the school hopes to address in the coming school year.

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

The school first introduced the majority of the reform strategies in the planned program to the staff in the spring of 2014, and later revisited these in the August 2014 professional development. One of the first professional development sessions was dedicated to building investment in the school's achievement goals of making 1.5 years of growth in MAP Reading and Mathematics. All of the teachers and staff came up with ideas for how to build excitement around achieving these goals at the school-wide level, the classroom level, and the individual student level. We also explained how each of the planned elements of the school's program were meant to further the accomplishment of these academic achievement goals. This vision-setting exercise was an important element in building buy-in from the teachers.

It was also important to obtain buy-in from students, families, and community stakeholders. In August and September of 2014, the school's leadership hosted a series of orientation events, for stakeholders to meet the Head of School and Achievement Specialist, and to learn more information about AEI, our school's achievement goals, our Title I status, and our shift towards standards-based grading. These events were well-attended and we received positive feedback from many of the stakeholders who participated.

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

The staff's perceptions of the program have become gradually more positive over the course of the school year. While on surveys the staff have expressed satisfaction with virtually every aspect of the school's program, including professional development, access to leadership, classroom observation and feedback, grade level meetings, common planning time, improved discipline and climate, and overall organization of the building, many members of the staff have voiced concerns about the sheer amount of work required of them this year versus last. It happens that the staff members who expressed dissatisfaction with the approach and the workload subsequently resigned. As this happened over the course of the school year, the staff's perceptions improved over time. Additionally, the obvious success of the students in our interim assessment outcomes contributed to the development of positive perceptions from the staff.

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This feedback, as well as the overwhelmingly positive feedback the school’s leadership received, was collected both anecdotally and in online anonymous surveys conducted periodically throughout the school year. The survey data is presented in the appropriate section below.

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

The perceptions of the community were mixed in the beginning of the school year, but have trended towards mostly positive. The school implemented online feedback surveys for school climate and culture for all students and families in the spring of 2015. Anecdotally, parents and community members who come to the school report that they are satisfied with the movement we are making.

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

Reform Strategy	Method of delivery
AEI (Acceleration, Enrichment, Intervention)	<ul style="list-style-type: none"> • Material delivered to teachers in whole-group session and one-on-one coaching • Delivered to students in small-group sessions
Classroom-based small group instruction	<ul style="list-style-type: none"> • Material delivered to teachers in whole-group session and one-on-one coaching • Delivered to students in small-group sessions
Whole school writing prompts across genres	<ul style="list-style-type: none"> • Not implemented in the 2014 – 2015 school year
<i>Math in Focus</i> curriculum	<ul style="list-style-type: none"> • Material delivered to teachers in whole-group session and one-on-one coaching • Delivered to students whole class and one-on-one for pull-out instruction
Vocabulary, grammar, and problem-solving (word problems) strategies	<ul style="list-style-type: none"> • Professional development delivered to teachers during August PD and ongoing throughout the year • Delivered to students in whole-group sessions daily during extended blocks for ELA and Math • Also delivered to students in AEI time
Saturday Academy (extended school year programming)	<ul style="list-style-type: none"> • Material delivered to teachers in small-group sessions • Delivered to students in small-group sessions based on MAP data • <i>Took place after school as PARCC Power Hour instead of on Saturdays</i>
Special Education in-class/pull-out support	<ul style="list-style-type: none"> • Delivered to students via small-group sessions and one-on-one coaching

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Reform Strategy	Method of delivery
Professional development initiatives (small group instruction, higher-order thinking and questioning, Depth of Knowledge, etc.)	<ul style="list-style-type: none"> Delivered to teachers in whole-group sessions & in small group settings during grade level meetings
Parent orientation	<ul style="list-style-type: none"> Delivered to parents and families in three sessions
Back to School Night	<ul style="list-style-type: none"> Delivered to parents and families in one-on-one sessions
PARCC Prep Night	<ul style="list-style-type: none"> Delivered to parents in a whole-group setting (parents of students in Grades 3 – 6)

9. How did the school structure the interventions?

Each intervention was structured differently, as indicated in the table above. The interventions that were directed to students were primarily given within a small-group structure (AEI; PARCC Power Hour; vocabulary, grammar, and problem-solving; small-group instruction; etc.).

10. How frequently did students receive instructional interventions?

AEI, which included targeted small-group instruction in ELA and Math, and the grammar, vocab, and problem-solving work, was structured to take place daily, while PARCC Power Hour took place three times a week after school from December 1 through March 27. Classroom-based instructional interventions took place daily.

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

We utilized NWEA’s MAP assessment system to organize students into groups for AEI. NWEA’s program includes DesCartes, a series of grouped objectives according to students’ RIT norm score ranges, which we used to develop the AEI curriculum in both reading and math. We also utilized Microsoft Office tools to complete a “bubble analysis” for the students who would be invited to PARCC Power Hour. Additionally, we used Study Island during AEI time, and made frequent use of the Pearson PARCC practice testing platforms, so that students would have multiple exposures to the PARCC format and content.

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

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Yes, the technology described above was essential to the analysis of data and implementation of curriculum at the school.

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

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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.

Because we do not have access to state testing data for both years we will report using MAP data here.

English Language Arts	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 3	12 students (40%) below grade level proficiency according to NWEA MAP administered in March 2015.	12 students (40%) below grade level proficiency according to NWEA MAP administered in May 2015	IRLA, NWEA MAP Assessment & Analysis, Study Island, After-school PARCC Power Hour, AEI, Grade Level Meetings & Common Planning Time	The performance of 3 rd grade students remained relatively flat from 2014 to 2015, both on an absolute and cohort basis. This suggests that the interventions provided, all of which were managed and monitored by the school's Achievement Specialist, may not have resulted in increased proficiency for these groups of students.
Grade 4	22 students (73%) below grade level proficiency according to NWEA MAP administered in March 2014.	11 students (38%) below grade level proficiency according to NWEA MAP administered in May 2015	IRLA, NWEA MAP Assessment & Analysis, Study Island, After-school PARCC Power Hour, AEI, Grade Level Meetings & Common Planning Time	There was a significant improvement in proficiency in 4 th grade ELA on an absolute and on a cohort basis. This shows that the interventions, all of which were managed and monitored by the school's Achievement Specialist, resulted in increased proficiency for the 4 th grade students in ELA. These interventions were effective because of the close monitoring and feedback provided by the Achievement Specialist, and because of the systems-orientation this individual and the leadership team brought to the work.
Grade 5	21 students (70%) below grade level proficiency according to NWEA	6 students (29%) below grade level proficiency according to NWEA	IRLA, NWEA MAP Assessment & Analysis, Study Island, After-school PARCC Power Hour, AEI, Grade Level Meetings & Common Planning Time	There was a significant improvement in proficiency in 5 th grade ELA on an absolute and on a cohort basis. This shows that the interventions, all of which were managed and monitored by the school's Achievement Specialist, resulted in increased proficiency for the 5 th grade students in ELA. These interventions were effective because of the close monitoring and feedback provided by the Achievement Specialist, and because of the

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	MAP administered in March 2014	MAP administered in May 2015		systems-orientation this individual and the leadership team brought to the work.
Grade 6	N/A	10 students (59%) below grade level proficiency according to NWEA MAP administered in May 2015	IRLA, NWEA MAP Assessment & Analysis, Study Island, After-school PARCC Power Hour, AEI, Grade Level Meetings & Common Planning Time	There was no 6 th grade at The Kingdom in 2013 – 2014; however, there was an improvement in proficiency in ELA for this cohort of students. This shows that the interventions, all of which were managed and monitored by the school's Achievement Specialist, resulted in increased proficiency for the 6 th grade students in ELA. These interventions were effective because of the close monitoring and feedback provided by the Achievement Specialist, and because of the systems-orientation this individual and the leadership team brought to the work.

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 3	19 students (63%) below grade level proficiency according to NWEA MAP administered in March 2015	17 students (55%) below grade level proficiency according to NWEA MAP administered in May 2015	NWEA MAP Assessment & Analysis, Study Island, After-school PARCC Power Hour, AEI, Grade Level Meetings & Common Planning Time	There was a significant improvement in proficiency in 3 rd grade Math on an absolute basis. This shows that the interventions, all of which were managed and monitored by the school's Achievement Specialist, resulted in increased proficiency for the 3 rd grade students in Math. These interventions were effective because of the close monitoring and feedback provided by the Achievement Specialist, and because of the systems-orientation this individual and the leadership team brought to the work.
Grade 4	26 students (87%) below grade level proficiency according to NWEA MAP administered in March 2014	21 students (72%) at grade level proficiency according to NWEA MAP administered in May 2015	NWEA MAP Assessment & Analysis, Study Island, After-school PARCC Power Hour, AEI, Grade Level Meetings & Common Planning Time	There was a significant improvement in proficiency in 4 th grade Math on an absolute and on a cohort basis. This shows that the interventions, all of which were managed and monitored by the school's Achievement Specialist, resulted in increased proficiency for the 4 th grade students in Math. These interventions were effective because of the close monitoring and feedback provided by the Achievement Specialist, and because of the systems-orientation this individual and the leadership team brought to the work.
Grade 5	22 students (73%) below	12 students (57%) at	NWEA MAP Assessment & Analysis, Study Island, After-	There was a significant improvement in proficiency in 5 th grade Math on an absolute and on a cohort basis. This shows that the interventions, all

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	grade level proficiency according to NWEA MAP administered in March 2014	grade level proficiency according to NWEA MAP administered in May 2015	school PARCC Power Hour, AEI, Grade Level Meetings & Common Planning Time	of which were managed and monitored by the school's Achievement Specialist, resulted in increased proficiency for the 5 th grade students in Math. These interventions were effective because of the close monitoring and feedback provided by the Achievement Specialist, and because of the systems-orientation this individual and the leadership team brought to the work.
Grade 6	N/A	11 students (61%) at grade level proficiency according to NWEA MAP administered in May 2015	NWEA MAP Assessment & Analysis, Study Island, After-school PARCC Power Hour, AEI, Grade Level Meetings & Common Planning Time	There was no 6 th grade at The Kingdom in 2013 – 2014; however, there was an improvement in proficiency in Math for this cohort of students. This shows that the interventions, all of which were managed and monitored by the school's Achievement Specialist, resulted in increased proficiency for the 6 th grade students in Math. These interventions were effective because of the close monitoring and feedback provided by the Achievement Specialist, and because of the systems-orientation this individual and the leadership team brought to the work.

**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.

Because we do not have access to state testing data or DRA data for both years, we will report using MAP data here.

English Language Arts	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).
Kindergarten	9 (30%)	11 (33%)	American Reading Company, NWEA MAP Assessment & Analysis, Study Island, AEI, Grade Level Meetings & Common Planning Time	The interventions did not result in increased proficiency within the Kindergarten students on an absolute basis; however, the 2013 – 2014 Kindergarten cohort did experience an increase in proficiency as 1 st Graders in 2014 – 2015. The primary reason why the interventions may not have been as resoundingly effective in this area is personnel challenges – new staff teaching this grade level for the first time.
Grade 1	9	4	American Reading Company,	The interventions did result in increased proficiency in 1 st Grade on an

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	(29%)	(13%)	NWEA MAP Assessment & Analysis, Study Island, AEI, Grade Level Meetings & Common Planning Time	absolute basis; however, this cohort of students lost some proficiency as 2 nd Graders in 2014 – 2015. The primary reason why the interventions may not have been as resoundingly effective in this area is personnel challenges – staff turnover midyear.
Grade 2	14 (47%)	11 (34%)	American Reading Company, NWEA MAP Assessment & Analysis, Study Island, AEI, Grade Level Meetings & Common Planning Time	The interventions did result in increased proficiency in 2 nd Grade on an absolute basis; however, this cohort of students remained flat as 3 rd Graders in 2014 – 2015.

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Kindergarten	16 (53%)	15 (45%)	NWEA MAP Assessment & Analysis, Study Island, AEI, Grade Level Meetings & Common Planning Time	All primary grades experienced significant gains in proficiency on both an absolute and cohort basis in Mathematics. This shows that the interventions, all of which were managed and monitored by the school’s Achievement Specialist, resulted in increased proficiency for all primary students in Math. These interventions were effective because of the close monitoring and feedback provided by the Achievement Specialist, and because of the systems-orientation this individual and the leadership team brought to the work.
Grade 1	13 (58%)	9 (29%)	NWEA MAP Assessment & Analysis, Study Island, AEI, Grade Level Meetings & Common Planning Time	
Grade 2	15 (50%)	8 (25%)	NWEA MAP Assessment & Analysis, Study Island, AEI, Grade Level Meetings & Common Planning Time	

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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			N/A – subgroup not large enough	
Math	Students with Disabilities			N/A – subgroup not large enough	
ELA	Homeless			N/A – subgroup not large enough	
Math	Homeless			N/A – subgroup not large enough	
ELA	Migrant			N/A – subgroup not large enough	
Math	Migrant			N/A – subgroup not large enough	
ELA	ELLs			N/A – subgroup not large enough	
Math	ELLs			N/A – subgroup not large enough	
ELA	Economically Disadvantaged	IRLA, NWEA MAP Assessment & Analysis, Study Island, After-school PARCC Power Hour, AEI, Grade Level Meetings & Common Planning Time	Yes	MAP Scores (comparison to previous year)	% of students at or above grade level by year-end in Reading MAP: <ul style="list-style-type: none"> • Grade K: 63% • Grade 1: 89% • Grade 2: 71% • Grade 3: 57% • Grade 4: 60% • Grade 5: 67% • Grade 6: 38%
Math	Economically Disadvantaged	NWEA MAP Assessment & Analysis, Study Island, After-school PARCC Power	Yes	MAP Scores (comparison to previous year)	% of students at or above grade level by year-end in Math MAP: <ul style="list-style-type: none"> • Grade K: 44% • Grade 1: 67%

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)
		Hour, AEI, Grade Level Meetings & Common Planning Time			<ul style="list-style-type: none"> • Grade 2: 79% • Grade 3: 33% • Grade 4: 20% • Grade 5: 44% • Grade 6: 11%
ELA	All students	IRLA, NWEA MAP Assessment & Analysis, Study Island, After-school PARCC Power Hour, AEI, Grade Level Meetings & Common Planning Time	Yes	MAP Scores (comparison to previous year) DRA data	<p>% of students at or above grade level by year-end in Reading MAP:</p> <ul style="list-style-type: none"> • Grade K: 67% • Grade 1: 87% • Grade 2: 66% • Grade 3: 60% • Grade 4: 62% • Grade 5: 71% • Grade 6: 41% <p>% of students at or above grade level expectation according to DRA:</p> <ul style="list-style-type: none"> • Grade K: 73% • Grade 1: 74% • Grade 2: 75% • Grade 3: 53% • Grade 4: 67% • Grade 5: 63% • Grade 6: 35%
Math	All students	NWEA MAP Assessment & Analysis, Study Island, After-school PARCC Power Hour, AEI, Grade Level Meetings & Common Planning Time	Yes	MAP Scores (comparison to previous year)	<p>% of students at or above grade level by year-end in Math MAP:</p> <ul style="list-style-type: none"> • Grade K: 55% • Grade 1: 71% • Grade 2: 75% • Grade 3: 45% • Grade 4: 28%

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)
					<ul style="list-style-type: none"> Grade 5: 43% Grade 6: 39%

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			N/A – subgroup not large enough	
Math	Students with Disabilities			N/A – subgroup not large enough	
ELA	Homeless			N/A – subgroup not large enough	
Math	Homeless			N/A – subgroup not large enough	
ELA	Migrant			N/A – subgroup not large enough	
Math	Migrant			N/A – subgroup not large enough	
ELA	ELLs			N/A – subgroup not large enough	
Math	ELLs			N/A – subgroup not large enough	
ELA	Economically Disadvantaged	After-school PARCC Power Hour	Yes	MAP Scores (comparison to previous year)	% of students at or above grade level by year-end in Reading MAP: <ul style="list-style-type: none"> Grade K: 63% Grade 1: 89%

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)
					<ul style="list-style-type: none"> • Grade 2: 71% • Grade 3: 57% • Grade 4: 60% • Grade 5: 67% • Grade 6: 38%
Math	Economically Disadvantaged	After-school PARCC Power Hour	Yes	MAP Scores (comparison to previous year)	% of students at or above grade level by year-end in Math MAP: <ul style="list-style-type: none"> • Grade K: 44% • Grade 1: 67% • Grade 2: 79% • Grade 3: 33% • Grade 4: 20% • Grade 5: 44% • Grade 6: 11%
ELA	All students	After-school PARCC Power Hour	Yes	MAP Scores (comparison to previous year) DRA data	% of students at or above grade level by year-end in Reading MAP: <ul style="list-style-type: none"> • Grade K: 67% • Grade 1: 87% • Grade 2: 66% • Grade 3: 60% • Grade 4: 62% • Grade 5: 71% • Grade 6: 41% % of students at or above grade level expectation according to DRA: <ul style="list-style-type: none"> • Grade K: 73% • Grade 1: 74% • Grade 2: 75% • Grade 3: 53% • Grade 4: 67%

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)
					<ul style="list-style-type: none"> • Grade 5: 63% • Grade 6: 35%
Math	All students	After-school PARCC Power Hour	Yes	MAP Scores (comparison to previous year)	% of students at or above grade level by year-end in Math MAP: <ul style="list-style-type: none"> • Grade K: 55% • Grade 1: 71% • Grade 2: 75% • Grade 3: 45% • Grade 4: 28% • Grade 5: 43% • Grade 6: 39%

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			N/A – subgroup not large enough	
Math	Students with Disabilities			N/A – subgroup not large enough	
ELA	Homeless			N/A – subgroup not large enough	
Math	Homeless			N/A – subgroup not large enough	
ELA	Migrant			N/A – subgroup not large enough	
Math	Migrant			N/A – subgroup not large enough	
ELA	ELLs			N/A – subgroup not large enough	
Math	ELLs			N/A – subgroup not large enough	
ELA	Economically Disadvantaged	Grade level meetings Common Planning Time NWEA MAP data analysis and planning Observation & feedback	Yes	MAP Scores (comparison to previous year)	% of students at or above grade level by year-end in Reading MAP: <ul style="list-style-type: none"> • Grade K: 63% • Grade 1: 89% • Grade 2: 71% • Grade 3: 57% • Grade 4: 60% • Grade 5: 67% • Grade 6: 38%
Math	Economically Disadvantaged	Grade level meetings Common Planning Time NWEA MAP data	Yes	MAP Scores (comparison to previous year)	% of students at or above grade level by year-end in Math MAP: <ul style="list-style-type: none"> • Grade K: 44% • Grade 1: 67%

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)
		analysis and planning Observation & feedback			<ul style="list-style-type: none"> • Grade 2: 79% • Grade 3: 33% • Grade 4: 20% • Grade 5: 44% • Grade 6: 11%
ELA	All students	Grade level meetings Common Planning Time NWEA MAP data analysis and planning Observation & feedback	Yes	MAP Scores (comparison to previous year) DRA data	<p>% of students at or above grade level by year-end in Reading MAP:</p> <ul style="list-style-type: none"> • Grade K: 67% • Grade 1: 87% • Grade 2: 66% • Grade 3: 60% • Grade 4: 62% • Grade 5: 71% • Grade 6: 41% <p>% of students at or above grade level expectation according to DRA:</p> <ul style="list-style-type: none"> • Grade K: 73% • Grade 1: 74% • Grade 2: 75% • Grade 3: 53% • Grade 4: 67% • Grade 5: 63% • Grade 6: 35%
Math	All students	Grade level meetings Common Planning Time NWEA MAP data analysis and planning Observation & feedback	Yes	MAP Scores (comparison to previous year)	<p>% of students at or above grade level by year-end in Math MAP:</p> <ul style="list-style-type: none"> • Grade K: 55% • Grade 1: 71% • Grade 2: 75% • Grade 3: 45% • Grade 4: 28%

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)
					<ul style="list-style-type: none"> Grade 5: 43% Grade 6: 39%

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			N/A – subgroup not large enough	
Math	Students with Disabilities			N/A – subgroup not large enough	
ELA	Homeless			N/A – subgroup not large enough	
Math	Homeless			N/A – subgroup not large enough	
ELA	Migrant			N/A – subgroup not large enough	
Math	Migrant			N/A – subgroup not large enough	
ELA	ELLs			N/A – subgroup not large enough	
Math	ELLs			N/A – subgroup not large enough	
ELA	Economically Disadvantaged	Parent orientations Training on standards-based grading Report card conferences Parent/family goal-setting events Development of PACT Class parents/mentors	Yes	MAP Scores (comparison to previous year)	% of students at or above grade level by year-end in Reading MAP: <ul style="list-style-type: none"> Grade K: 63% Grade 1: 89% Grade 2: 71% Grade 3: 57% Grade 4: 60% Grade 5: 67%

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)
		Parent Advisory Committee			<ul style="list-style-type: none"> • Grade 6: 38%
Math	Economically Disadvantaged	Parent orientations Training on standards-based grading Report card conferences Parent/family goal-setting events Development of PACT Class parents/mentors Parent Advisory Committee	Yes	MAP Scores (comparison to previous year)	% of students at or above grade level by year-end in Math MAP: <ul style="list-style-type: none"> • Grade K: 44% • Grade 1: 67% • Grade 2: 79% • Grade 3: 33% • Grade 4: 20% • Grade 5: 44% • Grade 6: 11%
ELA	All students	Parent orientations Training on standards-based grading Report card conferences Parent/family goal-setting events Development of PACT Class parents/mentors Parent Advisory Committee	Yes	MAP Scores (comparison to previous year) DRA data	% of students at or above grade level by year-end in Reading MAP: <ul style="list-style-type: none"> • Grade K: 67% • Grade 1: 87% • Grade 2: 66% • Grade 3: 60% • Grade 4: 62% • Grade 5: 71% • Grade 6: 41% % of students at or above grade level expectation according to DRA: <ul style="list-style-type: none"> • Grade K: 73% • Grade 1: 74% • Grade 2: 75% • Grade 3: 53% • Grade 4: 67% • Grade 5: 63% • Grade 6: 35%

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	All students	Parent orientations Training on standards-based grading Report card conferences Parent/family goal-setting events Development of PACT Class parents/mentors Parent Advisory Committee	Yes	MAP Scores (comparison to previous year)	% of students at or above grade level by year-end in Math MAP: <ul style="list-style-type: none"> • Grade K: 55% • Grade 1: 71% • Grade 2: 75% • Grade 3: 45% • Grade 4: 28% • Grade 5: 43% • Grade 6: 39%

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

Head of School's Certification

The following certification must be completed by the Head of 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.

Head of School's Name (Print)

Head of School'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	<ul style="list-style-type: none"> • MAP Scores • DRA end-of-year data 	<p>% of students at or above grade level by year-end in Reading MAP:</p> <ul style="list-style-type: none"> • Grade K: 67% • Grade 1: 87% • Grade 2: 66% • Grade 3: 60% • Grade 4: 62% • Grade 5: 71% • Grade 6: 41% <p>% of students at or above grade level expectation according to DRA:</p> <ul style="list-style-type: none"> • Grade K: 73% • Grade 1: 74% • Grade 2: 75% • Grade 3: 53% • Grade 4: 67% • Grade 5: 63% • Grade 6: 35%
Academic Achievement - Writing	<ul style="list-style-type: none"> • MAP Scores 	<p>% of students at or above grade level by year-end in Reading MAP:</p> <ul style="list-style-type: none"> • Grade K: 67% • Grade 1: 87% • Grade 2: 66% • Grade 3: 60% • Grade 4: 62%

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)
		<ul style="list-style-type: none"> • Grade 5: 71% • Grade 6: 41%
Academic Achievement - Mathematics	<ul style="list-style-type: none"> • MAP Scores 	% of students at or above grade level by year-end in Math MAP: <ul style="list-style-type: none"> • Grade K: 55% • Grade 1: 71% • Grade 2: 75% • Grade 3: 45% • Grade 4: 28% • Grade 5: 43% • Grade 6: 39%
Family and Community Engagement	<ul style="list-style-type: none"> • Family survey feedback 	<ul style="list-style-type: none"> • 91% of parents surveyed stated that the school environment supports learning (agree + strongly agree). • 91% of parents surveyed stated the school supports learning (agree + strongly agree). • 91% of parents surveyed stated that adults at the school challenge their children to do better (agree + strongly agree). • 89% of parents surveyed stated that they are satisfied with their children’s education at the school.
Professional Development	<ul style="list-style-type: none"> • Rate of attendance at professional development • Professional development feedback surveys 	<ul style="list-style-type: none"> • 90% of teachers surveyed reported that they will implement the content of the professional development after the session concludes
Leadership	<ul style="list-style-type: none"> • MAP Scores • Instructional leadership survey data 	% of students at or above grade level by year-end in Reading MAP: <ul style="list-style-type: none"> • Grade K: 67% • Grade 1: 87% • Grade 2: 66% • Grade 3: 60% • Grade 4: 62% • Grade 5: 71% • Grade 6: 41% % of students at or above grade level by year-end in Math MAP:

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)
		<ul style="list-style-type: none"> • Grade K: 55% • Grade 1: 71% • Grade 2: 75% • Grade 3: 45% • Grade 4: 28% • Grade 5: 43% • Grade 6: 39% <p>Instructional leadership survey responses:</p> <ul style="list-style-type: none"> • To what extent does the A.S. utilize data about student achievement conversations? 42.9% very much so, 35.7% quite a bit, 21.4% sometimes • To what extent does the A.S. use low inference observation data to when discussing what was observed in the lesson? very much so 50%, quite a bit 14.3%, somewhat 14.3%, not at all 21.4% • At the conclusion of coaching conversations, are your next steps clear? 64.3%, 14.3% quite a bit, sometimes 14.3%, not at all 7.1% • When you receive lesson plan feedback, are the revisions that you need to make in order to improve the plan clear to you? all the time 35.5%, usually 42.9%, sometimes 21.4% • To what extent do you feel that you are being supported by the A.S.? very much so 50%, quite a bit 20.4%, somewhat 14.3%, not at all 14.3%
School Climate and Culture	<ul style="list-style-type: none"> • MAP Scores • Instructional leadership survey data • Tripod survey 	<p>% of students at or above grade level by year-end in Reading MAP:</p> <ul style="list-style-type: none"> • Grade K: 67% • Grade 1: 87% • Grade 2: 66% • Grade 3: 60% • Grade 4: 62% • Grade 5: 71% • Grade 6: 41% <p>% of students at or above grade level by year-end in Math MAP:</p> <ul style="list-style-type: none"> • Grade K: 55% • Grade 1: 71%

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)
		<ul style="list-style-type: none"> • Grade 2: 75% • Grade 3: 45% • Grade 4: 28% • Grade 5: 43% • Grade 6: 39% <p>Instructional leadership survey responses:</p> <ul style="list-style-type: none"> • To what extent does the A.S. utilize data about student achievement conversations? 42.9% very much so, 35.7% quite a bit, 21.4% sometimes • To what extent does the A.S. use low inference observation data to when discussing what was observed in the lesson? very much so 50%, quite a bit 14.3%, somewhat 14.3%, not at all 21.4% • At the conclusion of coaching conversations, are your next steps clear? 64.3%, 14.3% quite a bit, sometimes 14.3%, not at all 7.1% • When you receive lesson plan feedback, are the revisions that you need to make in order to improve the plan clear to you? all the time 35.5%, usually 42.9%, sometimes 21.4% • To what extent do you feel that you are being supported by the A.S? very much so 50%, quite a bit 20.4%, somewhat 14.3%, not at all 14.3% <p>Tripod survey responses:</p> <ul style="list-style-type: none"> • 22% of teachers received an average or better rating on challenging their students from students. • 33% of teachers were rating average or better by students.
School-Based Youth Services	Not applicable	Not applicable
Students with Disabilities	<ul style="list-style-type: none"> • MAP Scores 	<p>% of students at or above grade level by year-end in Reading MAP:</p> <ul style="list-style-type: none"> • Grade K: 67% • Grade 1: 87% • Grade 2: 66% • Grade 3: 60% • Grade 4: 62% • Grade 5: 71%

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)
		<ul style="list-style-type: none"> • Grade 6: 41% <p>% of students at or above grade level by year-end in Math MAP:</p> <ul style="list-style-type: none"> • Grade K: 55% • Grade 1: 71% • Grade 2: 75% • Grade 3: 45% • Grade 4: 28% • Grade 5: 43% • Grade 6: 39%
Homeless Students	Not applicable	Not applicable
Migrant Students	Not applicable	Not applicable
English Language Learners	Not applicable	Not applicable
Economically Disadvantaged	<ul style="list-style-type: none"> • MAP Scores • Tripod survey 	<p>% of students at or above grade level by year-end in Reading MAP:</p> <ul style="list-style-type: none"> • Grade K: 63% • Grade 1: 89% • Grade 2: 71% • Grade 3: 57% • Grade 4: 60% • Grade 5: 67% • Grade 6: 38% <p>% of students at or above grade level by year-end in Math MAP:</p> <ul style="list-style-type: none"> • Grade K: 44% • Grade 1: 67% • Grade 2: 79% • Grade 3: 33% • Grade 4: 20% • Grade 5: 44% • Grade 6: 11%

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)
		Tripod survey responses: <ul style="list-style-type: none"> • 22% of teachers received an average or better rating on challenging their students from students. • 33% of teachers were rating average or better by students.

2015-2016 Comprehensive Needs Assessment Process*
Narrative

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

During the 2014 – 2015 school year, The Kingdom Charter School of Leadership administration, teachers, Board of Trustees and parents completed surveys in the areas of school climate, resources, leadership, community engagement, professional development, curriculum and instruction. The summary of the results, along with the school’s academic data, identified the priority areas of the school. As such, there was a collaborative process with the Academics & Personnel Committee to develop areas of continued and additional focus for the school in the coming school year.

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

The Head of School and classroom teachers analyzed the data from the NJASK subgroup reports and MAP interim testing. During weekly data meetings, the strengths and weaknesses of the subgroups were dissected and strategies implemented according to the results of MAP Data and pre/post assessments. The school also relied on the reporting provided by the state of New Jersey that provided detailed accounts of the progress or lack thereof of particular subgroups within the school. These data emerged from the NJASK data in early spring of the 2013 – 2014 school year and helped to inform the practices used with those particular students in the 2014 – 2015 school year.

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)?

Because the majority of the data-driven decision-making is informed by NWEA’s MAP assessments, we were confident that the data used in the needs assessment process are valid. This year, students took the MAP test three times over the course of the year, so that there was a more accurate reckoning of beginning-of-year to end-of-year growth and increase in proficiency. Additionally, the students in grades 3 – 6 survey tested on MAP an extra two times, to continue to gauge growth.

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

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

The data analysis revealed that the students were making significant and consistent gains in mathematics, and that the implementation of the new math curriculum was producing results. While the students were also making definite growth in ELA, the gains there were slower and didn't result in as much of a percentile growth as was present in mathematics. Our analysis and observations showed that while teachers were implementing the structures for vocabulary and grammar in ELA, there were challenges around text selection and task rigor. This is something we have identified as needing to address in the coming school year.

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

The data analysis revealed that while many of the professional development initiatives produced strong results, there is still a need for teachers to better understand text complexity and strategies for addressing rigorous text. Professional development to be conducted in the 2015 – 2016 school year needs to focus on how to continue to move students who have already made progress to the next quartile of performance on MAP.

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

At-risk students are identified through a variety of methods early in the school year. Students take DRA Assessments and NWEA Map Assessments in September. The data gathered is used in determining the strengths and weaknesses for effective planning and small group instruction.

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

At-risk students were enrolled in PARCC Power Hour and in targeted groups for AEI, all of which were designed around assisting the students in meeting and achieving the Common Core State Standards. Additionally, students who continue to struggle after receiving extended services are referred to the I&RS team for additional recommendations.

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

N/A

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

N/A

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

- 10.** How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

After receiving the assessment results, articulation occurred at weekly data meetings and common planning meetings. During those meetings teaching strategies were discussed that provided the instruction program in their grade and content area for their particular students. Programs such as Study Island and pre/post assessments were implemented and designed in accordance with the assessment results to improve the instructional program.

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

Pre-school to kindergarten: Preschools in Gloucester Township visit the school's kindergarten class in May. They are given a tour of the school and shown the kindergarten classrooms. The kindergarten teachers also aid in the transition of students during the month of July by hosting a parent forum designed for the successful transition to Kindergarten. Lastly, Kindergarten students arrive at the school the week prior to school opening for orientation and student assessments. Our teachers communicate with students' families on a regular basis to share information about the children's progress as they develop into mature kindergarten students. One of the hallmarks of our kindergarten program is a "moving up" ceremony, where kindergarten students and their families mark the end of the first year of schooling and learn about the expectations of the upper grades.

In the 2014 – 2015 school year, The Kingdom Charter School of Leadership had a 6th grade, and so the focus on transition to middle school did not take place between 5th and 6th grade. However, the school prepared exiting 6th graders for middle school life. Through departmentalization of subject areas, 6th grade students were required to focus on organizational skills by having to prepare for and respond to the course requirements of various instructors. They were also prepared through close monitoring of the transition times between subject areas and classroom routines. Lastly, 6th grade students were prepared for middle school transition by honing in on their leadership skills. In particular students concentrated on being proactive, peer-to-peer conflict resolution and self-discipline. The school's social worker contacted various middle schools and arranged student visits and orientation.

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

The Kingdom Charter School of Leadership conducted teacher online surveys, parent surveys and parent forums. Also, the monitoring of weekly data meetings and common planning meeting times revealed the necessity to select ELA and Mathematics as its greatest priority problems for a second year in a row. Additionally, because we believe that increased and more effective parent engagement will improve academic achievement in ELA and Mathematics, that will be an additional priority problem we will address.

****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
Name of priority problem	English/Language Arts achievement
Describe the priority problem using at least two data sources	<ol style="list-style-type: none"> 1. Student performance in ELA moved from the 51st percentile to the 58th percentile on NWEA MAP Reading. This shows growth, but an overall performance in ELA that is just above grade level norms. We want to push our students to perform, on average, significantly above grade level norms. 2. PARCC data has not yet been released, but we have prepared a set of projections for our likely performance on NJASK, if that had been implemented this year. Our ELA achievement would have been between 44% and 68% proficiency.
Describe the root causes of the problem	Many of the students at the Kingdom Charter School of Leadership arrive at school with very little exposure to school concepts, behaviors, and expectations. They are asked to catch up to their peers while also absorbing grade level material, which is a challenge. This cycle repeats year after year, until students in upper grades are often several grade levels below the norm. With ineffective teaching in prior years and turnover from teachers and leaders, it was difficult for students to make the gains they needed to in order to close the achievement gap. Despite the presence of more stability and leadership this year, these historical challenges continue to present obstacles for current students. Fortunately, these challenges are not insurmountable, and the school has already demonstrated the ability to gradually turn the tide.
Subgroups or populations addressed	All students
Related content area missed	The identification of ELA CCSS as a priority problem area also points to the challenges students have experienced in social studies and science, which rely heavily on literacy skills.
Name of scientifically research based intervention to address priority problems	<ol style="list-style-type: none"> 1. Implementation of the Expeditionary Learning curriculum for English Language Arts in Grades 3 – 5 2. Implementation of Houghton-Mifflin social studies curriculum to support nonfiction close reading and text analysis in Grades K – 5 3. Measures of Academic Progress (MAP) benchmark assessment program 4. MAP testing data used to create skill groups for AEI and in-class small-group instruction, as well as for Saturday Academy

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

	<ol style="list-style-type: none"> 5. AEI cycles in literacy to continue for 6 weeks at a time 6. Extended day/extended year programs for at-risk students (PARCC Power Hour) 7. Looking at Student Work/writing data tracker efforts to be led by the Head of School & Achievement Specialist 8. Grade level meetings and CPT to allow for cross-grade level conversations around vertical articulation and data-driven instruction 9. Professional development focus on text selection and task rigor 10. Daily structures in vocabulary and grammar instruction, included as part of the ELA lesson plan system
How does the intervention align with the Common Core State Standards?	MAP and PARCC assessments are aligned with Common Core State Standards; Using the data analysis from the two will drive small group instruction, drive the targeted foci for grade level/faculty meetings, drive the collaborative discussions during common planning time, and drive the data review and analysis that occurs during common planning time. MAP assessments align data to state and national standards and have helped the school to see projected NJ ASK pass rates; similarly, they should help the school arrive at projected PARCC pass rates as well.

	#2
Name of priority problem	Mathematics Achievement
Describe the priority problem using at least two data sources	<ol style="list-style-type: none"> 1. Student performance in Math moved from the 41st percentile to the 58th percentile on NWEA MAP Reading. This shows growth, but an overall performance in Math that is just above grade level norms. We want to push our students to perform, on average, significantly above grade level norms. 2. PARCC data has not yet been released, but we have prepared a set of projections for our likely performance on NJASK, if that had been implemented this year. Our Math achievement would have been between 53% and 74% proficiency.
Describe the root causes of the problem	Many of the students at the Kingdom Charter School of Leadership arrive at school with very little exposure to school concepts, behaviors, and expectations. They are asked to catch up to their peers while also absorbing grade level material, which is a challenge. This cycle repeats year after year, until students in upper grades are often several grade levels below the norm. With ineffective teaching in prior years and turnover from teachers and leaders, it was difficult for students to make the gains they needed to in order to close the achievement gap. Despite the presence of more stability and leadership this year, these historical challenges continue to present obstacles for current students. Fortunately, these challenges are not insurmountable, and the school has already demonstrated the ability to gradually turn the tide.
Subgroups or populations addressed	All students
Related content area missed	The identification of Math CCSS as a priority problem area also points to the challenges students have experienced in science, which relies a good deal on math skills.

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

<p>Name of scientifically research based intervention to address priority problems</p>	<ol style="list-style-type: none"> 1. Implementation of FOSS kits & curriculum for science in Grades K – 5 – these will support math skill and concept development 2. <i>Math in Focus</i> K – 8 math curriculum continued implementation at the school—it is Common Core-aligned and research-based, with multiple implements for a wide range of learners 3. Measures of Academic Progress (MAP) benchmark assessment program 4. MAP testing data used to create skill groups for AEI and in-class small-group instruction, as well as for Saturday Academy 5. AEI cycles in math to continue for 4 to 6 weeks at a time 6. Extended day/extended year programs for at-risk students (PARCC Power Hour) 7. Grade level meetings and CPT to allow for cross-grade level conversations around vertical articulation and data-driven instruction 8. Mentoring/coaching on data analysis to target small group instruction, differentiation for at-risk, ELL, and special education students, utilizing supplemental math materials for at-risk students 9. Training on how to rigorously assist students in monitoring and reflecting on the problem-solving process and strategies 10. Training on how to teach students to use visual representations
<p>How does the intervention align with the Common Core State Standards?</p>	<p>MAP and PARCC assessments are aligned with Common Core State Standards; Using the data analysis from the two will drive small group instruction, drive the targeted foci for grade level/faculty meetings, drive the collaborative discussions during common planning time, and drive the data review and analysis that occurs during common planning time. MAP assessments align data to state and national standards and have helped the school to see projected NJ ASK pass rates; similarly, they should help the school arrive at projected PARCC pass rates as well.</p>

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

2014-2015 Needs Assessment Process

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

	#3
Name of priority problem	Parent/family engagement
Describe the priority problem using at least two data sources	<ol style="list-style-type: none"> 1. According to the attendance records at parent forums and parent surveys, parental engagement needs to be increased by being flexible in the scheduling of activities to accommodate parent schedules and present programs which are both educational and social in nature. 2. Parent attendance at conferences is 70%. 3. Parent attendance at school events is 20%. 4. Parent attendance at board meetings is 0%.
Describe the root causes of the problem	In many struggling schools, parent involvement is lower than in higher-performing schools. This is often due to parents' and families' difficult working schedules, challenges with transportation, feelings of disenfranchisement, feelings of disempowerment from their own schooling experiences, language barriers, and other factors. ¹
Subgroups or populations addressed	All students
Related content area missed	English/Language Arts Mathematics Science Social Studies
Name of scientifically research based intervention to address priority problems	<ol style="list-style-type: none"> 1. Parent orientations 2. Continued training on standards-based grading 3. Grade level meetings & Common Planning Time 4. Report card conferences 5. Parent/family goal-setting events 6. Enhancement and enlargement of PACT (parent-teacher committee) 7. Class parents/mentors
How does the intervention align with the Common Core State Standards?	The training on standards-based grading will be directly aligned to the CCSS because parents will be trained in their child's grade level standards and what proficiency at that grade level looks like; the other interventions will support the CCSS because they will increase parental engagement with student learning and achievement.

¹ Jaynes, W.H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education, 40*(237). Accessed online at <http://uex.sagepub.com/cgi/content/abstract/40/3/237> on June 13, 2014.

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

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)
ELA	Students with Disabilities	<ul style="list-style-type: none"> • Expeditionary Learning curriculum* • Harcourt Social Studies curriculum* • AEI • Classroom-based small-group instruction • School-wide writing prompts • Grade level meetings & Common Planning Time 	<ul style="list-style-type: none"> • School leaders • Teachers • Academic Interventionist 	<ul style="list-style-type: none"> • By January 2016, all homerooms will make an average of 0.75 years of growth in ELA MAP. • All homerooms will make an average of 1.5 years of growth in ELA MAP scores by June 2016. • By June 2016, all homerooms will score an average of “3” on the 	<p>The Expeditionary Learning ELA curriculum has been adopted for use in many schools across the country. It is “text-based, aligned to Common Core, and provides robust resources for teachers and engaging lessons for students. It also has a high level of rigor, paired with teacher support, parent resources, assessment, and attention to special needs.”² The school has selected this curricular resource because it will address the need we have identified in ELA Achievement, specific to text selection and task complexity. The curriculum is organized into modules, and “each module comes with books – not textbooks or anthologies – which have been carefully selected and vetted by the authors of the Common Core as the best books for teaching grade level content. These central texts are supported by a list of recommended texts—books, articles, and primary source documents—that balance literary and informational texts at appropriate levels of complexity.”³</p> <p><i>Harcourt</i> Social Studies is another social studies curriculum widely in use, that will help the school meet specific needs in regards to ELA Achievement. We selected this curriculum specifically because of how it supports reading achievement: each lesson “focuses on a specific reading skill to help students get the most out of the content. Accompanied by a graphic organizer for active learning, students learning Why It</p>

² Hattori, A. (2014). “Harford Public Schools Sees Early Success With our Curriculum.” *Expeditionary Learning* website, accessed at <http://elschools.org/press-center/hartford-public-schools-sees-early-success-our-curriculum>. on July 11, 2015.

³ “Common Core Success: Our Curriculum” *Expeditionary Learning* website, accessed at <http://commoncoresuccess.elschools.org/curriculum/about-our-curriculum> on July 11, 2015.

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)
				CCSS holistic scoring rubrics in narrative, expository, and persuasive writing.	<p>Matters... Within lessons, Reading Focus Skills are explicitly addressed and assessed. Write-On/Wipe-Off Cards present the Reading Focus Skill graphic organizer from each unit, and these placement-sized cards can be used for interactive lessons and review.”⁴ These included elements of the curriculum will support ELA skill development and overall achievement.</p> <p>AEI and classroom-based small group instruction in ELA are both interventions that work on the premise that working with students in small-group settings can lead to greater achievement. Findings from evidence-based research show “dramatic reductions in the incidence of reading failure when explicit instruction in these components is provided by the classroom teacher. To address the needs of children most at risk of reading failure, the same instructional components are relevant but they need to be made more explicit and comprehensive, more intensive, and more supportive in small-group or one-on-one formats.”⁵</p> <p>Another strategy the school will be using to strengthen the core academic program will be whole-school writing prompts in narrative, expository, and persuasive writing. Every three weeks, all students will take a CCSS-aligned writing prompt, and teachers will use the data from these prompts to plan targeted lessons to address students’ deficiencies in writing. Students who participate in periodic writing prompts, and whose teachers use the data generated to plan instruction, “produce</p>

⁴ “Why Harcourt Social Studies?” (2015). *Houghton-Mifflin* website. Accessed at <http://www.hmco.com/shop/education-curriculum/social-studies/elementary-social-studies/harcourt-social-studies/why> on July 15, 2015.

⁵ Foorman, B. & Torgeson, J. (2001). Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children. *Learning Disabilities Research & Practice*, 16(4), p. 203 – 212.

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)
					<p>essays that [are] longer, [contain] more mature vocabulary, and [are] qualitatively better.”⁶</p> <p>Additionally, the school will be programmed so that all teachers will have at least two periods of Common Planning Time each week. The purpose of these CPT periods will be for grade level meetings to occur, and for teachers to engage in systematic review of data, student work, lesson plans, and other topics to address student learning. The Achievement Specialist and Head of School will support teachers with these efforts. Research suggests that “Common Planning is a linchpin practice in transforming schools—an underutilized yet critical social technology necessary to creating learning environments that proactively identify and address the diverse and changing needs of adolescent learners.”⁷</p>
Math	Students with Disabilities	<ul style="list-style-type: none"> • FOSS Science* • AEI • Classroom-based small-group instruction • Grade level meetings & Common Planning Time 	<ul style="list-style-type: none"> • School leaders • Teachers • Academic Interventionist 	<ul style="list-style-type: none"> • By January 2016, all homerooms will make an average of 0.75 years of growth in Math MAP. • All homerooms 	<p>The purchase of FOSS Science will support Mathematics Achievement because of the interdisciplinary approach that FOSS takes. Widely adopted in many schools nationwide, the FOSS program offers students a hands-on approach to science that requires thinking across content. The FOSS curricular descriptions include the idea “that mathematics allows us to quantify our observations and organize them in order to see relationships and predict the future. Mathematics is one of the most powerful tools of the scientist.”⁸</p>

⁶ De La Paz, S. & Graham, S. (2002). “Explicitly teaching strategies, skills, and knowledge: Writing instruction in middle school classrooms.” *Journal of Educational Psychology*, 94(4), 687 – 698.

⁷ Letgers, N., Adams, D., & Williams, P. (2000). Common Planning: A Linchpin Practice in Transforming Secondary Schools. Academy of Educational Development. Accessed online at <http://www2.ed.gov/programs/slcp/finalcommon.pdf> on June 13, 2014.

⁸ FOSS Science. (2005). FOSS Science K-6 © 2005 (2nd Edition) FAQs. Accessed at <http://www.delta-education.com/science/foss/fossfaq.shtml#a8> on July 11, 2105.

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)
				will make an average of 1.5 years of growth in Math MAP scores by June 2016.	<p>AEI and classroom-based small group instruction in Math are both interventions that work on the premise that working with students in small-group settings can lead to greater achievement. Findings from evidence-based research show that when mathematics “instruction during small-group interventions is explicit and systematic, including providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review,” outcomes are dramatically improved.⁹</p> <p>Additionally, the school will be programmed so that all teachers will have at least two periods of Common Planning Time each week. The purpose of these CPT periods will be for grade level meetings to occur, and for teachers to engage in systematic review of data, student work, lesson plans, and other topics to address student learning. The Achievement Specialist and Head of School will support teachers with these efforts. Research suggests that “Common Planning is a linchpin practice in transforming schools—an underutilized yet critical social technology necessary to creating learning environments that proactively identify and address the diverse and changing needs of adolescent learners.”¹⁰</p>
ELA	Homeless	<ul style="list-style-type: none"> Expeditionary Learning curriculum * 	<ul style="list-style-type: none"> School leaders Teachers 	<ul style="list-style-type: none"> By January 2016, all homerooms 	The Expeditionary Learning ELA curriculum has been adopted for use in many schools across the country. It is “text-based, aligned to Common Core, and provides robust resources for teachers and engaging lessons for students. It also has a high

⁹ Institute of Education Sciences. (2009). Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools. Accessed at http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf on July 11, 2015.

¹⁰ Letgers, N., Adams, D., & Williams, P. (2000). Common Planning: A Linchpin Practice in Transforming Secondary Schools. Academy of Educational Development. Accessed online at <http://www2.ed.gov/programs/slcp/finalcommon.pdf> on June 13, 2014.

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)
		<ul style="list-style-type: none"> • Harcourt Social Studies curriculum * • AEI • Classroom-based small-group instruction • School-wide writing prompts • Grade level meetings & Common Planning Time 	<ul style="list-style-type: none"> • Academic Interventionist 	<p>will make an average of 0.75 years of growth in ELA MAP.</p> <ul style="list-style-type: none"> • All homerooms will make an average of 1.5 years of growth in ELA MAP scores by June 2016. • By June 2016, all homerooms will score an average of “3” on the CCSS holistic scoring rubrics in 	<p>level of rigor, paired with teacher support, parent resources, assessment, and attention to special needs.”¹¹ The school has selected this curricular resource because it will address the need we have identified in ELA Achievement, specific to text selection and task complexity. The curriculum is organized into modules, and “each module comes with books – not textbooks or anthologies – which have been carefully selected and vetted by the authors of the Common Core as the best books for teaching grade level content. These central texts are supported by a list of recommended texts—books, articles, and primary source documents—that balance literary and informational texts at appropriate levels of complexity.”¹²</p> <p><i>Harcourt</i> Social Studies is another social studies curriculum widely in use, that will help the school meet specific needs in regards to ELA Achievement. We selected this curriculum specifically because of how it supports reading achievement: each lesson “focuses on a specific reading skill to help students get the most out of the content. Accompanied by a graphic organizer for active learning, students learning Why It Matters... Within lessons, Reading Focus Skills are explicitly addressed and assessed. Write-On/Wipe-Off Cards present the Reading Focus Skill graphic organizer from each unit, and these</p>

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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)
				<p>narrative, expository, and persuasive writing.</p>	<p>placement-sized cards can be used for interactive lessons and review.”¹³ These included elements of the curriculum will support ELA skill development and overall achievement.</p> <p>AEI and classroom-based small group instruction in ELA are both interventions that work on the premise that working with students in small-group settings can lead to greater achievement. Findings from evidence-based research show “dramatic reductions in the incidence of reading failure when explicit instruction in these components is provided by the classroom teacher. To address the needs of children most at risk of reading failure, the same instructional components are relevant but they need to be made more explicit and comprehensive, more intensive, and more supportive in small-group or one-on-one formats.”¹⁴</p> <p>Another strategy the school will be using to strengthen the core academic program will be whole-school writing prompts in narrative, expository, and persuasive writing. Every three weeks, all students will take a CCSS-aligned writing prompt, and teachers will use the data from these prompts to plan targeted lessons to address students’ deficiencies in writing. Students who participate in periodic writing prompts, and whose teachers use the data generated to plan instruction, “produce</p>

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¹⁴ Foorman, B. & Torgeson, J. (2001). Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children. *Learning Disabilities Research & Practice*, 16(4), p. 203 – 212.

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					<p>essays that [are] longer, [contain] more mature vocabulary, and [are] qualitatively better.”¹⁵</p> <p>Additionally, the school will be programmed so that all teachers will have at least two periods of Common Planning Time each week. The purpose of these CPT periods will be for grade level meetings to occur, and for teachers to engage in systematic review of data, student work, lesson plans, and other topics to address student learning. The Achievement Specialist and Head of School will support teachers with these efforts. Research suggests that “Common Planning is a linchpin practice in transforming schools—an underutilized yet critical social technology necessary to creating learning environments that proactively identify and address the diverse and changing needs of adolescent learners.”¹⁶</p>
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¹⁷ FOSS Science. (2005). FOSS Science K-6 © 2005 (2nd Edition) FAQs. Accessed at <http://www.delta-education.com/science/foss/fossfaq.shtml#a8> on July 11, 2105.

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

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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)
					<p>essays that [are] longer, [contain] more mature vocabulary, and [are] qualitatively better.”²⁴</p> <p>Additionally, the school will be programmed so that all teachers will have at least two periods of Common Planning Time each week. The purpose of these CPT periods will be for grade level meetings to occur, and for teachers to engage in systematic review of data, student work, lesson plans, and other topics to address student learning. The Achievement Specialist and Head of School will support teachers with these efforts. Research suggests that “Common Planning is a linchpin practice in transforming schools—an underutilized yet critical social technology necessary to creating learning environments that proactively identify and address the diverse and changing needs of adolescent learners.”²⁵</p>
Math	Migrant	<ul style="list-style-type: none"> • FOSS Science* • AEI • Classroom-based small-group instruction • Grade level meetings & Common Planning Time 	<ul style="list-style-type: none"> • School leaders • Teachers • Academic Interventionist 	<ul style="list-style-type: none"> • By January 2016, all homerooms will make an average of 0.75 years of growth in Math MAP. • All homerooms 	<p>The purchase of FOSS Science will support Mathematics Achievement because of the interdisciplinary approach that FOSS takes. Widely adopted in many schools nationwide, the FOSS program offers students a hands-on approach to science that requires thinking across content. The FOSS curricular descriptions include the idea “that mathematics allows us to quantify our observations and organize them in order to see relationships and predict the future. Mathematics is one of the most powerful tools of the scientist.”²⁶</p>

²⁴ De La Paz, S. & Graham, S. (2002). “Explicitly teaching strategies, skills, and knowledge: Writing instruction in middle school classrooms.” *Journal of Educational Psychology*, 94(4), 687 – 698.

²⁵ Letgers, N., Adams, D., & Williams, P. (2000). Common Planning: A Linchpin Practice in Transforming Secondary Schools. Academy of Educational Development. Accessed online at <http://www2.ed.gov/programs/slcp/finalcommon.pdf> on June 13, 2014.

²⁶ FOSS Science. (2005). FOSS Science K-6 © 2005 (2nd Edition) FAQs. Accessed at <http://www.delta-education.com/science/foss/fossfaq.shtml#a8> on July 11, 2105.

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)
				will make an average of 1.5 years of growth in Math MAP scores by June 2016.	<p>AEI and classroom-based small group instruction in Math are both interventions that work on the premise that working with students in small-group settings can lead to greater achievement. Findings from evidence-based research show that when mathematics “instruction during small-group interventions is explicit and systematic, including providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review,” outcomes are dramatically improved.²⁷</p> <p>Additionally, the school will be programmed so that all teachers will have at least two periods of Common Planning Time each week. The purpose of these CPT periods will be for grade level meetings to occur, and for teachers to engage in systematic review of data, student work, lesson plans, and other topics to address student learning. The Achievement Specialist and Head of School will support teachers with these efforts. Research suggests that “Common Planning is a linchpin practice in transforming schools—an underutilized yet critical social technology necessary to creating learning environments that proactively identify and address the diverse and changing needs of adolescent learners.”²⁸</p>
ELA	ELLS	<ul style="list-style-type: none"> Expeditionary Learning curriculum * 	<ul style="list-style-type: none"> School leaders Teachers 	<ul style="list-style-type: none"> By January 2016, all homerooms 	The Expeditionary Learning ELA curriculum has been adopted for use in many schools across the country. It is “text-based, aligned to Common Core, and provides robust resources for teachers and engaging lessons for students. It also has a high

²⁷ Institute of Education Sciences. (2009). Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools. Accessed at http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf on July 11, 2015.

²⁸ Letgers, N., Adams, D., & Williams, P. (2000). Common Planning: A Linchpin Practice in Transforming Secondary Schools. Academy of Educational Development. Accessed online at <http://www2.ed.gov/programs/slcp/finalcommon.pdf> on June 13, 2014.

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

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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)
		<ul style="list-style-type: none"> • Harcourt Social Studies curriculum * • AEI • Classroom-based small-group instruction • School-wide writing prompts • Grade level meetings & Common Planning Time 	<ul style="list-style-type: none"> • Academic Interventionist 	<ul style="list-style-type: none"> • will make an average of 0.75 years of growth in ELA MAP. • All homerooms will make an average of 1.5 years of growth in ELA MAP scores by June 2016. • By June 2016, all homerooms will score an average of “3” on the CCSS holistic scoring rubrics in 	<p>level of rigor, paired with teacher support, parent resources, assessment, and attention to special needs.”²⁹ The school has selected this curricular resource because it will address the need we have identified in ELA Achievement, specific to text selection and task complexity. The curriculum is organized into modules, and “each module comes with books – not textbooks or anthologies – which have been carefully selected and vetted by the authors of the Common Core as the best books for teaching grade level content. These central texts are supported by a list of recommended texts—books, articles, and primary source documents—that balance literary and informational texts at appropriate levels of complexity.”³⁰</p> <p><i>Harcourt Social Studies</i> is another social studies curriculum widely in use, that will help the school meet specific needs in regards to ELA Achievement. We selected this curriculum specifically because of how it supports reading achievement: each lesson “focuses on a specific reading skill to help students get the most out of the content. Accompanied by a graphic organizer for active learning, students learning Why It Matters... Within lessons, Reading Focus Skills are explicitly addressed and assessed. Write-On/Wipe-Off Cards present the Reading Focus Skill graphic organizer from each unit, and these</p>

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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)
				narrative, expository, and persuasive writing.	<p>placement-sized cards can be used for interactive lessons and review.”³¹ These included elements of the curriculum will support ELA skill development and overall achievement.</p> <p>AEI and classroom-based small group instruction in ELA are both interventions that work on the premise that working with students in small-group settings can lead to greater achievement. Findings from evidence-based research show “dramatic reductions in the incidence of reading failure when explicit instruction in these components is provided by the classroom teacher. To address the needs of children most at risk of reading failure, the same instructional components are relevant but they need to be made more explicit and comprehensive, more intensive, and more supportive in small-group or one-on-one formats.”³²</p> <p>Another strategy the school will be using to strengthen the core academic program will be whole-school writing prompts in narrative, expository, and persuasive writing. Every three weeks, all students will take a CCSS-aligned writing prompt, and teachers will use the data from these prompts to plan targeted lessons to address students’ deficiencies in writing. Students who participate in periodic writing prompts, and whose teachers use the data generated to plan instruction, “produce</p>

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³² Foorman, B. & Torgeson, J. (2001). Critical Elements of Classroom and Small-Group Instruction Promote Reading Success in All Children. *Learning Disabilities Research & Practice*, 16(4), p. 203 – 212.

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

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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)
					<p>essays that [are] longer, [contain] more mature vocabulary, and [are] qualitatively better.”³³</p> <p>Additionally, the school will be programmed so that all teachers will have at least two periods of Common Planning Time each week. The purpose of these CPT periods will be for grade level meetings to occur, and for teachers to engage in systematic review of data, student work, lesson plans, and other topics to address student learning. The Achievement Specialist and Head of School will support teachers with these efforts. Research suggests that “Common Planning is a linchpin practice in transforming schools—an underutilized yet critical social technology necessary to creating learning environments that proactively identify and address the diverse and changing needs of adolescent learners.”³⁴</p>
Math	ELLs	<ul style="list-style-type: none"> • FOSS Science* • AEI • Classroom-based small-group instruction • Grade level meetings & Common Planning Time 	<ul style="list-style-type: none"> • School leaders • Teachers • Academic Interventionist 	<ul style="list-style-type: none"> • By January 2016, all homerooms will make an average of 0.75 years of growth in Math MAP. • All homerooms 	<p>The purchase of FOSS Science will support Mathematics Achievement because of the interdisciplinary approach that FOSS takes. Widely adopted in many schools nationwide, the FOSS program offers students a hands-on approach to science that requires thinking across content. The FOSS curricular descriptions include the idea “that mathematics allows us to quantify our observations and organize them in order to see relationships and predict the future. Mathematics is one of the most powerful tools of the scientist.”³⁵</p>

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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)
				will make an average of 1.5 years of growth in Math MAP scores by June 2016.	<p>AEI and classroom-based small group instruction in Math are both interventions that work on the premise that working with students in small-group settings can lead to greater achievement. Findings from evidence-based research show that when mathematics “instruction during small-group interventions is explicit and systematic, including providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review,” outcomes are dramatically improved.³⁶</p> <p>Additionally, the school will be programmed so that all teachers will have at least two periods of Common Planning Time each week. The purpose of these CPT periods will be for grade level meetings to occur, and for teachers to engage in systematic review of data, student work, lesson plans, and other topics to address student learning. The Achievement Specialist and Head of School will support teachers with these efforts. Research suggests that “Common Planning is a linchpin practice in transforming schools—an underutilized yet critical social technology necessary to creating learning environments that proactively identify and address the diverse and changing needs of adolescent learners.”³⁷</p>
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> Expeditionary Learning curriculum * 	<ul style="list-style-type: none"> School leaders Teachers 	<ul style="list-style-type: none"> By January 2016, all homerooms 	The Expeditionary Learning ELA curriculum has been adopted for use in many schools across the country. It is “text-based, aligned to Common Core, and provides robust resources for teachers and engaging lessons for students. It also has a high

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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)
		<ul style="list-style-type: none"> • Harcourt Social Studies curriculum * • AEI • Classroom-based small-group instruction • School-wide writing prompts • Grade level meetings & Common Planning Time 	<ul style="list-style-type: none"> • Academic Interventionist 	<p>will make an average of 0.75 years of growth in ELA MAP.</p> <ul style="list-style-type: none"> • All homerooms will make an average of 1.5 years of growth in ELA MAP scores by June 2016. • By June 2016, all homerooms will score an average of “3” on the CCSS holistic scoring rubrics in 	<p>level of rigor, paired with teacher support, parent resources, assessment, and attention to special needs.”³⁸ The school has selected this curricular resource because it will address the need we have identified in ELA Achievement, specific to text selection and task complexity. The curriculum is organized into modules, and “each module comes with books – not textbooks or anthologies – which have been carefully selected and vetted by the authors of the Common Core as the best books for teaching grade level content. These central texts are supported by a list of recommended texts—books, articles, and primary source documents—that balance literary and informational texts at appropriate levels of complexity.”³⁹</p> <p><i>Harcourt Social Studies</i> is another social studies curriculum widely in use, that will help the school meet specific needs in regards to ELA Achievement. We selected this curriculum specifically because of how it supports reading achievement: each lesson “focuses on a specific reading skill to help students get the most out of the content. Accompanied by a graphic organizer for active learning, students learning Why It Matters... Within lessons, Reading Focus Skills are explicitly addressed and assessed. Write-On/Wipe-Off Cards present the Reading Focus Skill graphic organizer from each unit, and these</p>

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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)
				narrative, expository, and persuasive writing.	<p>placement-sized cards can be used for interactive lessons and review.”⁴⁰ These included elements of the curriculum will support ELA skill development and overall achievement.</p> <p>AEI and classroom-based small group instruction in ELA are both interventions that work on the premise that working with students in small-group settings can lead to greater achievement. Findings from evidence-based research show “dramatic reductions in the incidence of reading failure when explicit instruction in these components is provided by the classroom teacher. To address the needs of children most at risk of reading failure, the same instructional components are relevant but they need to be made more explicit and comprehensive, more intensive, and more supportive in small-group or one-on-one formats.”⁴¹</p> <p>Another strategy the school will be using to strengthen the core academic program will be whole-school writing prompts in narrative, expository, and persuasive writing. Every three weeks, all students will take a CCSS-aligned writing prompt, and teachers will use the data from these prompts to plan targeted lessons to address students’ deficiencies in writing. Students who participate in periodic writing prompts, and whose teachers use the data generated to plan instruction, “produce</p>

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					<p>essays that [are] longer, [contain] more mature vocabulary, and [are] qualitatively better.”⁴²</p> <p>Additionally, the school will be programmed so that all teachers will have at least two periods of Common Planning Time each week. The purpose of these CPT periods will be for grade level meetings to occur, and for teachers to engage in systematic review of data, student work, lesson plans, and other topics to address student learning. The Achievement Specialist and Head of School will support teachers with these efforts. Research suggests that “Common Planning is a linchpin practice in transforming schools—an underutilized yet critical social technology necessary to creating learning environments that proactively identify and address the diverse and changing needs of adolescent learners.”⁴³</p>
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • FOSS Science* • AEI • Classroom-based small-group instruction • Grade level meetings & Common Planning Time 	<ul style="list-style-type: none"> • School leaders • Teachers • Academic Interventionist 	<ul style="list-style-type: none"> • By January 2016, all homerooms will make an average of 0.75 years of growth in Math MAP. • All homerooms 	<p>The purchase of FOSS Science will support Mathematics Achievement because of the interdisciplinary approach that FOSS takes. Widely adopted in many schools nationwide, the FOSS program offers students a hands-on approach to science that requires thinking across content. The FOSS curricular descriptions include the idea “that mathematics allows us to quantify our observations and organize them in order to see relationships and predict the future. Mathematics is one of the most powerful tools of the scientist.”⁴⁴</p>

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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)
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ELA	All students	<ul style="list-style-type: none"> Expeditionary Learning curriculum * 	<ul style="list-style-type: none"> School leaders Teachers 	<ul style="list-style-type: none"> By January 2016, all homerooms 	The Expeditionary Learning ELA curriculum has been adopted for use in many schools across the country. It is “text-based, aligned to Common Core, and provides robust resources for teachers and engaging lessons for students. It also has a high

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		<ul style="list-style-type: none"> • Harcourt Social Studies curriculum * • AEI • Classroom-based small-group instruction • School-wide writing prompts • Grade level meetings & Common Planning Time 	<ul style="list-style-type: none"> • Academic Interventionist 	<p>will make an average of 0.75 years of growth in ELA MAP.</p> <ul style="list-style-type: none"> • All homerooms will make an average of 1.5 years of growth in ELA MAP scores by June 2016. • By June 2016, all homerooms will score an average of “3” on the CCSS holistic scoring rubrics in 	<p>level of rigor, paired with teacher support, parent resources, assessment, and attention to special needs.”⁴⁷ The school has selected this curricular resource because it will address the need we have identified in ELA Achievement, specific to text selection and task complexity. The curriculum is organized into modules, and “each module comes with books – not textbooks or anthologies – which have been carefully selected and vetted by the authors of the Common Core as the best books for teaching grade level content. These central texts are supported by a list of recommended texts—books, articles, and primary source documents—that balance literary and informational texts at appropriate levels of complexity.”⁴⁸</p> <p><i>Harcourt Social Studies</i> is another social studies curriculum widely in use, that will help the school meet specific needs in regards to ELA Achievement. We selected this curriculum specifically because of how it supports reading achievement: each lesson “focuses on a specific reading skill to help students get the most out of the content. Accompanied by a graphic organizer for active learning, students learning Why It Matters... Within lessons, Reading Focus Skills are explicitly addressed and assessed. Write-On/Wipe-Off Cards present the Reading Focus Skill graphic organizer from each unit, and these</p>

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Math	All students	<ul style="list-style-type: none"> • FOSS Science* • AEI • Classroom-based small-group instruction • Grade level meetings & Common Planning Time 	<ul style="list-style-type: none"> • School leaders • Teachers • Academic Interventionist 	<ul style="list-style-type: none"> • By January 2016, all homerooms will make an average of 0.75 years of growth in Math MAP. • All homerooms 	<p>The purchase of FOSS Science will support Mathematics Achievement because of the interdisciplinary approach that FOSS takes. Widely adopted in many schools nationwide, the FOSS program offers students a hands-on approach to science that requires thinking across content. The FOSS curricular descriptions include the idea “that mathematics allows us to quantify our observations and organize them in order to see relationships and predict the future. Mathematics is one of the most powerful tools of the scientist.”⁵³</p>

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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)
				will make an average of 1.5 years of growth in Math MAP scores by June 2016.	<p>AEI and classroom-based small group instruction in Math are both interventions that work on the premise that working with students in small-group settings can lead to greater achievement. Findings from evidence-based research show that when mathematics “instruction during small-group interventions is explicit and systematic, including providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review,” outcomes are dramatically improved.⁵⁴</p> <p>Additionally, the school will be programmed so that all teachers will have at least two periods of Common Planning Time each week. The purpose of these CPT periods will be for grade level meetings to occur, and for teachers to engage in systematic review of data, student work, lesson plans, and other topics to address student learning. The Achievement Specialist and Head of School will support teachers with these efforts. Research suggests that “Common Planning is a linchpin practice in transforming schools—an underutilized yet critical social technology necessary to creating learning environments that proactively identify and address the diverse and changing needs of adolescent learners.”⁵⁵</p>

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

⁵⁴ Institute of Education Sciences. (2009). Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools. Accessed at http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf on July 11, 2015.

⁵⁵ Letgers, N., Adams, D., & Williams, P. (2000). Common Planning: A Linchpin Practice in Transforming Secondary Schools. Academy of Educational Development. Accessed online at <http://www2.ed.gov/programs/slcp/finalcommon.pdf> on June 13, 2014.

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	PARCC Power Hour	<ul style="list-style-type: none"> • School leaders • Teachers • Academic Interventionist • After school program teachers 	<ul style="list-style-type: none"> • By January 2016, all homerooms will make an average of 0.75 years of growth in ELA MAP. • All homerooms will make an average of 1.5 years of growth in ELA MAP scores by June 2016. • By June 2016, all homerooms will score an average of “3” on the CCSS holistic scoring rubrics in narrative, expository, and persuasive writing. 	In preparing for the PARCC Power Hour tutoring program, the school will use students’ fall and winter MAP scores, as well as the PARCC data from 2015 if it is available, to determine which students are most in need of additional support in order to attain proficiency. These students will be invited to participate in this extended learning time experience. Research supporting the benefits of extended learning time after-school suggests that “time is a necessary but insufficient condition for improving achievement. The crucial issue is how time is used, with quality of instruction being the key.” ⁵⁶ One of the most essential elements of providing an effective after-school program, according to the research, is having high-quality curricular alignment between the regular school day curriculum and the after-school curriculum. Kingdom has accounted for this necessary alignment by clearly delineating which resources should be used in the extended learning environments and which should be used in the regular school day; however, the data collected from each setting is shared amongst teachers so that all the teachers working with our students are able to push them towards the same goals, using the same data. The literature shows that, across a range of ability levels, students enrolled in after-school programs and extended learning experiences like PARCC Power Hour “outperformed traditional students at Fall 1 in mathematics, reading, and

⁵⁶ Evans, W. & Bechtel, D. (1997). “Extended School Day/Year Programs: A Research Synthesis. Spotlight on Student Success.” *Office of Educational Research and Improvement (ED)*, Washington, DC. <http://eric.ed.gov/?id=ED461695>. Accessed January 3, 2013.

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)
					general knowledge and had higher levels of cognitive competence.” ⁵⁷
Math	Students with Disabilities	PARCC Power Hour	<ul style="list-style-type: none"> • School leaders • Teachers • Academic Interventionist • After school program teachers 	<ul style="list-style-type: none"> • By January 2016, all homerooms will make an average of 0.75 years of growth in Math MAP. • All homerooms will make an average of 1.5 years of growth in Math MAP scores by June 2016. 	In preparing for the PARCC Power Hour tutoring program, the school will use students’ fall and winter MAP scores, as well as the PARCC data from 2015 if it is available, to determine which students are most in need of additional support in order to attain proficiency. These students will be invited to participate in this extended learning time experience. Research supporting the benefits of extended learning time after-school suggests that “time is a necessary but insufficient condition for improving achievement. The crucial issue is how time is used, with quality of instruction being the key.” ⁵⁸ One of the most essential elements of providing an effective after-school program, according to the research, is having high-quality curricular alignment between the regular school day curriculum and the after-school curriculum. Kingdom has accounted for this necessary alignment by clearly delineating which resources should be used in the extended learning environments and which should be used in the regular school day; however, the data collected from each setting is shared amongst teachers so that all the teachers working with our students are able to push them towards the same goals, using the same data. The literature shows that, across a range of ability levels, students enrolled in after-school programs and extended learning experiences like PARCC Power Hour “outperformed traditional students at Fall 1 in mathematics, reading, and

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					general knowledge and had higher levels of cognitive competence.” ⁵⁹
ELA	Homeless	PARCC Power Hour	<ul style="list-style-type: none"> School leaders Teachers Academic Interventionist After school program teachers 	<ul style="list-style-type: none"> By January 2016, all homerooms will make an average of 0.75 years of growth in ELA MAP. All homerooms will make an average of 1.5 years of growth in ELA MAP scores by June 2016. By June 2016, all homerooms will score an average of “3” on the CCSS holistic scoring rubrics in narrative, expository, and persuasive writing. 	In preparing for the PARCC Power Hour tutoring program, the school will use students’ fall and winter MAP scores, as well as the PARCC data from 2015 if it is available, to determine which students are most in need of additional support in order to attain proficiency. These students will be invited to participate in this extended learning time experience. Research supporting the benefits of extended learning time after-school suggests that “time is a necessary but insufficient condition for improving achievement. The crucial issue is how time is used, with quality of instruction being the key.” ⁶⁰ One of the most essential elements of providing an effective after-school program, according to the research, is having high-quality curricular alignment between the regular school day curriculum and the after-school curriculum. Kingdom has accounted for this necessary alignment by clearly delineating which resources should be used in the extended learning environments and which should be used in the regular school day; however, the data collected from each setting is shared amongst teachers so that all the teachers working with our students are able to push them towards the same goals, using the same data. The literature shows that, across a range of ability levels, students enrolled in after-school programs and extended learning experiences like PARCC Power Hour “outperformed

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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)
					traditional students at Fall 1 in mathematics, reading, and general knowledge and had higher levels of cognitive competence.” ⁶¹
Math	Homeless	PARCC Power Hour	<ul style="list-style-type: none"> • School leaders • Teachers • Academic Interventionist • After school program teachers 	<ul style="list-style-type: none"> • By January 2016, all homerooms will make an average of 0.75 years of growth in Math MAP. • All homerooms will make an average of 1.5 years of growth in Math MAP scores by June 2016. 	In preparing for the PARCC Power Hour tutoring program, the school will use students’ fall and winter MAP scores, as well as the PARCC data from 2015 if it is available, to determine which students are most in need of additional support in order to attain proficiency. These students will be invited to participate in this extended learning time experience. Research supporting the benefits of extended learning time after-school suggests that “time is a necessary but insufficient condition for improving achievement. The crucial issue is how time is used, with quality of instruction being the key.” ⁶² One of the most essential elements of providing an effective after-school program, according to the research, is having high-quality curricular alignment between the regular school day curriculum and the after-school curriculum. Kingdom has accounted for this necessary alignment by clearly delineating which resources should be used in the extended learning environments and which should be used in the regular school day; however, the data collected from each setting is shared amongst teachers so that all the teachers working with our students are able to push them towards the same goals, using the same data. The literature shows that, across a range of ability levels, students enrolled in after-school programs and extended learning experiences like PARCC Power Hour “outperformed

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					traditional students at Fall 1 in mathematics, reading, and general knowledge and had higher levels of cognitive competence.” ⁶³
ELA	Migrant	PARCC Power Hour	<ul style="list-style-type: none"> • School leaders • Teachers • Academic Interventionist • After school program teachers 	<ul style="list-style-type: none"> • By January 2016, all homerooms will make an average of 0.75 years of growth in ELA MAP. • All homerooms will make an average of 1.5 years of growth in ELA MAP scores by June 2016. • By June 2016, all homerooms will score an average of “3” on the CCSS holistic scoring rubrics in narrative, expository, and persuasive writing. 	In preparing for the PARCC Power Hour tutoring program, the school will use students’ fall and winter MAP scores, as well as the PARCC data from 2015 if it is available, to determine which students are most in need of additional support in order to attain proficiency. These students will be invited to participate in this extended learning time experience. Research supporting the benefits of extended learning time after-school suggests that “time is a necessary but insufficient condition for improving achievement. The crucial issue is how time is used, with quality of instruction being the key.” ⁶⁴ One of the most essential elements of providing an effective after-school program, according to the research, is having high-quality curricular alignment between the regular school day curriculum and the after-school curriculum. Kingdom has accounted for this necessary alignment by clearly delineating which resources should be used in the extended learning environments and which should be used in the regular school day; however, the data collected from each setting is shared amongst teachers so that all the teachers working with our students are able to push them towards the same goals, using the same data. The literature shows that, across a range of ability levels, students enrolled in after-school programs and extended learning

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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)
					experiences like PARCC Power Hour “outperformed traditional students at Fall 1 in mathematics, reading, and general knowledge and had higher levels of cognitive competence.” ⁶⁵
Math	Migrant	PARCC Power Hour	<ul style="list-style-type: none"> • School leaders • Teachers • Academic Interventionist • After school program teachers 	<ul style="list-style-type: none"> • By January 2016, all homerooms will make an average of 0.75 years of growth in Math MAP. • All homerooms will make an average of 1.5 years of growth in Math MAP scores by June 2016. 	In preparing for the PARCC Power Hour tutoring program, the school will use students’ fall and winter MAP scores, as well as the PARCC data from 2015 if it is available, to determine which students are most in need of additional support in order to attain proficiency. These students will be invited to participate in this extended learning time experience. Research supporting the benefits of extended learning time after-school suggests that “time is a necessary but insufficient condition for improving achievement. The crucial issue is how time is used, with quality of instruction being the key.” ⁶⁶ One of the most essential elements of providing an effective after-school program, according to the research, is having high-quality curricular alignment between the regular school day curriculum and the after-school curriculum. Kingdom has accounted for this necessary alignment by clearly delineating which resources should be used in the extended learning environments and which should be used in the regular school day; however, the data collected from each setting is shared amongst teachers so that all the teachers working with our students are able to push them towards the same goals, using the same data. The literature shows that, across a range of ability levels, students enrolled in after-school programs and extended learning

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					experiences like PARCC Power Hour “outperformed traditional students at Fall 1 in mathematics, reading, and general knowledge and had higher levels of cognitive competence.” ⁶⁷
ELA	ELLs	PARCC Power Hour	<ul style="list-style-type: none"> • School leaders • Teachers • Academic Interventionist • After school program teachers 	<ul style="list-style-type: none"> • By January 2016, all homerooms will make an average of 0.75 years of growth in ELA MAP. • All homerooms will make an average of 1.5 years of growth in ELA MAP scores by June 2016. • By June 2016, all homerooms will score an average of “3” on the CCSS holistic scoring rubrics in narrative, expository, and persuasive writing. 	In preparing for the PARCC Power Hour tutoring program, the school will use students’ fall and winter MAP scores, as well as the PARCC data from 2015 if it is available, to determine which students are most in need of additional support in order to attain proficiency. These students will be invited to participate in this extended learning time experience. Research supporting the benefits of extended learning time after-school suggests that “time is a necessary but insufficient condition for improving achievement. The crucial issue is how time is used, with quality of instruction being the key.” ⁶⁸ One of the most essential elements of providing an effective after-school program, according to the research, is having high-quality curricular alignment between the regular school day curriculum and the after-school curriculum. Kingdom has accounted for this necessary alignment by clearly delineating which resources should be used in the extended learning environments and which should be used in the regular school day; however, the data collected from each setting is shared amongst teachers so that all the teachers working with our students are able to push them towards the same goals, using the same data. The literature shows that, across a range of ability levels, students

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Math	ELLs	PARCC Power Hour	<ul style="list-style-type: none"> • School leaders • Teachers • Academic Interventionist • After school program teachers 	<ul style="list-style-type: none"> • By January 2016, all homerooms will make an average of 0.75 years of growth in Math MAP. • All homerooms will make an average of 1.5 years of growth in Math MAP scores by June 2016. 	In preparing for the PARCC Power Hour tutoring program, the school will use students’ fall and winter MAP scores, as well as the PARCC data from 2015 if it is available, to determine which students are most in need of additional support in order to attain proficiency. These students will be invited to participate in this extended learning time experience. Research supporting the benefits of extended learning time after-school suggests that “time is a necessary but insufficient condition for improving achievement. The crucial issue is how time is used, with quality of instruction being the key.” ⁷⁰ One of the most essential elements of providing an effective after-school program, according to the research, is having high-quality curricular alignment between the regular school day curriculum and the after-school curriculum. Kingdom has accounted for this necessary alignment by clearly delineating which resources should be used in the extended learning environments and which should be used in the regular school day; however, the data collected from each setting is shared amongst teachers so that all the teachers working with our students are able to push them towards the same goals, using the same data. The literature shows that, across a range of ability levels, students

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					enrolled in after-school programs and extended learning experiences like PARCC Power Hour “outperformed traditional students at Fall 1 in mathematics, reading, and general knowledge and had higher levels of cognitive competence.” ⁷¹
ELA	Economically Disadvantaged	PARCC Power Hour	<ul style="list-style-type: none"> • School leaders • Teachers • Academic Interventionist • After school program teachers 	<ul style="list-style-type: none"> • By January 2016, all homerooms will make an average of 0.75 years of growth in ELA MAP. • All homerooms will make an average of 1.5 years of growth in ELA MAP scores by June 2016. • By June 2016, all homerooms will score an average of “3” on the CCSS holistic scoring rubrics in narrative, expository, and persuasive writing. 	In preparing for the PARCC Power Hour tutoring program, the school will use students’ fall and winter MAP scores, as well as the PARCC data from 2015 if it is available, to determine which students are most in need of additional support in order to attain proficiency. These students will be invited to participate in this extended learning time experience. Research supporting the benefits of extended learning time after-school suggests that “time is a necessary but insufficient condition for improving achievement. The crucial issue is how time is used, with quality of instruction being the key.” ⁷² One of the most essential elements of providing an effective after-school program, according to the research, is having high-quality curricular alignment between the regular school day curriculum and the after-school curriculum. Kingdom has accounted for this necessary alignment by clearly delineating which resources should be used in the extended learning environments and which should be used in the regular school day; however, the data collected from each setting is shared amongst teachers so that all the teachers working with our students are able to push them towards the same goals, using the same data. The literature

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Math	Economically Disadvantaged	PARCC Power Hour	<ul style="list-style-type: none"> • School leaders • Teachers • Academic Interventionist • After school program teachers 	<ul style="list-style-type: none"> • By January 2016, all homerooms will make an average of 0.75 years of growth in Math MAP. • All homerooms will make an average of 1.5 years of growth in Math MAP scores by June 2016. 	In preparing for the PARCC Power Hour tutoring program, the school will use students’ fall and winter MAP scores, as well as the PARCC data from 2015 if it is available, to determine which students are most in need of additional support in order to attain proficiency. These students will be invited to participate in this extended learning time experience. Research supporting the benefits of extended learning time after-school suggests that “time is a necessary but insufficient condition for improving achievement. The crucial issue is how time is used, with quality of instruction being the key.” ⁷⁴ One of the most essential elements of providing an effective after-school program, according to the research, is having high-quality curricular alignment between the regular school day curriculum and the after-school curriculum. Kingdom has accounted for this necessary alignment by clearly delineating which resources should be used in the extended learning environments and which should be used in the regular school day; however, the data collected from each setting is shared amongst teachers so that all the teachers working with our students are able to push them towards the same goals, using the same data. The literature

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ELA	All students	PARCC Power Hour	<ul style="list-style-type: none"> • School leaders • Teachers • Academic Interventionist • After school program teachers 	<ul style="list-style-type: none"> • By January 2016, all homerooms will make an average of 0.75 years of growth in ELA MAP. • All homerooms will make an average of 1.5 years of growth in ELA MAP scores by June 2016. • By June 2016, all homerooms will score an average of “3” on the CCSS holistic scoring rubrics in narrative, expository, and persuasive writing. 	In preparing for the PARCC Power Hour tutoring program, the school will use students’ fall and winter MAP scores, as well as the PARCC data from 2015 if it is available, to determine which students are most in need of additional support in order to attain proficiency. These students will be invited to participate in this extended learning time experience. Research supporting the benefits of extended learning time after-school suggests that “time is a necessary but insufficient condition for improving achievement. The crucial issue is how time is used, with quality of instruction being the key.” ⁷⁶ One of the most essential elements of providing an effective after-school program, according to the research, is having high-quality curricular alignment between the regular school day curriculum and the after-school curriculum. Kingdom has accounted for this necessary alignment by clearly delineating which resources should be used in the extended learning environments and which should be used in the regular school day; however, the data collected from each setting is shared amongst teachers so that all the teachers working with our students are able to push them

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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)
					towards the same goals, using the same data. The literature shows that, across a range of ability levels, students enrolled in after-school programs and extended learning experiences like PARCC Power Hour “outperformed traditional students at Fall 1 in mathematics, reading, and general knowledge and had higher levels of cognitive competence.” ⁷⁷
Math	All students	PARCC Power Hour	<ul style="list-style-type: none"> • School leaders • Teachers • Academic Interventionist • After school program teachers 	<ul style="list-style-type: none"> • By January 2016, all homerooms will make an average of 0.75 years of growth in Math MAP. • All homerooms will make an average of 1.5 years of growth in Math MAP scores by June 2016. 	In preparing for the PARCC Power Hour tutoring program, the school will use students’ fall and winter MAP scores, as well as the PARCC data from 2015 if it is available, to determine which students are most in need of additional support in order to attain proficiency. These students will be invited to participate in this extended learning time experience. Research supporting the benefits of extended learning time after-school suggests that “time is a necessary but insufficient condition for improving achievement. The crucial issue is how time is used, with quality of instruction being the key.” ⁷⁸ One of the most essential elements of providing an effective after-school program, according to the research, is having high-quality curricular alignment between the regular school day curriculum and the after-school curriculum. Kingdom has accounted for this necessary alignment by clearly delineating which resources should be used in the extended learning environments and which should be used in the regular school day; however, the data collected from each setting is shared amongst teachers so that all the teachers working with our students are able to push them

⁷⁷ Frazier, J.A. & Morrison, F.J. (1998). “The Influence of Extended-Year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School.” *Child Development*, 69(2), pp. 495 – 517.

⁷⁸ Evans, W. & Bechtel, D. (1997). “Extended School Day/Year Programs: A Research Synthesis. Spotlight on Student Success.” *Office of Educational Research and Improvement (ED)*, Washington, DC. <http://eric.ed.gov/?id=ED461695>. Accessed January 3, 2013.

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)
					towards the same goals, using the same data. The literature shows that, across a range of ability levels, students enrolled in after-school programs and extended learning experiences like PARCC Power Hour “outperformed traditional students at Fall 1 in mathematics, reading, and general knowledge and had higher levels of cognitive competence.” ⁷⁹

**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	Grade Level Meetings & Common Planning Time	<ul style="list-style-type: none"> • Head of School • Achievement Specialist • Teachers 	<ul style="list-style-type: none"> • By January 2016, all homerooms will make an average of 0.75 years of growth in ELA MAP. • All homerooms will make an average of 1.5 years of growth in ELA MAP scores by June 2016. 	The school will be programmed so that all teachers will have at least two periods of Common Planning Time each week. The purpose of these CPT periods will be for grade level meetings to occur, and for teachers to engage in systematic review of data, student work, lesson plans, and other topics to address student learning. The Achievement Specialist and Head of School will support teachers with these efforts. Research suggests that “Common Planning is a linchpin practice in transforming schools—an underutilized yet critical social technology necessary to creating learning environments that

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

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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)
				<ul style="list-style-type: none"> By June 2016, all homerooms will score an average of “3” on the CCSS holistic scoring rubrics in narrative, expository, and persuasive writing. 	proactively identify and address the diverse and changing needs of adolescent learners.” ⁸⁰
Math	Students with Disabilities	Grade Level Meetings & Common Planning Time	<ul style="list-style-type: none"> Head of School Achievement Specialist Teachers 	<ul style="list-style-type: none"> By January 2016, all homerooms will make an average of 0.75 years of growth in Math MAP. All homerooms will make an average of 1.5 years of growth in Math MAP scores by June 2016. 	The school will be programmed so that all teachers will have at least two periods of Common Planning Time each week. The purpose of these CPT periods will be for grade level meetings to occur, and for teachers to engage in systematic review of data, student work, lesson plans, and other topics to address student learning. The Achievement Specialist and Head of School will support teachers with these efforts. Research suggests that “Common Planning is a linchpin practice in transforming schools—an underutilized yet critical social technology necessary to creating learning environments that proactively identify and address the diverse and changing needs of adolescent learners.” ⁸¹
ELA	Homeless	Grade Level Meetings & Common Planning Time	<ul style="list-style-type: none"> Head of School Achievement Specialist 	<ul style="list-style-type: none"> By January 2016, all homerooms will make an average of 0.75 years of growth in ELA MAP. 	The school will be programmed so that all teachers will have at least two periods of Common Planning Time each week. The purpose of these CPT periods will be for grade level meetings to occur, and for teachers to engage in systematic review of data, student work, lesson plans, and

⁸⁰ Letgers, N., Adams, D., & Williams, P. (2000). Common Planning: A Linchpin Practice in Transforming Secondary Schools. Academy of Educational Development. Accessed online at <http://www2.ed.gov/programs/slcp/finalcommon.pdf> on June 13, 2014.

⁸¹ Letgers, N., Adams, D., & Williams, P. (2000). Common Planning: A Linchpin Practice in Transforming Secondary Schools. Academy of Educational Development. Accessed online at <http://www2.ed.gov/programs/slcp/finalcommon.pdf> on June 13, 2014.

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)
			<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> All homerooms will make an average of 1.5 years of growth in ELA MAP scores by June 2016. By June 2016, all homerooms will score an average of “3” on the CCSS holistic scoring rubrics in narrative, expository, and persuasive writing. 	<p>other topics to address student learning. The Achievement Specialist and Head of School will support teachers with these efforts. Research suggests that “Common Planning is a linchpin practice in transforming schools—an underutilized yet critical social technology necessary to creating learning environments that proactively identify and address the diverse and changing needs of adolescent learners.”⁸²</p>
Math	Homeless	Grade Level Meetings & Common Planning Time	<ul style="list-style-type: none"> Head of School Achievement Specialist Teachers 	<ul style="list-style-type: none"> By January 2016, all homerooms will make an average of 0.75 years of growth in Math MAP. All homerooms will make an average of 1.5 years of growth in Math MAP scores by June 2016. 	<p>The school will be programmed so that all teachers will have at least two periods of Common Planning Time each week. The purpose of these CPT periods will be for grade level meetings to occur, and for teachers to engage in systematic review of data, student work, lesson plans, and other topics to address student learning. The Achievement Specialist and Head of School will support teachers with these efforts. Research suggests that “Common Planning is a linchpin practice in transforming schools—an underutilized yet critical social technology necessary to creating learning environments that proactively identify and address the diverse and changing needs of adolescent learners.”⁸³</p>

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⁸³ Letgers, N., Adams, D., & Williams, P. (2000). Common Planning: A Linchpin Practice in Transforming Secondary Schools. Academy of Educational Development. Accessed online at <http://www2.ed.gov/programs/slcp/finalcommon.pdf> on June 13, 2014.

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

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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	Grade Level Meetings & Common Planning Time	<ul style="list-style-type: none"> Head of School Achievement Specialist Teachers 	<ul style="list-style-type: none"> By January 2016, all homerooms will make an average of 0.75 years of growth in ELA MAP. All homerooms will make an average of 1.5 years of growth in ELA MAP scores by June 2016. By June 2016, all homerooms will score an average of "3" on the CCSS holistic scoring rubrics in narrative, expository, and persuasive writing. 	The school will be programmed so that all teachers will have at least two periods of Common Planning Time each week. The purpose of these CPT periods will be for grade level meetings to occur, and for teachers to engage in systematic review of data, student work, lesson plans, and other topics to address student learning. The Achievement Specialist and Head of School will support teachers with these efforts. Research suggests that "Common Planning is a linchpin practice in transforming schools—an underutilized yet critical social technology necessary to creating learning environments that proactively identify and address the diverse and changing needs of adolescent learners." ⁸⁴
Math	Migrant	Grade Level Meetings & Common Planning Time	<ul style="list-style-type: none"> Head of School Achievement Specialist Teachers 	<ul style="list-style-type: none"> By January 2016, all homerooms will make an average of 0.75 years of growth in Math MAP. All homerooms will make an average of 1.5 years of growth in Math MAP scores by June 2016. 	The school will be programmed so that all teachers will have at least two periods of Common Planning Time each week. The purpose of these CPT periods will be for grade level meetings to occur, and for teachers to engage in systematic review of data, student work, lesson plans, and other topics to address student learning. The Achievement Specialist and Head of School will support teachers with these efforts. Research suggests that "Common Planning is a linchpin practice in transforming schools—an underutilized yet critical social technology

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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)
					necessary to creating learning environments that proactively identify and address the diverse and changing needs of adolescent learners.” ⁸⁵
ELA	ELLs	Grade Level Meetings & Common Planning Time	<ul style="list-style-type: none"> • Head of School • Achievement Specialist • Teachers 	<ul style="list-style-type: none"> • By January 2016, all homerooms will make an average of 0.75 years of growth in ELA MAP. • All homerooms will make an average of 1.5 years of growth in ELA MAP scores by June 2016. • By June 2016, all homerooms will score an average of “3” on the CCSS holistic scoring rubrics in narrative, expository, and persuasive writing. 	The school will be programmed so that all teachers will have at least two periods of Common Planning Time each week. The purpose of these CPT periods will be for grade level meetings to occur, and for teachers to engage in systematic review of data, student work, lesson plans, and other topics to address student learning. The Achievement Specialist and Head of School will support teachers with these efforts. Research suggests that “Common Planning is a linchpin practice in transforming schools—an underutilized yet critical social technology necessary to creating learning environments that proactively identify and address the diverse and changing needs of adolescent learners.” ⁸⁶
Math	ELLs	Grade Level Meetings & Common Planning Time	<ul style="list-style-type: none"> • Head of School • Achievement Specialist 	<ul style="list-style-type: none"> • By January 2016, all homerooms will make an average of 0.75 years of growth in Math MAP. 	The school will be programmed so that all teachers will have at least two periods of Common Planning Time each week. The purpose of these CPT periods will be for grade level meetings to occur, and for teachers to engage in systematic review of data, student work, lesson plans, and

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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)
			<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> All homerooms will make an average of 1.5 years of growth in Math MAP scores by June 2016. 	<p>other topics to address student learning. The Achievement Specialist and Head of School will support teachers with these efforts. Research suggests that “Common Planning is a linchpin practice in transforming schools—an underutilized yet critical social technology necessary to creating learning environments that proactively identify and address the diverse and changing needs of adolescent learners.”⁸⁷</p>
ELA	Economically Disadvantaged	Grade Level Meetings & Common Planning Time	<ul style="list-style-type: none"> Head of School Achievement Specialist Teachers 	<ul style="list-style-type: none"> By January 2016, all homerooms will make an average of 0.75 years of growth in ELA MAP. All homerooms will make an average of 1.5 years of growth in ELA MAP scores by June 2016. By June 2016, all homerooms will score an average of “3” on the CCSS holistic scoring rubrics in narrative, expository, and persuasive writing. 	<p>The school will be programmed so that all teachers will have at least two periods of Common Planning Time each week. The purpose of these CPT periods will be for grade level meetings to occur, and for teachers to engage in systematic review of data, student work, lesson plans, and other topics to address student learning. The Achievement Specialist and Head of School will support teachers with these efforts. Research suggests that “Common Planning is a linchpin practice in transforming schools—an underutilized yet critical social technology necessary to creating learning environments that proactively identify and address the diverse and changing needs of adolescent learners.”⁸⁸</p>

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⁸⁸ Letgers, N., Adams, D., & Williams, P. (2000). Common Planning: A Linchpin Practice in Transforming Secondary Schools. Academy of Educational Development. Accessed online at <http://www2.ed.gov/programs/slcp/finalcommon.pdf> on June 13, 2014.

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	Economically Disadvantaged	Grade Level Meetings & Common Planning Time	<ul style="list-style-type: none"> Head of School Achievement Specialist Teachers 	<ul style="list-style-type: none"> By January 2016, all homerooms will make an average of 0.75 years of growth in Math MAP. All homerooms will make an average of 1.5 years of growth in Math MAP scores by June 2016. 	The school will be programmed so that all teachers will have at least two periods of Common Planning Time each week. The purpose of these CPT periods will be for grade level meetings to occur, and for teachers to engage in systematic review of data, student work, lesson plans, and other topics to address student learning. The Achievement Specialist and Head of School will support teachers with these efforts. Research suggests that “Common Planning is a linchpin practice in transforming schools—an underutilized yet critical social technology necessary to creating learning environments that proactively identify and address the diverse and changing needs of adolescent learners.” ⁸⁹
ELA	All students	Grade Level Meetings & Common Planning Time	<ul style="list-style-type: none"> Head of School Achievement Specialist Teachers 	<ul style="list-style-type: none"> By January 2016, all homerooms will make an average of 0.75 years of growth in ELA MAP. All homerooms will make an average of 1.5 years of growth in ELA MAP scores by June 2016. By June 2016, all homerooms will score an average of 	The school will be programmed so that all teachers will have at least two periods of Common Planning Time each week. The purpose of these CPT periods will be for grade level meetings to occur, and for teachers to engage in systematic review of data, student work, lesson plans, and other topics to address student learning. The Achievement Specialist and Head of School will support teachers with these efforts. Research suggests that “Common Planning is a linchpin practice in transforming schools—an underutilized yet critical social technology necessary to creating learning environments that proactively identify and address the diverse and changing needs of adolescent learners.” ⁹⁰

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

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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)
				“3” on the CCSS holistic scoring rubrics in narrative, expository, and persuasive writing.	
Math	All students	Grade Level Meetings & Common Planning Time	<ul style="list-style-type: none"> • Head of School • Achievement Specialist • Teachers 	<ul style="list-style-type: none"> • By January 2016, all homerooms will make an average of 0.75 years of growth in Math MAP. • All homerooms will make an average of 1.5 years of growth in Math MAP scores by June 2016. 	The school will be programmed so that all teachers will have at least two periods of Common Planning Time each week. The purpose of these CPT periods will be for grade level meetings to occur, and for teachers to engage in systematic review of data, student work, lesson plans, and other topics to address student learning. The Achievement Specialist and Head of School will support teachers with these efforts. Research suggests that “Common Planning is a linchpin practice in transforming schools—an underutilized yet critical social technology necessary to creating learning environments that proactively identify and address the diverse and changing needs of adolescent learners.” ⁹¹

***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.

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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?

The schoolwide program will be evaluated quarterly by the school's leadership and by other members of the Title I committee. The review will be conducted internally, utilizing surveys as well as anecdotal data.

2. What barriers or challenges does the school anticipate during the implementation process?

As with any new curriculum, there may be some initial anxiety or apprehension around the adoption of the Expeditionary Learning curriculum at the school. This may also be the case for FOSS and Harcourt Social Studies.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

Through the professional development to be given in the summer of 2015, we will engage all staff and teachers in a reflection process from the previous school year and ask everyone to recommit to the school's goals of improving academic achievement for all students. We will continue to survey teachers and staff, as well as students, to understand how the programs' implementation is working.

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

We utilize survey questions developed from both third-party providers as well as customized to our own needs and create online surveys that are emailed to the staff. These surveys produce reports and data that make the analysis of respondents' feedback easy to develop next steps from.

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

We utilize survey questions developed from both third-party providers as well as customized to our own needs and create online surveys that are emailed to the community members. These surveys produce reports and data that make the analysis of respondents' feedback easy to develop next steps from. For others in our community, we will also utilize paper-based surveys.

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

6. How will the school structure interventions?

Interventions	Structure
AEI (Acceleration, Enrichment, Intervention)	<ul style="list-style-type: none"> • Material delivered to teachers in whole-group session and one-on-one coaching • Delivered to students in small-group sessions – 1 Academic Interventionist will pull out a small group of at-risk students, while another teacher pulls out another group of at-risk students. The remaining students will work with the remaining 2 teachers at the grade level to enrich or accelerate their learning.
Classroom-based small group instruction	<ul style="list-style-type: none"> • Material delivered to teachers in whole-group session and one-on-one coaching • Delivered to students in small-group sessions <u>daily</u>
Whole school writing prompts across genres	<ul style="list-style-type: none"> • Material delivered to teachers in small-group (grade level/department) meetings • Delivered to students one-on-one (individual writing assessments and conferences) • Will take place at least 4 times a year
PARCC Power Hour	<ul style="list-style-type: none"> • Material delivered to teachers in small-group sessions • Delivered to students in small-group sessions based on MAP data • Will take place almost daily
Special Education in-class/pull-out support	<ul style="list-style-type: none"> • Delivered to students via small-group sessions and one-on-one coaching • Will take place daily
Professional development initiatives	<ul style="list-style-type: none"> • Delivered to teachers in whole-group sessions & in grade level meetings

7. How frequently will students receive instructional interventions?

AEI, which includes targeted small-group instruction in ELA and Math, and classroom-based small group instruction will take place daily. PARCC Power Hour will take place 3 times a week after school, from October up until the spring PARCC assessment. Pull-out instruction will take place in accordance with students' IEPs.

8. What resources/technologies will the school use to support the schoolwide program?

We will continue to utilize NWEA's MAP assessment system to organize students into groups for AEI. NWEA's program includes DesCartes, a series of grouped objectives according to students' RIT norm score ranges, which we will use to target and develop the AEI curriculum in both reading and math. We will also continue to utilize the suite of Microsoft Office tools to complete a "bubble analysis" for the students who will be invited to PARCC Power Hour. Additionally, we will use customized data trackers on Excel to analyze data that came from the writing prompts that will be administered school-wide.

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

More importantly, we will develop additional ways for students to gain more experience and expertise with computer-based assessment. The PARCC demands that our students become more skilled at keyboarding, manipulating the mouse, editing text, zooming in and out of passages and screens, highlighting strategically, etc. – all on top of attaining a more rigorous mastery of reading, writing, and mathematics. We plan on continuing to utilize PARCC-aligned websites and resources in the school's technology lab and with technology throughout the classrooms to equip our students with these skills.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

Because we assess students on NWEA's MAP three times a year, we will be able to tell on an interim basis how effective our interventions are. We are looking for a steady trajectory of improvement on the school's MAP tests. Additionally, periodic writing benchmarks will also give us valuable data about the students' improvements in writing specifically. The Math In Focus curriculum utilized by the school already features end-of-unit benchmarks. We will also implement a mock test to develop some projections about PARCC proficiency by looking at the students' raw scores.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

Typically, the school's leadership reports to the teachers and staff a brief summary of the school's achievement on interim and benchmark assessments. We find that this helps teachers get excited and even a little competitive with each other, when they are comparing the growth their individual classes or students have made. Additionally, the school will continue to have periodic stakeholder meetings to discuss how the NCLB-funded interventions are progressing in the school. In-person meetings will help us to continue developing investment and buy-in from stakeholders. We will rely on our stakeholders to turnkey the information to others in the school community who have an interest in the growth of the school.

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

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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	<ul style="list-style-type: none"> • Parent orientations • Training on standards-based grading • Grade level meetings & Common Planning Time • Report card conferences • Parent/family goal-setting events • Development of PACT • Class parents/mentors 	Head of School	<ul style="list-style-type: none"> • Parent attendance rates • Increased student attendance rates • Increased rate of participation in after-school programming and Saturday Academy • Increased homework completion rates • Goal: 40% of all Kingdom parents will be involved in the Parent-Teacher Organization • 100% of Kingdom homerooms will have a class parent/class mentor 	<p>We will include a range of parent engagement strategies that will foster not only parent attendance at our school but also improve parents' level of investment and empowerment in school decisions and efforts to improve student achievement. The parent orientations at the end of the summer and beginning of the school year are designed to orient the parents to the school's expectations for behavior, uniforms, academic achievement, homework habits, and school community overall. We will also provide a training on standards-based grading that helps parents become more familiar with the expectations for student performance in each grade level. Standards-based grading is a set of practices that highlights students' actual proficiency in grade level standards versus their effort, participation, or extra credit opportunities. Parents need to buy into the concept that their children will be promoted and rewarded based on actual mastery of standards, and more importantly, they need to be empowered to help their children achieve the standard expectations at each grade level. To help build this sense of empowerment, the school will host whole class parent-family goal-setting events twice a year, on top of standard parent-teacher conferences. The purpose of the goal-setting events will be to share whole-class goals with parents and get parents to develop goals that they can support individual students with over the course of the school year. Teachers will give each parent a set of tools and strategies to help the</p>

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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					children meet these goals. When the goal-setting meetings reconvene, parents will be able to report out their own success with supporting their children's achievement. In addition to these goal-setting events designed to help parents use strategies to support their children's learning, the school will also cultivate a Parent Advisory Committee and Parent-Teacher Organization. These two councils will support student and teacher initiatives in the building, and will help to increase engagement from the entire parent community. ⁹²
Math	Students with Disabilities	<ul style="list-style-type: none"> • Parent orientations • Training on standards-based grading • Grade level meetings & Common Planning Time • Report card conferences • Parent/family goal-setting events • Development of PACT • Class parents/mentors 	Head of School	<ul style="list-style-type: none"> • Parent attendance rates • Increased student attendance rates • Increased rate of participation in after-school programming and Saturday Academy • Increased homework completion rates • Goal: 40% of all Kingdom parents will be involved in the Parent-Teacher Organization 	We will include a range of parent engagement strategies that will foster not only parent attendance at our school but also improve parents' level of investment and empowerment in school decisions and efforts to improve student achievement. The parent orientations at the end of the summer and beginning of the school year are designed to orient the parents to the school's expectations for behavior, uniforms, academic achievement, homework habits, and school community overall. We will also provide a training on standards-based grading that helps parents become more familiar with the expectations for student performance in each grade level. Standards-based grading is a set of practices that highlights students' actual proficiency in grade level standards versus their effort, participation, or extra credit opportunities. Parents need to buy into the concept that their children will be promoted and rewarded based on actual mastery of standards, and more importantly, they need to be empowered to help their children achieve the standard expectations at each grade level. To help build this sense of empowerment, the

⁹² Jeynes, W.H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education*, 40(237). Accessed online at <http://ue.sagepub.com/cgi/content/abstract/40/3/237> on June 13, 2014.

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				<ul style="list-style-type: none"> 100% of Kingdom homerooms will have a class parent/class mentor 	<p>school will host whole class parent-family goal-setting events twice a year, on top of standard parent-teacher conferences. The purpose of the goal-setting events will be to share whole-class goals with parents and get parents to develop goals that they can support individual students with over the course of the school year. Teachers will give each parent a set of tools and strategies to help the children meet these goals. When the goal-setting meetings reconvene, parents will be able to report out their own success with supporting their children’s achievement. In addition to these goal-setting events designed to help parents use strategies to support their children’s learning, the school will also cultivate a Parent Advisory Committee and Parent-Teacher Organization. These two councils will support student and teacher initiatives in the building, and will help to increase engagement from the entire parent community.⁹³</p>
ELA	Homeless	<ul style="list-style-type: none"> Parent orientations Training on standards-based grading Grade level meetings & Common Planning Time Report card conferences Parent/family 	Head of School	<ul style="list-style-type: none"> Parent attendance rates Increased student attendance rates Increased rate of participation in after-school programming and Saturday Academy Increased homework 	<p>We will include a range of parent engagement strategies that will foster not only parent attendance at our school but also improve parents’ level of investment and empowerment in school decisions and efforts to improve student achievement. The parent orientations at the end of the summer and beginning of the school year are designed to orient the parents to the school’s expectations for behavior, uniforms, academic achievement, homework habits, and school community overall. We will also provide a training on standards-based grading that helps parents become more familiar with the expectations for student performance in each grade level. Standards-based grading is a set of practices that highlights students’ actual</p>

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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)
		goal-setting events <ul style="list-style-type: none"> • Development of PACT • Class parents/mentors 		completion rates <ul style="list-style-type: none"> • Goal: 40% of all Kingdom parents will be involved in the Parent-Teacher Organization • 100% of Kingdom homerooms will have a class parent/class mentor 	proficiency in grade level standards versus their effort, participation, or extra credit opportunities. Parents need to buy into the concept that their children will be promoted and rewarded based on actual mastery of standards, and more importantly, they need to be empowered to help their children achieve the standard expectations at each grade level. To help build this sense of empowerment, the school will host whole class parent-family goal-setting events twice a year, on top of standard parent-teacher conferences. The purpose of the goal-setting events will be to share whole-class goals with parents and get parents to develop goals that they can support individual students with over the course of the school year. Teachers will give each parent a set of tools and strategies to help the children meet these goals. When the goal-setting meetings reconvene, parents will be able to report out their own success with supporting their children's achievement. In addition to these goal-setting events designed to help parents use strategies to support their children's learning, the school will also cultivate a Parent Advisory Committee and Parent-Teacher Organization. These two councils will support student and teacher initiatives in the building, and will help to increase engagement from the entire parent community. ⁹⁴
Math	Homeless	<ul style="list-style-type: none"> • Parent orientations • Training on standards-based grading • Grade level 	Head of School	<ul style="list-style-type: none"> • Parent attendance rates • Increased student attendance rates • Increased rate of 	We will include a range of parent engagement strategies that will foster not only parent attendance at our school but also improve parents' level of investment and empowerment in school decisions and efforts to improve student achievement. The parent orientations at the end of the summer and beginning of the school year are designed

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		meetings & Common Planning Time <ul style="list-style-type: none"> • Report card conferences • Parent/family goal-setting events • Development of PACT • Class parents/mentors 		participation in after-school programming and Saturday Academy <ul style="list-style-type: none"> • Increased homework completion rates • Goal: 40% of all Kingdom parents will be involved in the Parent-Teacher Organization • 100% of Kingdom homerooms will have a class parent/class mentor 	to orient the parents to the school's expectations for behavior, uniforms, academic achievement, homework habits, and school community overall. We will also provide a training on standards-based grading that helps parents become more familiar with the expectations for student performance in each grade level. Standards-based grading is a set of practices that highlights students' actual proficiency in grade level standards versus their effort, participation, or extra credit opportunities. Parents need to buy into the concept that their children will be promoted and rewarded based on actual mastery of standards, and more importantly, they need to be empowered to help their children achieve the standard expectations at each grade level. To help build this sense of empowerment, the school will host whole class parent-family goal-setting events twice a year, on top of standard parent-teacher conferences. The purpose of the goal-setting events will be to share whole-class goals with parents and get parents to develop goals that they can support individual students with over the course of the school year. Teachers will give each parent a set of tools and strategies to help the children meet these goals. When the goal-setting meetings reconvene, parents will be able to report out their own success with supporting their children's achievement. In addition to these goal-setting events designed to help parents use strategies to support their children's learning, the school will also cultivate a Parent Advisory Committee and Parent-Teacher Organization. These two councils will support student and teacher initiatives in the building, and will help to increase engagement from the entire parent community. ⁹⁵

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ELA	Migrant	<ul style="list-style-type: none"> Parent orientations Training on standards-based grading Grade level meetings & Common Planning Time Report card conferences Parent/family goal-setting events Development of PACT Class parents/mentors 	Head of School	<ul style="list-style-type: none"> Parent attendance rates Increased student attendance rates Increased rate of participation in after-school programming and Saturday Academy Increased homework completion rates Goal: 40% of all Kingdom parents will be involved in the Parent-Teacher Organization 100% of Kingdom homerooms will have a class parent/class mentor 	<p>We will include a range of parent engagement strategies that will foster not only parent attendance at our school but also improve parents' level of investment and empowerment in school decisions and efforts to improve student achievement. The parent orientations at the end of the summer and beginning of the school year are designed to orient the parents to the school's expectations for behavior, uniforms, academic achievement, homework habits, and school community overall. We will also provide a training on standards-based grading that helps parents become more familiar with the expectations for student performance in each grade level. Standards-based grading is a set of practices that highlights students' actual proficiency in grade level standards versus their effort, participation, or extra credit opportunities. Parents need to buy into the concept that their children will be promoted and rewarded based on actual mastery of standards, and more importantly, they need to be empowered to help their children achieve the standard expectations at each grade level. To help build this sense of empowerment, the school will host whole class parent-family goal-setting events twice a year, on top of standard parent-teacher conferences. The purpose of the goal-setting events will be to share whole-class goals with parents and get parents to develop goals that they can support individual students with over the course of the school year. Teachers will give each parent a set of tools and strategies to help the children meet these goals. When the goal-setting meetings reconvene, parents will be able to report out their own success with supporting their children's achievement. In addition to these goal-setting events designed to help parents use strategies to support their children's learning, the school will also cultivate a Parent Advisory Committee</p>

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					and Parent-Teacher Organization. These two councils will support student and teacher initiatives in the building, and will help to increase engagement from the entire parent community. ⁹⁶
Math	Migrant	<ul style="list-style-type: none"> • Parent orientations • Training on standards-based grading • Grade level meetings & Common Planning Time • Report card conferences • Parent/family goal-setting events • Development of PACT • Class parents/mentors 	Head of School	<ul style="list-style-type: none"> • Parent attendance rates • Increased student attendance rates • Increased rate of participation in after-school programming and Saturday Academy • Increased homework completion rates • Goal: 40% of all Kingdom parents will be involved in the Parent-Teacher Organization • 100% of Kingdom homerooms will have a class parent/class mentor 	We will include a range of parent engagement strategies that will foster not only parent attendance at our school but also improve parents' level of investment and empowerment in school decisions and efforts to improve student achievement. The parent orientations at the end of the summer and beginning of the school year are designed to orient the parents to the school's expectations for behavior, uniforms, academic achievement, homework habits, and school community overall. We will also provide a training on standards-based grading that helps parents become more familiar with the expectations for student performance in each grade level. Standards-based grading is a set of practices that highlights students' actual proficiency in grade level standards versus their effort, participation, or extra credit opportunities. Parents need to buy into the concept that their children will be promoted and rewarded based on actual mastery of standards, and more importantly, they need to be empowered to help their children achieve the standard expectations at each grade level. To help build this sense of empowerment, the school will host whole class parent-family goal-setting events twice a year, on top of standard parent-teacher conferences. The purpose of the goal-setting events will be to share whole-class goals with parents and get parents to develop goals that they can support individual students with over the course of the school year. Teachers will give

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					each parent a set of tools and strategies to help the children meet these goals. When the goal-setting meetings reconvene, parents will be able to report out their own success with supporting their children's achievement. In addition to these goal-setting events designed to help parents use strategies to support their children's learning, the school will also cultivate a Parent Advisory Committee and Parent-Teacher Organization. These two councils will support student and teacher initiatives in the building, and will help to increase engagement from the entire parent community. ⁹⁷
ELA	ELLs	<ul style="list-style-type: none"> • Parent orientations • Training on standards-based grading • Grade level meetings & Common Planning Time • Report card conferences • Parent/family goal-setting events • Development of PACT • Class parents/mento 	Head of School	<ul style="list-style-type: none"> • Parent attendance rates • Increased student attendance rates • Increased rate of participation in after-school programming and Saturday Academy • Increased homework completion rates • Goal: 40% of all Kingdom parents will be involved in the Parent-Teacher 	We will include a range of parent engagement strategies that will foster not only parent attendance at our school but also improve parents' level of investment and empowerment in school decisions and efforts to improve student achievement. The parent orientations at the end of the summer and beginning of the school year are designed to orient the parents to the school's expectations for behavior, uniforms, academic achievement, homework habits, and school community overall. We will also provide a training on standards-based grading that helps parents become more familiar with the expectations for student performance in each grade level. Standards-based grading is a set of practices that highlights students' actual proficiency in grade level standards versus their effort, participation, or extra credit opportunities. Parents need to buy into the concept that their children will be promoted and rewarded based on actual mastery of standards, and more importantly, they need to be empowered to help their children achieve the standard expectations at each

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		rs		<p>Organization</p> <ul style="list-style-type: none"> 100% of Kingdom homerooms will have a class parent/class mentor 	<p>grade level. To help build this sense of empowerment, the school will host whole class parent-family goal-setting events twice a year, on top of standard parent-teacher conferences. The purpose of the goal-setting events will be to share whole-class goals with parents and get parents to develop goals that they can support individual students with over the course of the school year. Teachers will give each parent a set of tools and strategies to help the children meet these goals. When the goal-setting meetings reconvene, parents will be able to report out their own success with supporting their children's achievement. In addition to these goal-setting events designed to help parents use strategies to support their children's learning, the school will also cultivate a Parent Advisory Committee and Parent-Teacher Organization. These two councils will support student and teacher initiatives in the building, and will help to increase engagement from the entire parent community.⁹⁸</p>
Math	ELLs	<ul style="list-style-type: none"> Parent orientations Training on standards-based grading Grade level meetings & Common Planning Time Report card conferences Parent/family 	Head of School	<ul style="list-style-type: none"> Parent attendance rates Increased student attendance rates Increased rate of participation in after-school programming and Saturday Academy Increased homework 	<p>We will include a range of parent engagement strategies that will foster not only parent attendance at our school but also improve parents' level of investment and empowerment in school decisions and efforts to improve student achievement. The parent orientations at the end of the summer and beginning of the school year are designed to orient the parents to the school's expectations for behavior, uniforms, academic achievement, homework habits, and school community overall. We will also provide a training on standards-based grading that helps parents become more familiar with the expectations for student performance in each grade level. Standards-based grading</p>

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		goal-setting events <ul style="list-style-type: none"> • Development of PACT • Class parents/mentors 		completion rates <ul style="list-style-type: none"> • Goal: 40% of all Kingdom parents will be involved in the Parent-Teacher Organization • 100% of Kingdom homerooms will have a class parent/class mentor 	is a set of practices that highlights students' actual proficiency in grade level standards versus their effort, participation, or extra credit opportunities. Parents need to buy into the concept that their children will be promoted and rewarded based on actual mastery of standards, and more importantly, they need to be empowered to help their children achieve the standard expectations at each grade level. To help build this sense of empowerment, the school will host whole class parent-family goal-setting events twice a year, on top of standard parent-teacher conferences. The purpose of the goal-setting events will be to share whole-class goals with parents and get parents to develop goals that they can support individual students with over the course of the school year. Teachers will give each parent a set of tools and strategies to help the children meet these goals. When the goal-setting meetings reconvene, parents will be able to report out their own success with supporting their children's achievement. In addition to these goal-setting events designed to help parents use strategies to support their children's learning, the school will also cultivate a Parent Advisory Committee and Parent-Teacher Organization. These two councils will support student and teacher initiatives in the building, and will help to increase engagement from the entire parent community. ⁹⁹
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • Parent orientations • Training on standards-based grading 	Head of School	<ul style="list-style-type: none"> • Parent attendance rates • Increased student attendance rates 	We will include a range of parent engagement strategies that will foster not only parent attendance at our school but also improve parents' level of investment and empowerment in school decisions and efforts to improve student achievement. The parent orientations at the end of

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		<ul style="list-style-type: none"> • Grade level meetings & Common Planning Time • Report card conferences • Parent/family goal-setting events • Development of PACT • Class parents/mentors 		<ul style="list-style-type: none"> • Increased rate of participation in after-school programming and Saturday Academy • Increased homework completion rates • Goal: 40% of all Kingdom parents will be involved in the Parent-Teacher Organization • 100% of Kingdom homerooms will have a class parent/class mentor 	<p>the summer and beginning of the school year are designed to orient the parents to the school's expectations for behavior, uniforms, academic achievement, homework habits, and school community overall. We will also provide a training on standards-based grading that helps parents become more familiar with the expectations for student performance in each grade level. Standards-based grading is a set of practices that highlights students' actual proficiency in grade level standards versus their effort, participation, or extra credit opportunities. Parents need to buy into the concept that their children will be promoted and rewarded based on actual mastery of standards, and more importantly, they need to be empowered to help their children achieve the standard expectations at each grade level. To help build this sense of empowerment, the school will host whole class parent-family goal-setting events twice a year, on top of standard parent-teacher conferences. The purpose of the goal-setting events will be to share whole-class goals with parents and get parents to develop goals that they can support individual students with over the course of the school year. Teachers will give each parent a set of tools and strategies to help the children meet these goals. When the goal-setting meetings reconvene, parents will be able to report out their own success with supporting their children's achievement. In addition to these goal-setting events designed to help parents use strategies to support their children's learning, the school will also cultivate a Parent Advisory Committee and Parent-Teacher Organization. These two councils will support student and teacher initiatives in the building, and</p>

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					will help to increase engagement from the entire parent community. ¹⁰⁰
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • Parent orientations • Training on standards-based grading • Grade level meetings & Common Planning Time • Report card conferences • Parent/family goal-setting events • Development of PACT • Class parents/mentors 	Head of School	<ul style="list-style-type: none"> • Parent attendance rates • Increased student attendance rates • Increased rate of participation in after-school programming and Saturday Academy • Increased homework completion rates • Goal: 40% of all Kingdom parents will be involved in the Parent-Teacher Organization • 100% of Kingdom homerooms will have a class parent/class mentor 	We will include a range of parent engagement strategies that will foster not only parent attendance at our school but also improve parents' level of investment and empowerment in school decisions and efforts to improve student achievement. The parent orientations at the end of the summer and beginning of the school year are designed to orient the parents to the school's expectations for behavior, uniforms, academic achievement, homework habits, and school community overall. We will also provide a training on standards-based grading that helps parents become more familiar with the expectations for student performance in each grade level. Standards-based grading is a set of practices that highlights students' actual proficiency in grade level standards versus their effort, participation, or extra credit opportunities. Parents need to buy into the concept that their children will be promoted and rewarded based on actual mastery of standards, and more importantly, they need to be empowered to help their children achieve the standard expectations at each grade level. To help build this sense of empowerment, the school will host whole class parent-family goal-setting events twice a year, on top of standard parent-teacher conferences. The purpose of the goal-setting events will be to share whole-class goals with parents and get parents to develop goals that they can support individual students with over the course of the school year. Teachers will give each parent a set of tools and strategies to help the children meet these goals. When the goal-setting meetings

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					reconvene, parents will be able to report out their own success with supporting their children’s achievement. In addition to these goal-setting events designed to help parents use strategies to support their children’s learning, the school will also cultivate a Parent Advisory Committee and Parent-Teacher Organization. These two councils will support student and teacher initiatives in the building, and will help to increase engagement from the entire parent community. ¹⁰¹
ELA	All students	<ul style="list-style-type: none"> • Parent orientations • Training on standards-based grading • Grade level meetings & Common Planning Time • Report card conferences • Parent/family goal-setting events • Development of PACT • Class parents/mentors 	Head of School	<ul style="list-style-type: none"> • Parent attendance rates • Increased student attendance rates • Increased rate of participation in after-school programming and Saturday Academy • Increased homework completion rates • Goal: 40% of all Kingdom parents will be involved in the Parent-Teacher Organization • 100% of 	We will include a range of parent engagement strategies that will foster not only parent attendance at our school but also improve parents’ level of investment and empowerment in school decisions and efforts to improve student achievement. The parent orientations at the end of the summer and beginning of the school year are designed to orient the parents to the school’s expectations for behavior, uniforms, academic achievement, homework habits, and school community overall. We will also provide a training on standards-based grading that helps parents become more familiar with the expectations for student performance in each grade level. Standards-based grading is a set of practices that highlights students’ actual proficiency in grade level standards versus their effort, participation, or extra credit opportunities. Parents need to buy into the concept that their children will be promoted and rewarded based on actual mastery of standards, and more importantly, they need to be empowered to help their children achieve the standard expectations at each grade level. To help build this sense of empowerment, the school will host whole class parent-family goal-setting

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				Kingdom homerooms will have a class parent/class mentor	events twice a year, on top of standard parent-teacher conferences. The purpose of the goal-setting events will be to share whole-class goals with parents and get parents to develop goals that they can support individual students with over the course of the school year. Teachers will give each parent a set of tools and strategies to help the children meet these goals. When the goal-setting meetings reconvene, parents will be able to report out their own success with supporting their children's achievement. In addition to these goal-setting events designed to help parents use strategies to support their children's learning, the school will also cultivate a Parent Advisory Committee and Parent-Teacher Organization. These two councils will support student and teacher initiatives in the building, and will help to increase engagement from the entire parent community. ¹⁰²
Math	All students	<ul style="list-style-type: none"> • Parent orientations • Training on standards-based grading • Grade level meetings & Common Planning Time • Report card conferences • Parent/family goal-setting events 	Head of School	<ul style="list-style-type: none"> • Parent attendance rates • Increased student attendance rates • Increased rate of participation in after-school programming and Saturday Academy • Increased homework completion rates • Goal: 40% of all 	We will include a range of parent engagement strategies that will foster not only parent attendance at our school but also improve parents' level of investment and empowerment in school decisions and efforts to improve student achievement. The parent orientations at the end of the summer and beginning of the school year are designed to orient the parents to the school's expectations for behavior, uniforms, academic achievement, homework habits, and school community overall. We will also provide a training on standards-based grading that helps parents become more familiar with the expectations for student performance in each grade level. Standards-based grading is a set of practices that highlights students' actual proficiency in grade level standards versus their effort,

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SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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)
		<ul style="list-style-type: none"> • Development of PACT • Class parents/mentors 		<p>Kingdom parents will be involved in the Parent-Teacher Organization</p> <ul style="list-style-type: none"> • 100% of Kingdom homerooms will have a class parent/class mentor 	<p>participation, or extra credit opportunities. Parents need to buy into the concept that their children will be promoted and rewarded based on actual mastery of standards, and more importantly, they need to be empowered to help their children achieve the standard expectations at each grade level. To help build this sense of empowerment, the school will host whole class parent-family goal-setting events twice a year, on top of standard parent-teacher conferences. The purpose of the goal-setting events will be to share whole-class goals with parents and get parents to develop goals that they can support individual students with over the course of the school year. Teachers will give each parent a set of tools and strategies to help the children meet these goals. When the goal-setting meetings reconvene, parents will be able to report out their own success with supporting their children's achievement. In addition to these goal-setting events designed to help parents use strategies to support their children's learning, the school will also cultivate a Parent Advisory Committee and Parent-Teacher Organization. These two councils will support student and teacher initiatives in the building, and will help to increase engagement from the entire parent community.¹⁰³</p>

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

¹⁰³ Jeynes, W.H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education*, 40(237). Accessed online at <http://uex.sagepub.com/cgi/content/abstract/40/3/237> on June 13, 2014.

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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 is developed to engage each student's parents in supporting their child at home by encouraging and motivating them to perform at their optimum capacity at school. Parents and guardians are encouraged to provide their child with a special area at home to study and complete homework. Parents are encouraged to check that students complete their homework assignments, read with their child, practice vocabulary words, and math drills. When parents monitor and hold their child accountable for studying and performing well in school, their child's academic achievement increases. That level of engagement with their child positively impacts the school's focus on English Language Arts and Mathematics.

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

Stakeholders will work with PACT (Parents And Community Together) committee to participate in the review and revision of the parent involvement policy, parent-compact, the Title I School Plan, and other school policies. The review process starts in April/May. The administration will also survey the parent/guardians and students to get feedback on their satisfaction of the overall school program.

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

The parent involvement policy will be posted on the school's website, distributed during Back-to-The Kingdom and Thursday folders.

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

The school will engage parents through our PACT Committee parent organization in the development of a school-parent compact.

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

The school will be posted on the school's website, distributed the first day of school with emergency cards, lunch form applications, parent handbook and student discipline policy. Classroom teachers are responsible for collecting the signed forms and contact parents who do not return them.

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

The school will report student achievement data at parent-teacher conferences, Thursday folders, the website, New Jersey School Report Card and parent forums.

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

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

The School informs families about the disaggregated assessment results annually at the beginning of the school year during mandatory parent orientation meetings and via a letter sent home to families at the start of the school year.

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

The Kingdom Charter School of Leadership sends home individual progress reports and student report cards indicating student DRA, MAP data and NJAsk scores. The school also holds parent meetings to discuss the results and address questions.

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

Parent representatives serve on the stakeholder committee responsible for the development of the Title I Schoolwide plan. This information will be discussed at parent forums and PACT meetings.

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

Individual student data is reported to parents via the student's parent/teacher conferences, progress reports and report cards. Additionally, parents have access to the parent portal in OnCourse to review information daily about their child's progress. If a student is struggling, teachers will conference with the parent by phone or in person to discuss possible interventions.

11. On what specific strategies will the school use its 2013-2014 parent involvement funds?

The School will use the parent involvement funds as a motivating factor to attend workshops, orientation meetings, and curriculum informational sessions by providing food and/or items to be raffled off.

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

**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	12	<ul style="list-style-type: none"> Professional Development; Coaching/Mentoring; Committees; Common Planning; Extra-curricular activities; Extended learning programs; Improved school climate Collaborative environment set up to foster teacher development, optimal team work, and commitment to school goals Performance-based teacher compensation plan: significant increases in teacher salary based on performance in MAP gains, Danielson observation ratings, and student survey data
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	1	<ul style="list-style-type: none"> Professional Development; Coaching/Mentoring; Committees; Common Planning; Extra-curricular activities; Extended learning programs; Improved school climate Collaborative environment set up to foster teacher development, optimal team work, and commitment to school goals
	100%	
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	

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

* 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
<ul style="list-style-type: none"> • On-going professional development - Using teacher survey and feedback, teachers reflect and share feedback on professional development and future areas of focus. • Positive and collaborative work environment - Allotting teachers time to collaborate and share strategies on what works during grade level meetings, faculty meetings, common planning time, and monthly professional development; Share and invite the school community to school events. • Performance-based teacher compensation plan – significant increases in teacher salary based on performance in MAP gains, Danielson observation ratings, and student survey data • Mentoring/Coaching - Placing mentors that will offer strategies/best practices to novice teachers. • Development and population of committees based on needs assessment - Teacher participation to formulate committees who are responsible for events such as PARCC readiness workshop, Family Literacy Night, and Mathematics Night. • Staff involvement around curriculum and instruction - Using teacher feedback on curriculum and instruction and the challenges they are faced with when implementing the programs. Using this information will help in the planning of professional development as well as the goals for grade level meetings. • Extended Learning Programs – Purposeful and meaningful extended learning programs that will move student achievement • Extra-curricular Activities – Forming clubs and starting athletic programs that show high levels of interest from the students • Common Planning Time – Built in time in the school schedule for grade level teams to collaborate, review, analyze, 	<ul style="list-style-type: none"> • School leadership • Teachers • Parent organization • Renaissance School Services

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<p>and formulate targeted instruction.</p> <ul style="list-style-type: none">• Acceleration, Enrichment, Intervention (AEI) – Teaching targeted instruction to other students and build a community.	