# NEW JERSEY DEPARTMENT OF EDUCATION

## OFFICE OF TITLE I

# 2015-2016 TITLE I SCHOOLWIDE PLAN*

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

# SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

| DISTRICT INFORMATION | SCHOOL INFORMATION |
|---|---|
| District: 6910 – JERSEY CITY COMMUNITY CHARTER SCHOOL | School: 940 – Jersey City Community Charter School |
| Chief School Administrator: EUGENE BROWN | Address: 128 Danforth Ave, Jersey City, NJ 07305 |
| Chief School Administrator's E-mail: EBrown@jcccsonline.org | Grade Levels: K-8 |
| Title I Contact: Eugene Brown | Principal: Eugene Brown |
| Title I Contact E-mail: EBrown@jcccsonline.org | Principal's E-mail: EBrown@jcccsonline.org |
| Title I Contact Phone Number: (201) 433-2288 | Principal's Phone Number: (201) 433-2288 |

## Principal's Certification

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

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

Eugene Brown — **Principal's Name (Print)**

Eugene Brown — **Principal's Signature**

June 29, 2015 — **Date**

# SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

## Critical Overview Elements

- The School held **4** of stakeholder engagement meetings.
- State/local funds to support the school were **$6,375,058.00**, which comprised **82%** of the school's budget in 2014-2015.
- State/local funds to support the school will be **$6,149,722.00**, which will comprise **81.9%** 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 |
|---|---|---|---|---|
| Personal Services-Salaries | 1,2,3,4 | | | $327,240.00 |
| Supplies and Materials | 1,2,3,4 | | | $25,427.00 |
| Personal Services-Employee Benefits | 1,2,3,4 | | | $52,606.00 |
| Saturday Academy for Excellence (SAFE) | 1,2,3,4 | | | $75,000.00 |
| Parental Involvement | 1,2,3,4 | | | $3,021.00 |
| **TOTAL:** | | | | **$483,694.00** |

# 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 |
|---|---|---|---|---|---|
| Eugene Brown | Chief School Administrator /Principal/Administrators | Yes | Yes | Yes | |
| Bima Baje | School Business Administrator/Administrators | Yes | Yes | Yes | |
| Juan Perez | Supervisor/Administrators | Yes | Yes | Yes | |
| Ayana Williams | Supervisor/Administrators | Yes | Yes | Yes | |
| Earl Hart | Teacher ES/Teachers | Yes | Yes | Yes | |
| Yves Hart | Teacher ES/Teachers | Yes | Yes | Yes | |
| Jennell Parsons | Teacher MS/Teachers | Yes | Yes | Yes | |
| Denise Martinez | Content Area Specialist (ELA)/Teachers | Yes | Yes | Yes | |
| Rhonda Greenberg | Special Education Liaison/ Teachers | Yes | Yes | Yes | |

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

| | | | | | |
|---|---|---|---|---|---|
| Dulce Manalac | Teacher ES/Teachers | Yes | Yes | Yes | |
| Mercedes Remon-Latoja | Content Area Specialist (Math)/Teachers | Yes | Yes | Yes | |
| Antony Hage | Teacher MS/Teachers | Yes | Yes | Yes | |
| Carlos Diaz | IT Specialist | Yes | Yes | Yes | |
| Nicole Jordan | Parent Coordinator/Student Support Services Staff | Yes | Yes | Yes | |
| Janet Barbieri | School Secretary | Yes | Yes | Yes | |
| Jozette Broughton | Teacher ES/Teachers | Yes | Yes | Yes | |
| Priscilla Cosma | Teacher MS/Teachers | Yes | Yes | Yes | |
| Tynesha Barnes | Social Worker/Mental Health | Yes | Yes | Yes | |
| Patricia Spiegel Stroman | Parent Leader/Parents | Yes | Yes | Yes | |
| Celeste Bullock | Fiscal Clerk | Yes | Yes | Yes | |

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

## Stakeholder/Schoolwide Committee Meetings

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

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

| Date | Location | Topic | Agenda on File | | Minutes on File | |
|---|---|---|---|---|---|---|
| September 25, 2014 | 16 Bentley Avenue, Jersey City, NJ 07305 | Plan Development | **Yes** | | **Yes (Recorded)** | |
| March 18, 2015 | 128 Danforth Avenue, Jersey City, NJ 07305 | Program Evaluation | **Yes** | | **Yes (Recorded)** | |
| April 22, 2015 | 128 Danforth Avenue, Jersey City, NJ 07305 | Program Evaluation | **Yes** | | **Yes (Recorded)** | |
| June 9, 2015 | 128 Danforth Avenue, Jersey City, NJ 07305 | Needs Assessment Future Strategies | **Yes** | | **Yes (Recorded)** | |

***Add rows as necessary**.

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

## School's Mission

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

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

| | |
|---|---|
| **What is the school's mission statement?** | The mission of Jersey City Community Charter School (JCCCS) is to provide each student with innovative learning experiences that develop positive intellectual, social and physical outcomes. JCCCS is focused on promoting self-directed, lifelong learning skills and to facilitate the student's ability to make responsible decisions. Further, the school is committed to implement a learning environment that addresses the full range of student's alternative learning styles. The commitment includes employing the New Jersey Core Curriculum Content Standards and achieving high academic standards for all students. The school will measure student success by assessing skills in use and in context, as well as by employing standardized testing. The foundation of the plan for success is a school-home-community partnership to increase parental involvement and participation in promoting the social, emotional and cognitive growth for their children. The professional staff will function as an educational team with the Head master providing leadership and guidance as the "First among Equals". |

# 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 program was implemented as planned, however, there were setbacks that prohibited us from achieving our desired outcomes.

2. What were the strengths of the implementation process?

Through walkthroughs and observations of teacher practices, we successfully provided significant feedback to improve instructional effectiveness. The Extended Learning Programs afforded an opportunity to support lower performing students, as well as, specific content areas. Further, the Link-It Benchmark Assessment data provided an additional tool to inform instruction.

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

- Teacher familiarization of content, pedagogy, and delivery of instruction
- Parental support and involvement relating to school activities
- The identification of highly qualified teachers for anticipated vacancies

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

- The implementation of an online teacher evaluation instrument to determine teacher effectiveness
- Planned school based parental activities were moderately successful
- Our partnership with New Jersey City University assisted us in identifying and interviewing potential candidates to fill anticipated vacancies

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

Through consistent communication and promotion to parents and staff via meetings and the Schoolwide Planning Team, as well as, announcements and rewards.

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

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

- The need for improvement is expected. A concern with the continued challenge in mathematics and ELA is clear.
- The overall performance growth in most areas is sufficient, but it is not satisfactory because too many students are still failing to meet state standards.
- School parents are pleased that the environment has improved and overall safety has improved.
- The tools utilized to measure the staff's perceptions were continuous faculty meetings, staff surveys, and an open door policy with the administration.

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

- The need for academic improvement is expected.
- The overall performance growth in most areas is sufficient, but it is not satisfactory because too many students are still failing to meet state standards.
- School parents are glad the environment has improved and overall safety has improved.
- Extended learning days and extracurricular activities are beneficial to academic and social progress.
- The tools utilized to measure the community's perceptions were monthly Parent Teacher Support Team meetings, parent surveys, and public access to monthly board meetings.

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

The delivery of the varied programs differed from one-on-one instruction to collaborative learning groups, and small group instruction.

9. How did the school structure the interventions?

Interventions were structured throughout the regular school day with team teaching utilizing paraprofessionals, small group instruction via Saturday school, and targeted instruction during afterschool tutoring. Furthermore, weekly observations and Link-It Benchmark testing facilitated intervention strategies.

10. How frequently did students receive instructional interventions?

Instructional interventions were provided daily with the use of paraprofessionals and weekly via Extended Learning Programs.

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

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

- Two computer labs in each building
- Interactive overheard projectors in each classroom
- Each staff member is assigned a personal computer
- Customized software

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

Yes. Technology contributed to Link-It, PowerSchool, NJSmart, surveys, lesson planning, PARCC preparedness, communication between staff members, communication between staff and parents, online professional development, etc.

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

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

## Evaluation of 2014-2015 Student Performance
### *State Assessments-Partially Proficient*

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

| English Language Arts | 2013-2014 | 2014-2015 | Interventions Provided | Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention). |
|---|---|---|---|---|
| Grade 3 | 37 | processing | Child Study Team, small group instruction with paraprofessionals, targeted extended learning opportunities with tutor, Saturday Academy for Excellence (SAFE), strategic ELA instruction techniques, early intervention special needs identification and class placement. | Partial success was realized based on levels of mastery on assessments and implementation of interventions |
| Grade 4 | 35 | processing | | Partial success was realized based on levels of mastery on assessments and implementation of interventions |
| Grade 5 | 37 | processing | | Partial success was realized based on levels of mastery on assessments and implementation of interventions |
| Grade 6 | 35 | processing | | Partial success was realized based on levels of mastery on assessments and implementation of interventions |
| Grade 7 | 38 | processing | | Partial success was realized based on levels of mastery on assessments and implementation of interventions |
| Grade 8 | 24 | processing | | Partial success was realized based on levels of mastery on assessments and implementation of interventions |

| Mathematics | 2013-2014 | 2014-2015 | Interventions Provided | Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention). |
|---|---|---|---|---|
| Grade 3 | 36 | processing | Child Study Team, small group instruction with paraprofessionals, targeted extended learning opportunities with tutor, Saturday Academy for Excellence (SAFE), strategic mathematical instruction techniques, early intervention special needs identification and class placement. | Partial success was realized based on levels of mastery on assessments and implementation of interventions |
| Grade 4 | 21 | processing | | Partial success was realized based on levels of mastery on assessments and implementation of interventions |
| Grade 5 | 26 | processing | | Partial success was realized based on levels of mastery on assessments and implementation of interventions |
| Grade 6 | 14 | processing | | Partial success was realized based on levels of mastery on assessments and implementation of interventions |
| Grade 7 | 40 | processing | | Partial success was realized based on levels of mastery on assessments and implementation of interventions |
| Grade 8 | 28 | processing | | Partial success was realized based on levels of mastery on assessments and implementation of interventions |

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

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

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

| English Language Arts | 2013 - 2014 | 2014 - 2015 | Interventions Provided | Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention). |
|---|---|---|---|---|
| Kindergarten | 6 | 4 | DRA, Link-It, Running Records, Three Minute Assessment | Significant growth was achieved based on assessment results and interventions implemented |
| Grade 1 | 9 | 5 | DRA, Link-It, Running Records, Three Minute Assessment, Child Study Team | Significant growth was achieved based on assessment results and interventions implemented |
| Grade 2 | 33 | 50 | DRA, Link-It, Running Records, Three Minute Assessment, Child Study Team | Assessment results indicated the need for continued support with specific sub-groups |

| Mathematics | 2013 - 2014 | 2014 - 2015 | Interventions Provided | Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention). |
|---|---|---|---|---|
| Kindergarten | 8 | 9 | DRA, Link-It, Running Records, Three Minute Assessment | Significant growth was achieved based on assessment results and interventions implemented |
| Grade 1 | 10 | 8 | DRA, Link-It, Running Records, Three Minute Assessment, Child Study Team | Significant growth was achieved based on assessment results and interventions implemented |
| Grade 2 | 16 | 18 | DRA, Link-It, Running Records, Three Minute Assessment, Child Study Team | Assessment results indicated the need for continued support with specific sub-groups |

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

## Evaluation of 2014-2015 Interventions and Strategies

***Interventions to Increase Student Achievement*** – **Implemented in 2014-2015**

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| ELA | Students with Disabilities | Early evaluations | Yes | Referral process documents, IEPs | Although many student-learning needs are identified and addressed, many evaluations are still in progress. |
| Math | Students with Disabilities | Early evaluations | Yes | Referral process documents, IEPs | Although many student-learning needs are identified and addressed, many evaluations are still in progress. |
| | | | | | |
| ELA | Students with Disabilities | Observations via Teachscape | Yes | Evaluations on file and online | Teachers demonstrated improvement based on evaluations conducted to support instruction. |
| Math | Students with Disabilities | Observations via Teachscape | Yes | Evaluations on file and online | Teachers demonstrated improvement based on evaluations conducted to support instruction. |
| | | | | | |
| ELA | Students with Disabilities | Student Growth Objectives | Yes | Evaluations on file and online | Teachers were held accountable for student achievement through a rating scale. |
| Math | Students with Disabilities | Student Growth Objectives | Yes | Evaluations on file and online | Teachers were held accountable for student achievement through a rating scale. |
| | | | | | |
| ELA | Students with Disabilities | Small group instruction with paraprofessionals | Yes | Logs, interim reports, report cards, test scores | Extra instruction, classroom management, and student support is vital. |
| Math | Students with Disabilities | Small group instruction with paraprofessionals | Yes | Logs, interim reports, report cards, test scores | Extra instruction, classroom management, and student support is vital. |
| | | | | | |
| EELA | Students with Disabilities | Benchmark testing | Yes | Link-It Benchmark Testing data | Non-proficient students received targeted support. |
| Math | Students with Disabilities | Benchmark testing | Yes | Link-It Benchmark Testing data | Non-proficient students received targeted support. |
| | | | | | |
| ELA | Homeless | N/A | N/A | N/A | N/A |

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

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| Math | Homeless | N/A | N/A | N/A | N/A |
| | | | | | |
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| | | | | | |
| ELA | ELLs | N/A | N/A | N/A | N/A |
| Math | ELLs | N/A | N/A | N/A | N/A |
| | | | | | |
| ELA | Economically Disadvantaged | Observations via Teachscape | Yes | Evaluations on file and online | Teachers demonstrated improvement based on evaluations conducted to support instruction. |
| Math | Economically Disadvantaged | Observations via Teachscape | Yes | Evaluations on file and online | Teachers demonstrated improvement based on evaluations conducted to support instruction. |
| | | | | | |
| ELA | Economically Disadvantaged | Student Growth Objectives | Yes | Evaluations on file and online | Teachers were held accountable for student achievement through a rating scale. |
| Math | Economically Disadvantaged | Student Growth Objectives | Yes | Evaluations on file and online | Teachers were held accountable for student achievement through a rating scale. |
| | | | | | |
| ELA | Economically Disadvantaged | Small group instruction with paraprofessionals | Yes | Logs, interim reports, report cards, test scores | Extra instruction, classroom management, and student support is vital. |
| Math | Economically Disadvantaged | Small group instruction with paraprofessionals | Yes | Logs, interim reports, report cards, test scores | Extra instruction, classroom management, and student support is vital. |
| | | | | | |
| ELA | Economically Disadvantaged | Benchmark testing | Yes | Link-It Benchmark Testing data | Non-proficient students received targeted support. |
| Math | Economically Disadvantaged | Benchmark testing | Yes | Link-It Benchmark Testing data | Non-proficient students received targeted support. |

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

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

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| ELA | Students with Disabilities | Extended Day Learning Program; Saturday Academy for Excellence | Yes | Student attendance, benchmark tests, standardized test scores | Although full proficiency has not yet been achieved, progress has been made with most students achieving growth on their benchmark assessments. |
| Math | Students with Disabilities | Extended Day Learning Program; Saturday Academy for Excellence | Yes | Student attendance, benchmark tests, standardized test scores | Although full proficiency has not yet been achieved, progress has been made with most students achieving growth on their benchmark assessments. |
| | | | | | |
| ELA | Homeless | N/A | N/A | N/A | N/A |
| Math | Homeless | N/A | N/A | N/A | N/A |
| | | | | | |
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| | | | | | |
| ELA | ELLs | N/A | N/A | N/A | N/A |
| Math | ELLs | N/A | N/A | N/A | N/A |
| | | | | | |
| ELA | Economically Disadvantaged | Extended Day Learning Program; Saturday Academy for Excellence | Yes | Student attendance, benchmark tests, standardized test scores | Although full proficiency has not yet been achieved, progress has been made with most students achieving growth on their benchmark assessments. |
| Math | Economically Disadvantaged | Extended Day Learning Program; Saturday Academy for Excellence | Yes | Student attendance, benchmark tests, standardized test scores | Although full proficiency has not yet been achieved, progress has been made with most students achieving growth on their benchmark assessments. |

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

## Evaluation of 2014-2015 Interventions and Strategies

***Professional Development*** – **Implemented in 2014-2015**

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| ELA | Students with Disabilities | Expeditionary Learning | Yes | Staff attendance, lesson plans | There continues to be ongoing curriculum support and enrichment. |
| ELA | Students with Disabilities | Children's Literacy Initiative | Yes | Staff attendance, lesson plans | Curriculum documentation adopted and curriculum implemented |
| ELA | Students with Disabilities | Assessment for Learning (New Jersey City University) | Yes | Staff attendance, lesson plans | There continues to be ongoing curriculum support and enrichment. |
| ELA | Students with Disabilities | Link-It Benchmark Testing | Yes | Staff attendance, lesson plans, benchmark test results | Continued monitoring of student progress through benchmark testing |
| Math | Students with Disabilities | Link-It Benchmark Testing | Yes | Staff attendance, lesson plans, benchmark test results | Continued monitoring of student progress through benchmark testing |
| All | Students with Disabilities | Youth Suicide: Awareness and Prevention | Yes | Certification of completion, online registration | Independent online courses for each staff member with implementation of practices in the workplace |
| All | Students with Disabilities | Bloodborne Pathogen Exposure Prevention | Yes | Certification of completion, online registration | Independent online courses for each staff member with implementation of practices in the workplace |
| All | Students with Disabilities | Sexual Harassment: Student Issues and Response | Yes | Certification of completion, online registration | Independent online courses for each staff member with implementation of practices in the workplace |
| All | Students with Disabilities | Sexual Harassment: Staff-to-Staff | Yes | Certification of completion, online registration | Independent online courses for each staff member with implementation of practices in the workplace |
| All | Students with Disabilities | Bullying: Recognition and Response | Yes | Certification of completion, online registration | Independent online courses for each staff member with implementation of practices in the workplace |
| All | Students with Disabilities | Sexual Misconduct: Staff-to-Student | Yes | Certification of completion, online registration | Independent online courses for each staff member with implementation of practices in the workplace |

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

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| All | Students with Disabilities | Special Education: Safety in the Classroom | Yes | Certification of completion, online registration | Independent online courses for each staff member with implementation of practices in the workplace |
| All | Students with Disabilities | Bedbugs in Schools | Yes | Certification of completion, online registration | Independent online courses for each staff member with implementation of practices in the workplace |
| All | Students with Disabilities | Teach Like a Champion | Yes | Staff attendance, lesson plans | There continues to be ongoing curriculum support and enrichment. |
| All | Students with Disabilities | ASCD: Enhance Knowledge of Subject Content | Yes | Certification of completion, online registration | Independent online courses for each staff member with implementation of practices in the workplace |
| All | Students with Disabilities | PARCC Test Training | Yes | Staff attendance, standardized test results | There continues to be ongoing curriculum support and enrichment. |
| | | | | | |
| ELA | Homeless | N/A | N/A | N/A | N/A |
| Math | Homeless | N/A | N/A | N/A | N/A |
| | | | | | |
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| | | | | | |
| ELA | ELLs | N/A | N/A | N/A | N/A |
| Math | ELLs | N/A | N/A | N/A | N/A |
| | | | | | |
| ELA | Economically Disadvantaged | Expeditionary Learning | Yes | Staff attendance, lesson plans | There continues to be ongoing curriculum support and enrichment. |
| ELA | Economically Disadvantaged | Children's Literacy Initiative | Yes | Staff attendance, lesson plans | Curriculum documentation adopted and curriculum implemented |
| ELA | Economically Disadvantaged | Assessment for Learning (New Jersey City University) | Yes | Staff attendance, lesson plans | There continues to be ongoing curriculum support and enrichment. |
| ELA | Economically | Link-It Benchmark Testing | Yes | Staff attendance, lesson plans, | Continued monitoring of student progress |

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

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| | Disadvantaged | | | benchmark test results | through benchmark testing |
| Math | Economically Disadvantaged | Link-It Benchmark Testing | Yes | Staff attendance, lesson plans, benchmark test results | Continued monitoring of student progress through benchmark testing |
| All | Economically Disadvantaged | Youth Suicide: Awareness and Prevention | Yes | Certification of completion, online registration | Independent online courses for each staff member with implementation of practices in the workplace |
| All | Economically Disadvantaged | Bloodborne Pathogen Exposure Prevention | Yes | Certification of completion, online registration | Independent online courses for each staff member with implementation of practices in the workplace |
| All | Economically Disadvantaged | Sexual Harassment: Student Issues and Response | Yes | Certification of completion, online registration | Independent online courses for each staff member with implementation of practices in the workplace |
| All | Economically Disadvantaged | Sexual Harassment: Staff-to-Staff | Yes | Certification of completion, online registration | Independent online courses for each staff member with implementation of practices in the workplace |
| All | Economically Disadvantaged | Bullying: Recognition and Response | Yes | Certification of completion, online registration | Independent online courses for each staff member with implementation of practices in the workplace |
| All | Economically Disadvantaged | Sexual Misconduct: Staff-to-Student | Yes | Certification of completion, online registration | Independent online courses for each staff member with implementation of practices in the workplace |
| All | Economically Disadvantaged | Special Education: Safety in the Classroom | Yes | Certification of completion, online registration | Independent online courses for each staff member with implementation of practices in the workplace |
| All | Economically Disadvantaged | Bedbugs in Schools | Yes | Certification of completion, online registration | Independent online courses for each staff member with implementation of practices in the workplace |
| All | Economically Disadvantaged | Teach Like a Champion | Yes | Staff attendance, lesson plans | There continues to be ongoing curriculum support and enrichment. |
| All | Economically | ASCD: Enhance Knowledge of Subject Content | Yes | Certification of completion, online | Independent online courses for each staff |

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

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| | Disadvantaged | | | registration | member with implementation of practices in the workplace |
| All | Economically Disadvantaged | PARCC Test Training | Yes | Staff attendance, standardized test results | There continues to be ongoing curriculum support and enrichment. |

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

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| Science | Students with Disabilities | Family Literacy Committees: Science | Yes | Family attendance, flyers, photos | Effective in involving parents, however, we need a system in place to collect data based on participation in the program. |
| All | Students with Disabilities | Family Literacy Committees: Technology | Yes | Family attendance, flyers, photos | Effective in involving parents, however, we need a system in place to collect data based on participation in the program. |
| Health | Students with Disabilities | Family Literacy Committees: Health | Yes | Family attendance, flyers, photos | Effective in involving parents, however, we need a system in place to collect data based on participation in the program. |
| Math | Students with Disabilities | Family Literacy Committees: Math | Yes | Family attendance, flyers, photos | Effective in involving parents, however, we need a system in place to collect data based on participation in the program. |
| ELA | Students with Disabilities | Family Literacy Committees: Reading | Yes | Family attendance, flyers, photos | Effective in involving parents, however, we need a system in place to collect data based on participation in the program. |
| Art | Students with Disabilities | Family Literacy Committees: Art | Yes | Family attendance, flyers, photos | Effective in involving parents, however, we need a system in place to collect data based on participation in the program. |
| All | Students with Disabilities | Monthly Parent Teacher Support Team meetings | Yes | Agendas, sign-in sheets | Effective in general, however, there is always a need for increased parental involvement. |
| All | Students with Disabilities | Communication (Teacher-Parent) | Yes | Communication logs | Effective, however, some staff members could be more effective on an individual basis. |
| All | Students with Disabilities | Open Houses | Yes | Event photos, sign-in sheets, agendas, flyers | Effective in showcasing children's work and their learning environment. |

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

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| All | Students with Disabilities | Interim Progress Reports | Yes | Signed PowerSchool interim reports, communication logs | Effective in communicating with parents, as well as, establishing a plan for improving student performance. |
| All | Students with Disabilities | Report Card Conferences | Yes | Attendance sheets, communication logs | Effective in communicating with parents, as well as, establishing a plan for improving student performance. |
| All | Students with Disabilities | Book Fairs and Events | Yes | Documentation of sales, photos | Effective sales records and student reading statistics. |
| All | Students with Disabilities | Aftercare Program | Yes | Sign-in books | A valuable support to parents and students. |
| All | Students with Disabilities | Heritage Dinners | Yes | Sig- in sheets, photos | Creates effective multicultural activities and awareness. |
| All | Students with Disabilities | Fundraising | Yes | Donation totals, student forms | The involvement and experience gained is valuable. |
| All | Students with Disabilities | Student Sales: Holiday Bazaars | Yes | Schedules, sign-in sheets, sales totals | The students experience being wise consumers while experiencing the joy of giving to others. |
| All | Students with Disabilities | Promotion Ceremonies | Yes | Event photos, sign-in sheets | Effective recognition of important achievements. |
| All | Students with Disabilities | Public Monthly Board Of Trustees Meetings | Yes | Minutes, agendas | Effective communication to parents concerning their rights, as well as, school information. |
| All | Students with Disabilities | High School Fair | Yes | Event photos, sign-in sheets, agendas, flyers | Effective communication and step-by-step support in the process of seeking high school placements and opportunities to attend various types of schools. |
| All | Students with Disabilities | Career Day | Yes | Event photos, sign-in sheets, agendas, flyers | Effective in giving a glimpse of people in real careers, while providing feedback to inquiries. |
| | | | | | |
| ELA | Homeless | N/A | N/A | N/A | N/A |
| Math | Homeless | N/A | N/A | N/A | N/A |

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

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| | | | | | |
| ELA | ELLs | N/A | N/A | N/A | N/A |
| Math | ELLs | N/A | N/A | N/A | N/A |
| | | | | | |
| Science | Economically Disadvantaged | Family Literacy Committees: Science | Yes | Family attendance, flyers, photos | Effective in involving parents, however, we need a system in place to collect data based on participation in the program. |
| All | Economically Disadvantaged | Family Literacy Committees: Technology | Yes | Family attendance, flyers, photos | Effective in involving parents, however, we need a system in place to collect data based on participation in the program. |
| Health | Economically Disadvantaged | Family Literacy Committees: Health | Yes | Family attendance, flyers, photos | Effective in involving parents, however, we need a system in place to collect data based on participation in the program. |
| Math | Economically Disadvantaged | Family Literacy Committees: Math | Yes | Family attendance, flyers, photos | Effective in involving parents, however, we need a system in place to collect data based on participation in the program. |
| ELA | Economically Disadvantaged | Family Literacy Committees: Reading | Yes | Family attendance, flyers, photos | Effective in involving parents, however, we need a system in place to collect data based on participation in the program. |
| Art | Economically Disadvantaged | Family Literacy Committees: Art | Yes | Family attendance, flyers, photos | Effective in involving parents, however, we need a system in place to collect data based on participation in the program. |
| All | Economically Disadvantaged | Parent Academy: Kindergarten | Yes | Event photos, sign-in sheets, agendas, flyers | Effective preparation for the next grade, addressing the needs and concerns of both parents and students |
| All | Economically Disadvantaged | Monthly Parent Teacher Support Team meetings | Yes | Agendas, sign-in sheets | Effective in general, however, there is always a need for increased parental involvement. |
| All | Economically Disadvantaged | Communication (Teacher-Parent) | Yes | Communication logs | Effective, however, some staff members could be more effective on an individual basis. |

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

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| All | Economically Disadvantaged | Open Houses | Yes | Event photos, sign-in sheets, agendas, flyers | Effective in showcasing children's work and their learning environment. |
| All | Economically Disadvantaged | Interim Progress Reports | Yes | Signed PowerSchool interim reports, communication logs | Effective in communicating with parents, as well as, establishing a plan for improving student performance. |
| All | Economically Disadvantaged | Report Card Conferences | Yes | Attendance sheets, communication logs | Effective in communicating with parents, as well as, establishing a plan for improving student performance. |
| All | Economically Disadvantaged | Book Fairs and Events | Yes | Documentation of sales, photos | Effective sales records and student reading statistics. |
| All | Economically Disadvantaged | Aftercare Program | Yes | Sign-in books | A valuable support to parents and students. |
| All | Economically Disadvantaged | Heritage Dinners | Yes | Sig- in sheets, photos | Creates effective multicultural activities and awareness. |
| All | Economically Disadvantaged | Fundraising | Yes | Donation totals, student forms | The involvement and experience gained is valuable. |
| All | Economically Disadvantaged | Student Sales: Holiday Bazaars | Yes | Schedules, sign-in sheets, sales totals | The students experience being wise consumers while experiencing the joy of giving to others. |
| All | Economically Disadvantaged | Promotion Ceremonies | Yes | Event photos, sign-in sheets | Effective recognition of important achievements. |
| All | Economically Disadvantaged | Public Monthly Board Of Trustees Meetings | Yes | Minutes, agendas | Effective communication to parents concerning their rights, as well as, school information. |
| All | Economically Disadvantaged | High School Fair | Yes | Event photos, sign-in sheets, agendas, flyers | Effective communication and step-by-step support in the process of seeking high school placements and opportunities to attend various types of schools. |
| All | Economically Disadvantaged | Career Day | Yes | Event photos, sign-in sheets, agendas, flyers | Effective in giving a glimpse of people in real careers, while providing feedback to inquiries. |

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

**Principal's Certification**

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

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

| Eugene Brown | Eugene Brown | 6-29-15 |
|---|---|---|
| **Principal's Name (Print)** | **Principal's Signature** | **Date** |

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

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

## 2015-2016 Comprehensive Needs Assessment Process
## *Data Collection and Analysis*

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

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) |
|---|---|---|
| Academic Achievement - Reading | Student achievement data from PARCC, Link-It Benchmark, and PowerSchool | Student needs are identified early and addressed. These results vary, with most being proficient and/or showing growth given their initial individual results. |
| Academic Achievement - Writing | Student achievement data from PARCC, Link-It Benchmark, and PowerSchool | Student needs are identified early and addressed. These results vary, with most being proficient and/or showing growth given their initial individual results. |
| Academic Achievement - Mathematics | Student achievement data from PARCC, Link-It Benchmark, and PowerSchool | Student needs are identified early and addressed. These results vary, with most being proficient and/or showing growth given their initial individual results. |
| Family and Community Engagement | Attendance sheets, flyers, activity sheets, parent surveys and artifacts | Family and community involvement is improving, but it continues to be less than our goal. |
| Professional Development | Attendance, lesson plans, teacher observations and evaluations, student academic achievement, and PowerSchool | Professional development is a continuous needs-based process that addresses overall school needs as well as the individual needs of teachers, staff and administration. |
| Leadership | Board of Trustee approval, evaluations | The school has addressed many issues in the period under the leadership of Eugene Brown as Chief School Administrator. With consistent leadership, improvement is occurring. |
| School Climate and Culture | Evaluations, office referrals, and surveys | The school culture is never perfect for every person given different personalities, needs and situations; however, the school environment reflects our commitment to safety, mutual respect for all individuals, a focus on student learning and learning how properly to address challenges. We have enhanced security and middle school has improved its culture to improve teaching and learning with a discipline point system and rewards. |
| School-Based Youth Services | Attendance and artifacts | More services and activities are needed. |

# 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) |
|---|---|---|
| Students with Disabilities | Student achievement data from PARCC, Link-It Benchmark, and PowerSchool | Students with disabilities as a whole require significant improvement. |
| Homeless Students | N/A | N/A |
| Migrant Students | N/A | N/A |
| English Language Learners | N/A | N/A |
| Economically Disadvantaged | Student achievement data from PARCC, Link-It Benchmark, and PowerSchool | With 84% economically disadvantaged, student population is not yet making a significant improvement in closing the achievement gap. |

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

## 2015-2016 Comprehensive Needs Assessment Process*
### *Narrative*

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

Throughout the year many forms of assessment data is gathered including PARCC, NJASK, and Link-It Benchmark tests scores, class formative assessments, teacher documentation, an individual student needs based analysis, DRAs, Running Records, Three Minute Assessments, various surveys from all constituents, documentation of class and school wide plans, activities, events, attendance and more. Survey details are disaggregated and possible solutions are brainstormed, prioritized, and implemented according to needs.

The PARCC, NJASK, and Link-It Benchmark data is reviewed and analyzed utilizing several techniques: 1) District reports are reviewed by administration and test coordinators for grade level data on teaching and collective student understanding of content. 2) Then data is analyzed by the teachers at their grade level meetings during the beginning of the year to identify trends and areas of strength and weaknesses in content area. 3) Then individual teachers analyze the data findings to create lesson plans for their students and to modify instruction accordingly to individual student needs.

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

Data collection is a daily ongoing process of all staff members. Administrative, clerical, fiscal, and support staff are required to keep accurate records and supporting documentation in all areas via traditional processes and now electronically via NJSMART and PowerSchool. Educational staff members must also gather, organize, analyze, and then strategize based on the numerous amounts of data gathered. Subgroup data is reviewed and plans are established accordingly to address findings in the following subgroups:

- Number of Total Population
- Number of Students with Disabilities
- Number of Economically Disadvantaged
- Number of African American
- Number of Hispanics

ELL, Homeless, and Migrant student numbers are minimal, if any.

Specifically, PARCC test and Link-It Benchmark result data is shared with teachers in several ways: 1) A PowerPoint presentation with the overall data findings regarding each subgroup and grade levels is presented during our pre-service in August. 2) The test data is disaggregated by administration in an Excel format to provide the ability to manipulate for queries. 3) Specific data for students who have been partially proficient for 2 years is scrutinized to identify causes, solution strategies, and action steps. 4) The electronic Excel sheet is provided to all teachers. 5) Lesson plans and extended learning hours are prepared based on the data findings.

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

**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)?

With the Link-It Benchmark Assessments, proven provider materials were used. Extensive periodical checks of the data collected allow us to have records readily available. To ensure that data is valid and accurate, Link-It Benchmark results are electrically stored in a Link-It database system.

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

We are beginning to see positive trends with some students and teachers. With instruction varying from teacher-to-teacher given their years of experience, training and preparedness, our results did fluctuate in most areas. We are utilizing a scripted curriculum (Expeditionary Learning) for teacher support in instruction for ELA. Furthermore, two instructional strategies (Children's Literacy Initiative and Assessment for Learning) have been incorporated into classroom instruction. A strategic focus by administration on lesson plan review and constant classroom observations through the Charlotte Danielson framework has resulted in valuable and timely support. This strategy compiled with Teachscape feedback and SGO scores allows for effective instruction and classroom management to now be evident. Content specific professional development for the new curriculums will continue to support teacher effectiveness and confidence. Additional professional development in effective assessment and classroom instruction is planned for staff, with the continued use of the formative assessment diagnostic tool called Link-It.

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

The sustained high quality Professional Development (PD) that is adapted to the needs of the staff has made a significant impact on instruction and must continue. As we provide the PD activities in our pre-services and throughout the year, we have seen individual teacher's instruction improve, hence, improvement in student performance is improving. We will continue differentiating PD based on teachers' individual needs online.

Through our identification of the school's primary needs based on the collective works of our School Wide Planning Team, our district professional development plan was established. With the Scientifically Research Based (SBR) curriculums in ELA, Math, and Technology, we will provide ongoing PD sessions. Along with an ongoing course on overall assessments, the progress towards enhancing instruction will be monitored throughout the year. Identification of providers to meet our needs continues. Our Chief School Administrator provided a strong focus on securing effective PD opportunities and the expectation for all the staff to provide quality education to all students. We also had PD for evaluation tools, such as the Danielson Teaching Framework, SGO, and Teachscape.

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

During the summer pre-service, our Link-It professional development gave an early overall view of how to assess a student's academic level. Communication with parents of new students is also a priority, as well as, early detection of potential academic issues. With ongoing formal and informal assessments, the student data for the each child is made known to teachers right away. Any special needs, strengths, family history and/or

concerns are noted along with strategies that have worked and lessons learned from strategies that were not as effective. Teachers are provided with all student assessment data to help differentiate instruction and develop strategies to address individual needs.

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

Close to 85% of our students meet the definition of "at-risk" do to the fact that they are economically disadvantaged, as well as, their race. Through our extended learning programs and instructional support in a small classroom setting, students receive additional guided instruction and support. In some extreme cases, students are referred to the child study team for further evaluation.

**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

**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?

Discussions and decisions are made at small teacher-led grade level meetings and with administration. An online K-8 instruction and assessment solution is utilized called Link-It, which helps with formative benchmark assessments and direct targeted assistive tools. At a larger scale, the School Wide Planning Team (SWPT) also provides input. An assessment calendar for the school year is established with 3 benchmark tests, as well as, PARCC/NJASK.

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

Jersey City Community Charter School has specific transition programs that provide parents and students with school visits. An abundance of information is provided beforehand via newsletters, SchoolReach Automated Communication System, school website, and parent/teacher communication.

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

Feedback is solicited from all constituents via surveys. We carefully review our achievement data, as well as, the goals in the School Wide Plan regarding all of the student demographic subgroups. (We serve a student population consisting of: 84% low income population with 93% African American and Hispanic students) We considered that overall, students performed poorly and that there is still a need to improve in English Language Arts Literacy and Math. Furthermore, the school utilized survey data to identify the priority problems and root causes. Student development and

group challenges must be effectively addressed by strong, effective, and knowledgeable teaching. We still need to address many of the obstacles to student preparedness to learn, as well as, basic skills in conjunction with higher thinking strategies. Overall, internal academic achievement growth is evident.

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

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

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

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

| | #1 | #2 |
|---|---|---|
| Name of priority problem | Teacher Efficacy | Identifying Barriers to Achievement |
| Describe the priority problem using at least two data sources | An inadequate foundation has led to insufficient classroom observation and walkthrough results. | Students have not met the achievement performance of their counterparts/ students in all districts within New Jersey and with similar demographic groups. |
| Describe the root causes of the problem | A necessity for teacher support with varying student needs, as well as, a lack of consistent monitoring of classroom instruction. | A necessity for teacher support with varying student needs. Teacher professional development and training is essential. There is also the demand for daily preparation time to properly plan and evaluate the execution of plans for attaining academic achievement. |
| Subgroups or populations addressed | • Total Population<br>• Students with Disabilities<br>• Economically Disadvantaged<br>• African American<br>• Hispanic | • Total Population<br>• Students with Disabilities<br>• Economically Disadvantaged<br>• African American<br>• Hispanic |
| Related content area missed (i.e., ELA, Mathematics) | • ELA<br>• Mathematics | • ELA<br>• Mathematics |
| Name of scientifically research based intervention to address priority problems | **IES Practice Guide:** Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., Taylor, J., Sattar, S., Knechtel, V., Potamites, E. (2009) ***Structuring Out-of-School Time to Improve Academic Achievement*** (NCEE 2009-012). : for Education Research, Sciences, Department of Education<br>**IES Practice Guide:** Hamilton, L., Halverson, R., Jackson, S. S., Mandinach, E., Supovitz, J. A., Wayman, J. C., Pickens, C., Sama- Martin, E., Steele, J. L. (2009) ***Using Student Achievement Data to Support Instructional Decision Making*** (NCEE 2009-4067). : for Education Research, Sciences, | **IES Practice Guide:** Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., Taylor, J., Sattar, S., Knechtel, V., Potamites, E. (2009) ***Structuring Out-of-School Time to Improve Academic Achievement*** (NCEE 2009-012). : for Education Research, Sciences, Department of Education<br>**IES Practice Guide:** Hamilton, L., Halverson, R., Jackson, S. S., Mandinach, E., Supovitz, J. A., Wayman, J. C., Pickens, C., Sama- Martin, E., Steele, J. L. (2009) ***Using Student Achievement Data to Support Instructional Decision Making*** (NCEE 2009-4067). : for Education Research, Sciences, |

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

| | | |
|---|---|---|
| | Department of Education<br>**IES Practice Guide:** Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) ***Turning Around Chronically Low-Performing Schools*** **(NCEE 2008-4020)**. : for Education Research, Sciences, Department of Education<br>**Master Schedule:** Extended Instructional Time LAL (120 minutes) and Math (90 Minutes) Elementary School; (90 minutes) and Math (90 Minutes) Middle School<br>**Expeditionary Learning Curriculum** | Department of Education<br>**IES Practice Guide:** Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) ***Turning Around Chronically Low-Performing Schools*** **(NCEE 2008-4020)**. : for Education Research, Sciences, Department of Education<br>**Master Schedule:** Extended Instructional Time LAL (120 minutes) and Math (90 Minutes) Elementary School; (90 minutes) and Math (90 Minutes) Middle School<br>**Expeditionary Learning Curriculum** |
| How does the intervention align with the Common Core State Standards? | All resources and interventions are researched and aligned to Common Core Sate Standards. | All resources and interventions are researched and aligned to Common Core Sate Standards. |

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

## 2015-2016 Comprehensive Needs Assessment Process

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

| | #3 |
|---|---|
| Name of priority problem | Standardized Testing (Technology Literacy and Instruction) |
| Describe the priority problem using at least two data sources | The school continues to have insufficient student proficiency with recent drops in several grades. There is limited performance in successfully translating academic growth in the classroom to standardized tests. |
| Describe the root causes of the problem | Improper use of test taking techniques is a factor. Also, an unfamiliarity with standardized test formats and terminologies. Administrators and teachers need more support and professional development on implementing identified strategies effectively pertaining to the new state standardized test. |
| Subgroups or populations addressed | • Total Population<br>• Students with Disabilities<br>• Economically Disadvantaged<br>• African American<br>• Hispanic |
| Related content area missed (i.e., ELA, Mathematics) | • ELA<br>• Mathematics |
| Name of scientifically research based intervention to address priority problems | **IES Practice Guide:** Hamilton, L., Halverson, R., Jackson, S. S., Mandinach, E., Supovitz, J. A., Wayman, J. C., Pickens, C., Sama- Martin, E., Steele, J. L. (2009) ***Using Student Achievement Data to Support Instructional Decision Making*** (NCEE 2009-4067). : for Education Research, Sciences, Department of Education<br>**http.//eduwithtechn.wordpress.com**<br>Paul Black and Dylan Williams, **Inside the Black Box: Raising Standards Through Classroom Assessments**, October 1998, p141-160.<br>**Assessment Crisis: The Absence of Assessment for Learning**; Richard J. Stiggins |
| How does the intervention align with the Common Core State Standards? | All resources and interventions are researched and aligned to Common Core Sate Standards. |

# 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)(I)(B) strengthen the core academic program in the school;*** | | | | | |
|---|---|---|---|---|---|
| **Content Area Focus** | **Target Population(s)** | **Name of Intervention** | **Person Responsible** | **Indicators of Success (Measurable Evaluation Outcomes)** | **Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse) |
| All Content Areas | Students with Disabilities | Consistently track student progress by:<br>-Benchmark assessments<br>-Student portfolios<br>-DRA testing<br>-Informal and formal observations | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | PARCC, NJASK, Link-It Benchmark, student portfolios, DRA results, Running Records, Three Minute Assessments, and Teachscape | **IES Practice Guide:** Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) ***Organizing Instruction and Study to Improve Student Learning*** (NCER 2007-2004). : for Education Research, Sciences, Department of Education **IES Practice Guide:** Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) ***Turning Around Chronically Low-Performing Schools*** **(NCEE 2008-4020)**. : for Education Research, Sciences, Department of Education. |
| All Content Areas | Students with Disabilities | Utilize a variety of teaching styles:<br>-Differentiated learning<br>-Small group instruction<br>-Collaborative learning groups | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | PARCC, NJASK, Link-It Benchmark, student portfolios, DRA results, Running Records, Three Minute Assessments, and Teachscape | **IES Practice Guide:** Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) ***Organizing Instruction and Study to Improve Student Learning*** (NCER 2007-2004). : for Education Research, Sciences, Department of Education ***Master Schedule*** for Extended Instructional time focusing on Language Arts and Mathematics (120 Minutes Language Arts and 90 Math daily K-5; and 90 minutes Language Arts and Math daily grades 6-8) |
| All Content Areas | Students with Disabilities | Provide supplemental aids and services to enhance learning | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | PARCC, NJASK, Link-It Benchmark, student portfolios, DRA results, Running Records, Three Minute Assessments, and Teachscape | **IES Practice Guide:** Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., Taylor, J., Sattar, S., Knechtel, V., Potamites, E. (2009) ***Structuring Out-of-School Time to Improve Academic Achievement*** (NCEE 2009-012). : for Education Research, Sciences, Department of Education |
| All Content | Students with | -Create rubrics that | Teachers | PARCC, NJASK, Link-It | **IES Practice Guide:** Hamilton, L., Halverson, R., |

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

| *ESEA §1114(b)(I)(B) strengthen the core academic program in the school;* | | | | | |
|---|---|---|---|---|---|
| **Content Area Focus** | **Target Population(s)** | **Name of Intervention** | **Person Responsible** | **Indicators of Success (Measurable Evaluation Outcomes)** | **Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse) |
| Areas | Disabilities | provide students with criterion for success, making desired outcomes clear to them<br>-Administer tests to optimize learning<br>-Provide criterion-referenced feedback<br>-Provide frequent praise and encouragement | | Benchmark, student portfolios, DRA results, Running Records, Three Minute Assessments, and Teachscape | Jackson, S. S., Mandinach, E., Supovitz, J. A., Wayman, J. C., Pickens, C., Sama- Martin, E., Steele, J. L. (2009) ***Using Student Achievement Data to Support Instructional Decision Making*** (NCEE 2009-4067). : for Education Research, Sciences, Department of Education |
| All Content Areas | Students with Disabilities | All school schedules adjusted for extended learning time grades K - 8. | Chief School Administrator, Assistant Principal, and Supervisors | Student attendance, observations, surveys, student engagement, work samples, academic, and standardized assessment growth | **IES Practice Guide:** Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., Witzel, B., Dimino, J., Jayanthi, M., Newman-Gonchar, R., Monahan, S., Scott, L. (April 2009) ***Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools*** (NCEE 2009-4060): : for Education Research, Sciences, Department of Education **IES Practice Guide:** Michael L. Kamil, M. L., Borman, G., Dole, J., Kral, C. C., Salinger, T., Torgesen, J., Cai, X., Helsel, F., Kidron, Y., Spier, E. (2008) **Improving Adolescent Literacy: Effective Classroom and Intervention Practices** (NCEE 2008-4027). : for Education Research, Sciences, Department of Education |
| ELA<br>Math | Students with Disabilities | Reassess students in the areas of ELA and Math to determine levels of performance in order to design targeted instruction to accommodate the | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Student attendance, observations, surveys, student engagement, work samples and academic and standardized assessment growth | **IES Practice Guide:** Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) ***Organizing Instruction and Study to Improve Student Learning*** (NCER 2007-2004). : for Education Research, Sciences, Department of Education **IES Practice Guide:** Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., Witzel, B., |

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

| *ESEA §1114(b)(I)(B) strengthen the core academic program in the school;* | | | | | |
|---|---|---|---|---|---|
| **Content Area Focus** | **Target Population(s)** | **Name of Intervention** | **Person Responsible** | **Indicators of Success (Measurable Evaluation Outcomes)** | **Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse) |
| | | students' needs. | | | Dimino, J., Jayanthi, M., Newman-Gonchar, R., Monahan, S., Scott, L. (April 2009) ***Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools*** (NCEE 2009-4060): : for Education Research, Sciences, Department of Education **IES Practice Guide:** Michael L. Kamil, M. L., Borman, G., Dole, J., Kral, C. C., Salinger, T., Torgesen, J., Cai, X., Helsel, F., Kidron, Y., Spier, E. (2008) **Improving Adolescent Literacy: Effective Classroom and Intervention Practices** (NCEE 2008-4027). : for Education Research, Sciences, Department of Education |
| ELA<br>Math | Students with Disabilities | *Link-It Benchmark Testing | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Benchmark assessment and standardized testing growth | **IES Practice Guide:** Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) ***Organizing Instruction and Study to Improve Student Learning*** (NCER 2007-2004). : for Education Research, Sciences, Department of Education **IES Practice Guide:** Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., Witzel, B., Dimino, J., Jayanthi, M., Newman-Gonchar, R., Monahan, S., Scott, L. (April 2009) ***Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools*** (NCEE 2009-4060): : for Education Research, Sciences, Department of Education **IES Practice Guide:** Michael L. Kamil, M. L., Borman, G., Dole, J., Kral, C. C., Salinger, T., Torgesen, J., Cai, X., Helsel, F., Kidron, Y., Spier, E. (2008) **Improving Adolescent Literacy: Effective Classroom and Intervention Practices** (NCEE |

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

| *ESEA §1114(b)(I)(B) strengthen the core academic program in the school;* | | | | | |
|---|---|---|---|---|---|
| **Content Area Focus** | **Target Population(s)** | **Name of Intervention** | **Person Responsible** | **Indicators of Success (Measurable Evaluation Outcomes)** | **Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse) |
| | | | | | 2008-4027). : for Education Research, Sciences, Department of Education |
| | | | | | |
| ELA | Homeless | N/A | N/A | N/A | N/A |
| Math | Homeless | N/A | N/A | N/A | N/A |
| | | | | | |
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| | | | | | |
| ELA | ELLs | N/A | N/A | N/A | N/A |
| Math | ELLs | N/A | N/A | N/A | N/A |
| | | | | | |
| All Content Areas | Economically Disadvantaged | Consistently track student progress by:<br>-Benchmark assessments<br>-Student portfolios<br>-DRA testing<br>-Informal and formal observations | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | PARCC, NJASK, Link-It Benchmark, student portfolios, DRA results, Running Records, Three Minute Assessments, and Teachscape | **IES Practice Guide:** Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) ***Organizing Instruction and Study to Improve Student Learning*** (NCER 2007-2004). : for Education Research, Sciences, Department of Education **IES Practice Guide:** Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) ***Turning Around Chronically Low-Performing Schools*** (**NCEE 2008-4020**). : for Education Research, Sciences, Department of Education. |

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

| *ESEA §1114(b)(I)(B) strengthen the core academic program in the school;* | | | | | |
|---|---|---|---|---|---|
| **Content Area Focus** | **Target Population(s)** | **Name of Intervention** | **Person Responsible** | **Indicators of Success (Measurable Evaluation Outcomes)** | **Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse) |
| All Content Areas | Economically Disadvantaged | Utilize a variety of teaching styles:<br>-Differentiated learning<br>-Small group instruction<br>-Collaborative learning groups | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | PARCC, NJASK, Link-It Benchmark, student portfolios, DRA results, Running Records, Three Minute Assessments, and Teachscape | **IES Practice Guide:** Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) ***Organizing Instruction and Study to Improve Student Learning*** (NCER 2007-2004). : for Education Research, Sciences, Department of Education ***Master Schedule*** for Extended Instructional time focusing on Language Arts and Mathematics (120 Minutes Language Arts and 90 Math daily K-5; and 90 minutes Language Arts and Math daily grades 6-8) |
| All Content Areas | Economically Disadvantaged | Provide supplemental aids and services to enhance learning | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | PARCC, NJASK, Link-It Benchmark, student portfolios, DRA results, Running Records, Three Minute Assessments, and Teachscape | **IES Practice Guide:** Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., Taylor, J., Sattar, S., Knechtel, V., Potamites, E. (2009) ***Structuring Out-of-School Time to Improve Academic Achievement*** (NCEE 2009-012). : for Education Research, Sciences, Department of Education |
| All Content Areas | Economically Disadvantaged | -Create rubrics that provide students with criterion for success, making desired outcomes clear to them<br>-Administer tests to optimize learning<br>-Provide criterion-referenced feedback<br>-Provide frequent praise and encouragement | Teachers | PARCC, NJASK, Link-It Benchmark, student portfolios, DRA results, Running Records, Three Minute Assessments, and Teachscape | **IES Practice Guide:** Hamilton, L., Halverson, R., Jackson, S. S., Mandinach, E., Supovitz, J. A., Wayman, J. C., Pickens, C., Sama- Martin, E., Steele, J. L. (2009) ***Using Student Achievement Data to Support Instructional Decision Making*** (NCEE 2009-4067). : for Education Research, Sciences, Department of Education |
| All Content | Economically | All school schedules | Chief School Administrator, | Student attendance, observations, surveys, | **IES Practice Guide:** Gersten, R., Beckmann, S., |

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

| *ESEA §1114(b)(I)(B) strengthen the core academic program in the school;* | | | | | |
|---|---|---|---|---|---|
| **Content Area Focus** | **Target Population(s)** | **Name of Intervention** | **Person Responsible** | **Indicators of Success (Measurable Evaluation Outcomes)** | **Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse) |
| Areas | Disadvantaged | adjusted for extended learning time grades K - 8. | Assistant Principal, and Supervisors | student engagement, work samples, academic, and standardized assessment growth | Clarke, B., Foegen, A., Marsh, L., Star, J. R., Witzel, B., Dimino, J., Jayanthi, M., Newman-Gonchar, R., Monahan, S., Scott, L. (April 2009) ***Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools*** (NCEE 2009-4060): : for Education Research, Sciences, Department of Education **IES Practice Guide:** Michael L. Kamil, M. L., Borman, G., Dole, J., Kral, C. C., Salinger, T., Torgesen, J., Cai, X., Helsel, F., Kidron, Y., Spier, E. (2008) **Improving Adolescent Literacy: Effective Classroom and Intervention Practices** (NCEE 2008-4027). : for Education Research, Sciences, Department of Education |
| ELA Math | Economically Disadvantaged | Reassess students in the areas of ELA and Math to determine levels of performance in order to design targeted instruction to accommodate the students' needs. | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Student attendance, observations, surveys, student engagement, work samples and academic and standardized assessment growth | **IES Practice Guide:** Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) ***Organizing Instruction and Study to Improve Student Learning*** (NCER 2007-2004). : for Education Research, Sciences, Department of Education **IES Practice Guide:** Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., Witzel, B., Dimino, J., Jayanthi, M., Newman-Gonchar, R., Monahan, S., Scott, L. (April 2009) ***Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools*** (NCEE 2009-4060): : for Education Research, Sciences, Department of Education **IES Practice Guide:** Michael L. Kamil, M. L., Borman, G., Dole, J., Kral, C. C., Salinger, T., Torgesen, J., Cai, X., Helsel, F., Kidron, Y., Spier, E. (2008) **Improving Adolescent Literacy: Effective** |

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

| *ESEA §1114(b)(I)(B) strengthen the core academic program in the school;* | | | | | |
|---|---|---|---|---|---|
| **Content Area Focus** | **Target Population(s)** | **Name of Intervention** | **Person Responsible** | **Indicators of Success (Measurable Evaluation Outcomes)** | **Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse) |
| | | | | | **Classroom and Intervention Practices** (NCEE 2008-4027). : for Education Research, Sciences, Department of Education |
| ELA<br>Math | Economically Disadvantaged | *Link-It Benchmark Testing | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Academic growth in PARCC, NJASK, DRAs, Running Records, Three Minute Assessments, Link-It Benchmark, and classroom assessments | **IES Practice Guide:** Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) ***Organizing Instruction and Study to Improve Student Learning*** (NCER 2007-2004). : for Education Research, Sciences, Department of Education **IES Practice Guide:** Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., Witzel, B., Dimino, J., Jayanthi, M., Newman-Gonchar, R., Monahan, S., Scott, L. (April 2009) ***Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools*** (NCEE 2009-4060): : for Education Research, Sciences, Department of Education **IES Practice Guide:** Michael L. Kamil, M. L., Borman, G., Dole, J., Kral, C. C., Salinger, T., Torgesen, J., Cai, X., Helsel, F., Kidron, Y., Spier, E. (2008) **Improving Adolescent Literacy: Effective Classroom and Intervention Practices** (NCEE 2008-4027). : for Education Research, Sciences, Department of Education |
| All Content Areas | Teaching Staff | Observations via Teachscape (Charlotte Danielson) | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Effective or highly effective based on Teachscape data | **Framework for Teaching: Charlotte Danielson,** The Danielson Group. (2011 Revised Edition) |

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

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

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

| ***ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;*** | | | | | |
|---|---|---|---|---|---|
| **Content Area Focus** | **Target Population(s)** | **Name of Intervention** | **Person Responsible** | **Indicators of Success (Measurable Evaluation Outcomes)** | **Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse) |
| ELA<br>Math | Students with Disabilities | Saturday Academy for Excellence (SAFE) | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Academic growth in PARCC, NJASK, DRA results, Running Records, Three Minute Assessments, Link-It Benchmark, and classroom assessments | **IES Practice Guide:** Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., Taylor, J., Sattar, S., Knechtel, V., Potamites, E. (2009) ***Structuring Out-of-School Time to Improve Academic Achievement*** (NCEE 2009-012). : for Education Research, Sciences, Department of Education |
| ELA<br>Math | Students with Disabilities | Extended Day Learning Program | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Academic growth in PARCC, NJASK, DRA results, Running Records, Three Minute Assessments, Link-It Benchmark, and classroom assessments | **IES Practice Guide:** Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., Taylor, J., Sattar, S., Knechtel, V., Potamites, E. (2009) ***Structuring Out-of-School Time to Improve Academic Achievement*** (NCEE 2009-012). : for Education Research, Sciences, Department of Education |
| ELA | Students with Disabilities | Children's Literacy Initiative grades K-3 | Chief School Administrator, Assistant Principal, Supervisors, and Consultants | PARCC, Link-It Benchmark, student portfolios, DRA results, Running Records, and Three Minute Assessments | **IES Practice Guide:** Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) ***Organizing Instruction and Study to Improve Student Learning*** (NCER 2007-2004). : for Education Research, Sciences, Department of Education<br>**IES Practice Guide:** Michael L. Kamil, M. L., Borman, G., Dole, J., Kral, C. C., Salinger, T., Torgesen, J., Cai, X., Helsel, F., Kidron, Y., Spier, E. (2008) **Improving Adolescent Literacy: Effective Classroom and Intervention Practices** (NCEE 2008-4027). : for |

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

| ***ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;*** | | | | | |
|---|---|---|---|---|---|
| **Content Area Focus** | **Target Population(s)** | **Name of Intervention** | **Person Responsible** | **Indicators of Success (Measurable Evaluation Outcomes)** | **Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse) |
| | | | | | Education Research, Sciences, Department of Education |
| ELA | Students with Disabilities | *Assessment for Learning (New Jersey City University) | Chief School Administrator, Assistant Principal, Supervisors, and Consultants | PARCC, Link-It Benchmark, student portfolios, DRA results, Running Records, and Three Minute Assessments | **IES Practice Guide:** Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) ***Organizing Instruction and Study to Improve Student Learning*** (NCER 2007-2004). : for Education Research, Sciences, Department of Education **IES Practice Guide:** Michael L. Kamil, M. L., Borman, G., Dole, J., Kral, C. C., Salinger, T., Torgesen, J., Cai, X., Helsel, F., Kidron, Y., Spier, E. (2008) **Improving Adolescent Literacy: Effective Classroom and Intervention Practices** (NCEE 2008-4027). : for Education Research, Sciences, Department of Education |
| ELA | Students with Disabilities | Expeditionary Learning grades 3-8 | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Lesson plans, professional development attendance, academic growth in PARCC, Link-It Benchmark, and classroom assessments | National Clearinghouse for Comprehensive School Reform Putting the Pieces Together: Lessons from Comprehensive School Reform Research, 2004 |
| ELA Math | Students with Disabilities | Early intervention and utilizing data to create specific learning plans | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Modified lesson plans created to enhance student performance on district and state tests; professional development attendance | **IES Practice Guide:** Hamilton, L., Halverson, R., Jackson, S. S., Mandinach, E., Supovitz, J. A., Wayman, J. C., Pickens, C., Sama- Martin, E., Steele, J. L. (2009) ***Using Student Achievement Data to Support Instructional Decision Making*** (NCEE 2009-4067). : for Education Research, Sciences, Department of Education **IES Practice Guide:** Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., |

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

***ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
|---|---|---|---|---|---|
| | | | | | Redding, S., Darwin, M. (2008) ***Turning Around Chronically Low-Performing Schools*** (**NCEE 2008-4020**). : for Education Research, Sciences, Department of Education |
| ELA | Homeless | N/A | N/A | N/A | N/A |
| Math | Homeless | N/A | N/A | N/A | N/A |
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| ELA | ELLs | N/A | N/A | N/A | N/A |
| Math | ELLs | N/A | N/A | N/A | N/A |
| ELA Math | Economically Disadvantaged | Saturday Academy for Excellence (SAFE) | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Academic growth in PARCC, NJASK, DRA results, Running Records, Three Minute Assessments, Link-It Benchmark, and classroom assessments | **IES Practice Guide:** Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., Taylor, J., Sattar, S., Knechtel, V., Potamites, E. (2009) ***Structuring Out-of-School Time to Improve Academic Achievement*** (NCEE 2009-012). : for Education Research, Sciences, Department of Education |
| ELA Math | Economically Disadvantaged | Extended Day Learning Program | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Academic growth in PARCC, NJASK, DRA results, Running Records, Three Minute Assessments, Link-It Benchmark, and classroom assessments | **IES Practice Guide:** Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., Taylor, J., Sattar, S., Knechtel, V., Potamites, E. (2009) ***Structuring Out-of-School Time to Improve Academic Achievement*** (NCEE 2009-012). : for Education Research, Sciences, Department of Education |
| ELA | Economically Disadvantaged | Children's Literacy Initiative grades K-3 | Chief School Administrator, Assistant Principal, Supervisors, and | PARCC, Link-It Benchmark, student portfolios, DRA results, Running Records, and Three Minute | **IES Practice Guide:** Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) ***Organizing Instruction and Study to Improve*** |

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

| *ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;* | | | | | |
|---|---|---|---|---|---|
| **Content Area Focus** | **Target Population(s)** | **Name of Intervention** | **Person Responsible** | **Indicators of Success (Measurable Evaluation Outcomes)** | **Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse) |
| | | | Consultants | Assessments | ***Student Learning*** (NCER 2007-2004). : for Education Research, Sciences, Department of Education<br>**IES Practice Guide:** Michael L. Kamil, M. L., Borman, G., Dole, J., Kral, C. C., Salinger, T., Torgesen, J., Cai, X., Helsel, F., Kidron, Y., Spier, E. (2008) **Improving Adolescent Literacy: Effective Classroom and Intervention Practices** (NCEE 2008-4027). : for Education Research, Sciences, Department of Education |
| ELA | Economically Disadvantaged | *Assessment for Learning (New Jersey City University) | Chief School Administrator, Assistant Principal, Supervisors, and Consultants | PARCC, Link-It Benchmark, student portfolios, DRA results, Running Records, and Three Minute Assessments | **IES Practice Guide:** Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) ***Organizing Instruction and Study to Improve Student Learning*** (NCER 2007-2004). : for Education Research, Sciences, Department of Education<br>**IES Practice Guide:** Michael L. Kamil, M. L., Borman, G., Dole, J., Kral, C. C., Salinger, T., Torgesen, J., Cai, X., Helsel, F., Kidron, Y., Spier, E. (2008) **Improving Adolescent Literacy: Effective Classroom and Intervention Practices** (NCEE 2008-4027). : for Education Research, Sciences, Department of Education |
| ELA | Economically Disadvantaged | Expeditionary Learning grades 3-8 | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Lesson plans, professional development attendance, academic growth in PARCC, Link-It Benchmark, and classroom assessments | National Clearinghouse for Comprehensive School Reform<br>Putting the Pieces Together: Lessons from Comprehensive School Reform Research, 2004 |
| ELA | Economically | Early intervention and | Teachers, | Modified lesson plans | **IES Practice Guide:** Hamilton, L., Halverson, |

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

| *ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;* | | | | | |
|---|---|---|---|---|---|
| **Content Area Focus** | **Target Population(s)** | **Name of Intervention** | **Person Responsible** | **Indicators of Success (Measurable Evaluation Outcomes)** | **Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse) |
| Math | Disadvantaged | utilizing data to create specific learning plans | Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | created to enhance student performance on district and state tests; professional development attendance | R., Jackson, S. S., Mandinach, E., Supovitz, J. A., Wayman, J. C., Pickens, C., Sama- Martin, E., Steele, J. L. (2009) ***Using Student Achievement Data to Support Instructional Decision Making*** (NCEE 2009-4067). : for Education Research, Sciences, Department of Education<br>**IES Practice Guide:** Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) ***Turning Around Chronically Low-Performing Schools*** (**NCEE 2008-4020**). : for Education Research, Sciences, Department of Education |
| ELA<br>Math | Economically Disadvantaged | Saturday Academy for Excellence (SAFE) | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Academic growth in PARCC, NJASK, DRA results, Running Records, Three Minute Assessments, Link-It Benchmark, and classroom assessments | **IES Practice Guide:** Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., Taylor, J., Sattar, S., Knechtel, V., Potamites, E. (2009) ***Structuring Out-of-School Time to Improve Academic Achievement*** (NCEE 2009-012). : for Education Research, Sciences, Department of Education |
| ELA<br>Math | Economically Disadvantaged | Extended Day Learning Program | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Academic growth in PARCC, NJASK, DRA results, Running Records, Three Minute Assessments, Link-It Benchmark, and classroom assessments | **IES Practice Guide:** Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., Taylor, J., Sattar, S., Knechtel, V., Potamites, E. (2009) ***Structuring Out-of-School Time to Improve Academic Achievement*** (NCEE 2009-012). : for Education Research, Sciences, Department of Education |
| ELA | Economically Disadvantaged | Children's Literacy Initiative grades K-3 | Chief School Administrator, Assistant Principal, Supervisors, and Consultants | PARCC, Link-It Benchmark, student portfolios, DRA results, Running Records, and Three Minute Assessments | **IES Practice Guide:** Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) ***Organizing Instruction and Study to Improve Student Learning*** (NCER 2007-2004). : for Education Research, Sciences, Department of |

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

| *ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;* | | | | | |
|---|---|---|---|---|---|
| **Content Area Focus** | **Target Population(s)** | **Name of Intervention** | **Person Responsible** | **Indicators of Success (Measurable Evaluation Outcomes)** | **Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse) |
| | | | | | Education **IES Practice Guide:** Michael L. Kamil, M. L., Borman, G., Dole, J., Kral, C. C., Salinger, T., Torgesen, J., Cai, X., Helsel, F., Kidron, Y., Spier, E. (2008) **Improving Adolescent Literacy: Effective Classroom and Intervention Practices** (NCEE 2008-4027). : for Education Research, Sciences, Department of Education |
| All Content Areas | Teaching Staff | *Teachscape (Charlotte Danielson) | Chief School Administrator, Assistant Principal, and Supervisors | Effective or highly effective based on Teachscape data | **Framework for Teaching: Charlotte Danielson,** The Danielson Group. (2011 Revised Edition) |
| ELA Math | Teaching Staff | *Link-It Benchmark Testing | Chief School Administrator, Assistant Principal, Supervisors, and Consultants | Academic growth in PARCC, NJASK, DRAs, Running Records, Three Minute Assessments, Link-It Benchmark, and classroom assessments | **IES Practice Guide:** Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) ***Organizing Instruction and Study to Improve Student Learning*** (NCER 2007-2004). : for Education Research, Sciences, Department of Education **IES Practice Guide:** Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., Witzel, B., Dimino, J., Jayanthi, M., Newman-Gonchar, R., Monahan, S., Scott, L. (April 2009) ***Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools*** (NCEE 2009-4060): : for Education Research, Sciences, Department of Education **IES Practice Guide:** Michael L. Kamil, M. L., Borman, G., Dole, J., Kral, C. C., Salinger, T., Torgesen, J., Cai, X., Helsel, F., Kidron, Y., Spier, E. (2008) **Improving Adolescent Literacy: Effective Classroom and** |

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

| *ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;* | | | | | |
|---|---|---|---|---|---|
| **Content Area Focus** | **Target Population(s)** | **Name of Intervention** | **Person Responsible** | **Indicators of Success (Measurable Evaluation Outcomes)** | **Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse) |
| | | | | | **Intervention Practices** (NCEE 2008-4027). : for Education Research, Sciences, Department of Education |

**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 | Children's Literacy Initiative grades K-3 | Chief School Administrator, Assistant Principal, Supervisors, and Consultants | PARCC, Link-It Benchmark, student portfolios, DRA results, Running Records, and Three Minute Assessments | **IES Practice Guide:** Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) ***Organizing Instruction and Study to Improve Student Learning*** (NCER 2007-2004). : for Education Research, Sciences, Department of Education **IES Practice Guide:** Michael L. Kamil, M. L., Borman, G., Dole, J., Kral, C. C., Salinger, T., Torgesen, J., Cai, X., Helsel, F., Kidron, Y., Spier, E. (2008) **Improving Adolescent Literacy: Effective Classroom and Intervention Practices** (NCEE 2008-4027). : for Education Research, Sciences, Department of Education |
| ELA | Students with Disabilities | *Assessment for Learning (New Jersey City University) | Chief School Administrator, Assistant Principal, Supervisors, and Consultants | PARCC, Link-It Benchmark, student portfolios, DRA results, Running Records, and Three Minute Assessments | **IES Practice Guide:** Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) ***Organizing Instruction and Study to Improve Student Learning*** (NCER 2007-2004). : for Education Research, Sciences, Department of Education |

# 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) |
|---|---|---|---|---|---|
| | | | | | **IES Practice Guide:** Michael L. Kamil, M. L., Borman, G., Dole, J., Kral, C. C., Salinger, T., Torgesen, J., Cai, X., Helsel, F., Kidron, Y., Spier, E. (2008) **Improving Adolescent Literacy: Effective Classroom and Intervention Practices** (NCEE 2008-4027). : for Education Research, Sciences, Department of Education |
| ELA | Students with Disabilities | Expeditionary Learning grades 3-8 | Chief School Administrator, Assistant Principal, and Supervisors | Lesson plans, professional development attendance, academic growth in PARCC, Link-It Benchmark, and classroom assessments | National Clearinghouse for Comprehensive School Reform<br>Putting the Pieces Together: Lessons from Comprehensive School Reform Research, 2004 |
| ELA<br>Math | Students with Disabilities | *Early intervention and utilizing data to create specific learning plans | Chief School Administrator, Assistant Principal, and Supervisors | Modified lesson plans created to enhance student performance on district and state tests; professional development attendance | **IES Practice Guide:** Hamilton, L., Halverson, R., Jackson, S. S., Mandinach, E., Supovitz, J. A., Wayman, J. C., Pickens, C., Sama- Martin, E., Steele, J. L. (2009) ***Using Student Achievement Data to Support Instructional Decision Making*** (NCEE 2009-4067). : for Education Research, Sciences, Department of Education<br>**IES Practice Guide:** Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) ***Turning Around Chronically Low-Performing Schools*** (**NCEE 2008-4020**). : for Education Research, Sciences, Department of Education |
| All Content Areas | Students with Disabilities | *Teachscape (Charlotte Danielson) | Chief School Administrator, Assistant | Effective or highly effective based on Teachscape data | **Framework for Teaching: Charlotte Danielson,** The Danielson Group. (2011 Revised Edition) |

# 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) |
|---|---|---|---|---|---|
| | | | Principal, and Supervisors | | |
| ELA<br>Math | Students with Disabilities | *Link-It Benchmark Testing | Chief School Administrator, Assistant Principal, Supervisors, and Consultants | Academic growth in PARCC, NJASK, DRAs, Running Records, Three Minute Assessments, Link-It Benchmark, and classroom assessments | **IES Practice Guide:** Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) ***Organizing Instruction and Study to Improve Student Learning*** (NCER 2007-2004). : for Education Research, Sciences, Department of Education **IES Practice Guide:** Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., Witzel, B., Dimino, J., Jayanthi, M., Newman-Gonchar, R., Monahan, S., Scott, L. (April 2009) ***Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools*** (NCEE 2009-4060): : for Education Research, Sciences, Department of Education **IES Practice Guide:** Michael L. Kamil, M. L., Borman, G., Dole, J., Kral, C. C., Salinger, T., Torgesen, J., Cai, X., Helsel, F., Kidron, Y., Spier, E. (2008) **Improving Adolescent Literacy: Effective Classroom and Intervention Practices** (NCEE 2008-4027). : for Education Research, Sciences, Department of Education |
| | | | | | |
| ELA | Homeless | N/A | N/A | N/A | N/A |
| Math | Homeless | N/A | N/A | N/A | N/A |

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

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

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|---|---|---|---|---|---|
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| | | | | | |
| ELA | ELLs | N/A | N/A | N/A | N/A |
| Math | ELLs | N/A | N/A | N/A | N/A |
| | | | | | |
| ELA | Economically Disadvantages | Children's Literacy Initiative grades K-3 | Chief School Administrator, Assistant Principal, Supervisors, and Consultants | PARCC, Link-It Benchmark, student portfolios, DRA results, Running Records, and Three Minute Assessments | **IES Practice Guide:** Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) ***Organizing Instruction and Study to Improve Student Learning*** (NCER 2007-2004). : for Education Research, Sciences, Department of Education **IES Practice Guide:** Michael L. Kamil, M. L., Borman, G., Dole, J., Kral, C. C., Salinger, T., Torgesen, J., Cai, X., Helsel, F., Kidron, Y., Spier, E. (2008) **Improving Adolescent Literacy: Effective Classroom and Intervention Practices** (NCEE 2008-4027). : for Education Research, Sciences, Department of Education |
| ELA | Economically Disadvantages | *Assessment for Learning (New Jersey City University) | Chief School Administrator, Assistant Principal, Supervisors, and Consultants | PARCC, Link-It Benchmark, student portfolios, DRA results, Running Records, and Three Minute Assessments | **IES Practice Guide:** Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) ***Organizing Instruction and Study to Improve Student Learning*** (NCER 2007-2004). : for Education Research, Sciences, Department of Education **IES Practice Guide:** Michael L. Kamil, M. L., Borman, G., Dole, J., Kral, C. C., Salinger, |

# 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) |
|---|---|---|---|---|---|
| | | | | | T., Torgesen, J., Cai, X., Helsel, F., Kidron, Y., Spier, E. (2008) **Improving Adolescent Literacy: Effective Classroom and Intervention Practices** (NCEE 2008-4027). : for Education Research, Sciences, Department of Education |
| ELA | Economically Disadvantages | Expeditionary Learning grades 3-8 | Chief School Administrator, Assistant Principal, and Supervisors | Lesson plans, professional development attendance, academic growth in PARCC, Link-It Benchmark, and classroom assessments | National Clearinghouse for Comprehensive School Reform<br>Putting the Pieces Together: Lessons from Comprehensive School Reform Research, 2004 |
| ELA<br>Math | Economically Disadvantages | *Early intervention and utilizing data to create specific learning plans | Chief School Administrator, Assistant Principal, and Supervisors | Modified lesson plans created to enhance student performance on district and state tests; professional development attendance | **IES Practice Guide:** Hamilton, L., Halverson, R., Jackson, S. S., Mandinach, E., Supovitz, J. A., Wayman, J. C., Pickens, C., Sama- Martin, E., Steele, J. L. (2009) ***Using Student Achievement Data to Support Instructional Decision Making*** (NCEE 2009-4067). : for Education Research, Sciences, Department of Education<br>**IES Practice Guide:** Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) ***Turning Around Chronically Low-Performing Schools*** (**NCEE 2008-4020**). : for Education Research, Sciences, Department of Education |
| All Content Areas | Economically Disadvantages | *Teachscape (Charlotte Danielson) | Chief School Administrator, Assistant Principal, and Supervisors | Effective or highly effective based on Teachscape data | **Framework for Teaching: Charlotte Danielson,** The Danielson Group. (2011 Revised Edition) |

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

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

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|---|---|---|---|---|---|
| ELA<br>Math | Economically Disadvantages | *Link-It Benchmark Testing | Chief School Administrator, Assistant Principal, Supervisors, and Consultants | Academic growth in PARCC, NJASK, DRAs, Running Records, Three Minute Assessments, Link-It Benchmark, and classroom assessments | **IES Practice Guide:** Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) ***Organizing Instruction and Study to Improve Student Learning*** (NCER 2007-2004). : for Education Research, Sciences, Department of Education **IES Practice Guide:** Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., Witzel, B., Dimino, J., Jayanthi, M., Newman-Gonchar, R., Monahan, S., Scott, L. (April 2009) ***Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools*** (NCEE 2009-4060): : for Education Research, Sciences, Department of Education **IES Practice Guide:** Michael L. Kamil, M. L., Borman, G., Dole, J., Kral, C. C., Salinger, T., Torgesen, J., Cai, X., Helsel, F., Kidron, Y., Spier, E. (2008) **Improving Adolescent Literacy: Effective Classroom and Intervention Practices** (NCEE 2008-4027). : for Education Research, Sciences, Department of Education |

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

# SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-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 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 individuals responsible for evaluating the schoolwide program are the Chief School Administrator, Assistant Principal, and content Supervisors. The review will be conducted internally. Evaluations will be conducted quarterly.

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

Since the schoolwide program is an ongoing initiative, barriers and challenges are anticipated, however progress will be incremental.

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

Our current School Wide Planning Team includes representatives from varied roles within the school, buy-in should not present any challenges.

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

The measurement tools utilized to gauge the perceptions of the staff include surveys that are completed via the school website which provide data to be aggregated, as well as, staff feedback.

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

Parent and student survey data is collected and analyzed, in addition to community feedback that will all be utilized to determine perceptions of the community.

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

6. How will the school structure interventions?

Interventions will be structured based on teacher/student ratios, class size, and assessment data.

7. How frequently will students receive instructional interventions?

Instructional interventions will be consistent and ongoing throughout the school year.

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

The school has implemented various resources/technologies, for example PowerSchool and the Parent Kiosk will be utilized to support the schoolwide program.

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

To measure the effectiveness of each intervention, the school will utilize Link-It Benchmark results along with state standardized test results.

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

Results will be disseminated through the School Wide Planning Team meetings that are conducted quarterly, electronically via email, and by way of PowerSchool communications.

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

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

***ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services***

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

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

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|---|---|---|---|---|---|
| Science | Students with Disabilities | Family Literacy Committees: Science | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, parent and student performance, artifacts of activities, academic records, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| All | Students with Disabilities | Family Literacy Committees: Technology | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, parent and student performance, artifacts of activities, academic records, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| Health | Students with Disabilities | Family Literacy Committees: Health | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, parent and student performance, artifacts of activities, academic records, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| Math | Students with Disabilities | Family Literacy Committees: Math | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, parent and student performance, artifacts of activities, academic records, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| ELA | Students with Disabilities | Family Literacy Committees: Reading | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, parent and student performance, artifacts of activities, academic records, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| Art | Students with Disabilities | Family Literacy Committees: Art | Teachers, Paraprofessionals, Chief School Administrator, | Attendance at activities, activity plans, parent and student performance, artifacts of activities, academic records, and surveys | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning* |

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

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|---|---|---|---|---|---|
| | | | Assistant Principal, and Supervisors | from all constituents | *Around Chronically Low* |
| All | Students with Disabilities | Parent Academy | Teachers and Parent Coordinator | Attendance at activities, activity plans, parent and student performance, artifacts of activities, academic records, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| All | Students with Disabilities | Monthly Parent Teacher Support Team meetings | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, parent and student performance, artifacts of activities, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| All | Students with Disabilities | School Wide Planning Team (SWPT) | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Quarterly meeting minutes, recordings, discussion findings, and ongoing subcommittees | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| All | Students with Disabilities | Open Houses | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, parent engagement, artifacts of activities, academic records, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| All | Students with Disabilities | Interim Progress Reports | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, parent engagement, artifacts of activities, academic records, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| All | Students with Disabilities | Report Card Conferences | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, parent engagement, artifacts of activities, academic records, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| All | Students with Disabilities | Heritage Dinners | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and | Attendance at activities, activity plans, parent engagement, artifacts of activities, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |

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

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|---|---|---|---|---|---|
| | | | Supervisors | | |
| All | Students with Disabilities | Promotion Ceremonies | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, parent engagement, artifacts of activities, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| All | Students with Disabilities | High School Fair | Parent Coordinator | Attendance at activities, activity plans, parent engagement, artifacts of activities, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| All | Students with Disabilities | Career Day | Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, artifacts of activities, academic records, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| | | | | | |
| ELA | Homeless | N/A | N/A | N/A | N/A |
| Math | Homeless | N/A | N/A | N/A | N/A |
| | | | | | |
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| | | | | | |
| ELA | ELLs | N/A | N/A | N/A | N/A |
| Math | ELLs | N/A | N/A | N/A | N/A |
| | | | | | |
| Science | Economically Disadvantaged | Family Literacy Committees: Science | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, parent and student performance, artifacts of activities, academic records, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| All | Economically Disadvantaged | Family Literacy Committees: Technology | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, parent and student performance, artifacts of activities, academic records, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |

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

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|---|---|---|---|---|---|
| Health | Economically Disadvantaged | Family Literacy Committees: Health | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, parent and student performance, artifacts of activities, academic records, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| Math | Economically Disadvantaged | Family Literacy Committees: Math | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, parent and student performance, artifacts of activities, academic records, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| ELA | Economically Disadvantaged | Family Literacy Committees: Reading | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, parent and student performance, artifacts of activities, academic records, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| Art | Economically Disadvantaged | Family Literacy Committees: Art | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, parent and student performance, artifacts of activities, academic records, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| All | Economically Disadvantaged | Parent Academy | Teachers and Parent Coordinator | Attendance at activities, activity plans, parent and student performance, artifacts of activities, academic records, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| All | Economically Disadvantaged | Monthly Parent Teacher Support Team meetings | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, parent and student performance, artifacts of activities, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| All | Economically Disadvantaged | School Wide Planning Team (SWPT) | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Quarterly meeting minutes, recordings, discussion findings, and ongoing subcommittees | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |

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

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|---|---|---|---|---|---|
| All | Economically Disadvantaged | Open Houses | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, parent engagement, artifacts of activities, academic records, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| All | Economically Disadvantaged | Interim Progress Reports | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, parent engagement, artifacts of activities, academic records, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| All | Economically Disadvantaged | Report Card Conferences | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, parent engagement, artifacts of activities, academic records, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| All | Economically Disadvantaged | Heritage Dinners | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, parent engagement, artifacts of activities, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| All | Economically Disadvantaged | Promotion Ceremonies | Teachers, Paraprofessionals, Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, parent engagement, artifacts of activities, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| All | Economically Disadvantaged | High School Fair | Parent coordinator | Attendance at activities, activity plans, parent engagement, artifacts of activities, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |
| All | Economically Disadvantaged | Career Day | Chief School Administrator, Assistant Principal, and Supervisors | Attendance at activities, activity plans, artifacts of activities, academic records, and surveys from all constituents | IES Practice Guide: Pashler Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., Darwin, M. (2008) *Turning Around Chronically Low* |

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

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

## 2015-2016 Family and Community Engagement Narrative

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

Parental involvement is necessary to help address all student needs via partnerships and communication for the welfare and support of all students; surveys and interviews provide feedback. Parent conferences with teachers as well as administrators allow engagement, communication, and awareness of school environment.

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

School Wide Planning Team (SWPT) meetings are conducted 4 times per year and their input is solicited and encouraged.

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

Compacts are mailed out, handed out and reviewed during our Parent Teacher Support Team (PTST) meetings and it is posted on the school website. In addition, teacher/parent communication contribute to parental involvement.

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

With our Parent Teacher Support Team (PTST), which is being strengthened with more active parents, and parents on the School Wide Planning Team (SWPT), more meaningful input is received and included.

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

Parents sign in to School Wide Planning Team (SWPT) and Parent Teacher Support Team (PTST) meetings. Also, the administrators monitor teacher/parent communication logs to ensure parent awareness, moreover, feedback via parent surveys completed online.

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

Communication from the school to families and the community are reported through Parent Teacher Support Team Meetings, mailings, online at www.jcccsonline.org, PowerParent portal, Community Information Center, and during an open house. The school schedules report card conferences throughout the first three marking periods, parents are provided with periodic handouts, as well as, via the School-Wide Planning Team.

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

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

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

Families and community receive results via parent orientation, opening letter, PowerParent portal, Parent Kiosk, and individual parent notifications.

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

During PTST meetings, parents are informed directly and given the opportunity to provide feedback and input. Their opinions are also expressed via online surveys located on the school website. Parent volunteers and parents who serve on the School-Wide Planning Team are also an example of family involvement.

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

Parents receive quarterly interim progress reports and report cards via PowerSchool database. Report cards for the first three marking periods must be picked up by the parent or guardian during a scheduled conference with the student's teacher(s). In addition, teachers communicate with parents and guardians regularly throughout the school year to inform them of any issues or concerns, as well as, to thank them and encourage continued support of their child.

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

Funds will be utilized for Parent Teacher Support Team (PTST) and School Wide Planning Team (SWPT) meetings, included but not limited to, Family Literacy activities consisting of multi-session programs designed to involve parents and guardians in working with their children in Reading, Math, Science, Health, and Technology. In order for students to succeed, parents must themselves appreciate and promote the importance of education and inspire their children to take pride in achievement. Through these programs, parents are provided with the basic skills to enable them to oversee the completion of homework and where suitable, review their children's work to be effective in enabling the student's continued success.

***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 | 35<br>100% | Recruitment and Demonstration Lesson Process, Fair Compensation and Benefits, Mentoring, Quality Professional Development, Administrative Support, Instructional Coaching. |
| Teachers who do not meet the qualifications for HQT, consistent with Title II-A | 0<br>0 | |
| Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test) | 13<br>100% | Recruitment and Demonstration Lesson Process, Fair Compensation and Benefits, Mentoring, Quality Professional Development, Administrative Support, Instructional Coaching. |
| Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)* | 0<br>0 | |

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

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

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

| Description of strategies to attract highly-qualified teachers to high-need schools | Individuals Responsible |
|---|---|
| Strategies to recruit and retain highly qualified teachers: Utilize a process consisting of advertisements in the Jersey Journal, Star Ledger online newspapers along with networking, review of unsolicited resumes received and job fairs if opportunities to participate arise. | Chief School Administrator, Assistant Principal, Staff, Board of Trustees, School Wide Planning Team, etc. |