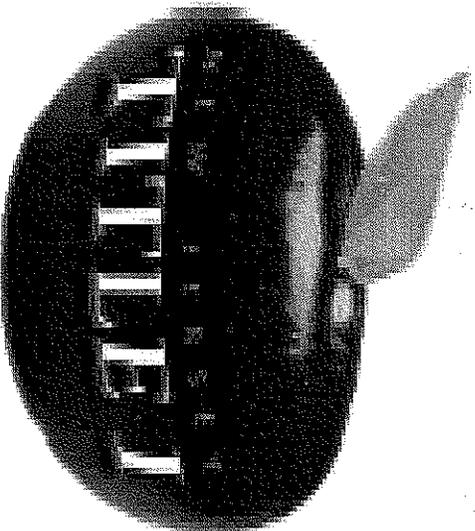


NEW JERSEY DEPARTMENT OF EDUCATION

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 - ESEAS1114

DISTRICT INFORMATION		SCHOOL INFORMATION	
District: 80-7109		School: LEAP Academy University Charter School	
Chief School Administrator: Janice Strigh		Address: 549 Cooper Street, Camden, NJ 08102	
Chief School Administrator's E-mail: jstrigh@leap.rutgers.edu		Grade Levels: K - 12	
Title I Contact: Janice Strigh		Principal: Nancy Ruiz	
Title I Contact E-mail : jstrigh@leap.rutgers.edu		Principal's E-mail: nruiz@leap.rutgers.edu	
Title I Contact Phone Number: 856-614-0400 ex. 3232		Principal's Phone Number: 856-614-0400	

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.

Nancy Ruiz
Principal's Name (Print)


Principal's Signature

7/13/15
Date

Critical Overview Elements

- The School held 4 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 18,533,608, which comprised 94 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 19,646,821, which will comprise 94% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item(s)	Approximate Cost
Instructional supplies -Literacy READ 180 supplies BrainPop Jr Time for Kids	3a. English Language Arts Literacy (CCSS)	Providing an enriched and accelerated curriculum	100-600	4285
Read 180 teacher	8a. Working with ELL	Meeting the needs of historically underserved populations	100-100	65551
Supplies and Materials for literacy and math MAP testing iReady License READ 180 license	3a. English Language Arts Literacy (CCSS) 3b. Mathematics (CCSS) 3c. Science (CCCS) 11. Using data/assess to improve learning	Focusing on core academic areas	200-600	48195

SCHOOLWIDE SUMMARY INFORMATION - ESEA/1114

Coach	5a. ELA Literacy PD 7. Standards-based assessment 11. Using data/assess to improve learning	Focusing on core academic areas	100-100	77250
Instructional Supervisor	5a. ELA Literacy PD 7. Standards-based assessment 11. Using data/assess to improve learning	Focusing on core academic areas	100-100	80000
Supplies and Materials - online Brain Pop Laptops for students	6. Effective use of Technology	Providing an enriched and accelerated curriculum during school, after school tutoring and extended year	100-600	2840 135588
Professional and Technical Services for school leaders and teachers	5a. ELA Literacy PD 3b. Mathematics (CCSS) 3c. Science (CCCS) 6. Effective use of Technology 7. Standards-based assessment 11. Using data/assess to improve learning	Professional development supports for school leaders and teachers	200-300	145,00
Tutoring	3a. English Language Arts Literacy (CCSS)	Providing students	100-300	215000

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

	3b. Mathematics (CCSS) 3c. Science (CCCS)	enrichment and supports during after school tutoring and extended year		
Highly qualified instructional assistants	17. Highly qualified paraprofessionals	Meeting needs of low achieving students	100-100	128125
Parent Program Facilitators, childcare and assistant Parent Unit supplies and books	45. Parent Involvement	Meeting the needs of historically underserved populations	200-100 200-600	8000 10,400

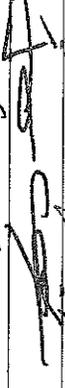
SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(iii)

ESEA §1114(b)(2)(B)(iii): "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
Janice Strigh	Administrator	Yes	Yes	Yes	
Barbara Dunlap	High School Principal	Yes	Yes	Yes	
Jorge Calixto	Middle School Principal	Yes	Yes	Yes	
Nancy Ruiz	Stem HS Principal	Yes	Yes	Yes	
Charles Benito	Elementary Principal	Yes	Yes	Yes	
Jovita Veguilla	STEM Elementary Principal	Yes	Yes	Yes	
Ken Verrill	Business Administrator	Yes	Yes	Yes	
Gladys Robreno	Mental Health Provider	Yes	Yes	Yes	
Vanessa Jones	Parent Coordinator	Yes	Yes	Yes	
Tugba Houget	ESL Coordinator	Yes	Yes	Yes	
Norma Agron	Director of Enrollment	Yes	Yes	Yes	

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

Michelle Roman-Colon	Parent	Yes	Yes	Yes	
Helen Redmond	Teacher	Yes	Yes	Yes	
Steve Pierre-Jacques	Technology Director	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	
			Yes	No	Yes	No
March 18, 2015	LEAP Conference Room	Comprehensive Needs Assessment	X		X	
May 21, 2015	LEAP Conference Room	Schoolwide Plan Development	X		X	
April 27, 2015	LEAP Conference Room	Program Evaluation	X		X	
May 18, 2015	LEAP Conference Room	Program Evaluation	X		X	

**Add rows as necessary.*

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

School's Mission

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

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

<p>What is the school's mission statement?</p>	<p>The mission of the LEAP Academy University Charter School is to enhance the lives of the children and families in Camden through the collaborative design, implementation, and integration of education, health and human service programs and through community development.</p> <p>We believe that all children are capable of success in and out of the classroom. We believe in instilling our students with a love of learning, a belief that they can achieve the highest goals, and the means to reach those goals. We take a holistic approach to empowering our students and families to take the actions needed for success.</p> <p>Our primary goal is to ensure that all students have a productive, effective, and fulfilling adulthood; to function creatively; to become collaborating members of a democratic society; and to become lifelong learners. Our students develop solid learning strategies, actively seek knowledge, think critically, solve problems independently, and communicate effectively with others. Our graduates view themselves as important, contributing members of a community and play a role in the continuous improvement of the community.</p> <p>Due to the unique nature of our learning environment, all faculty and staff must be committed to the School's educational approach, maintain a willingness to continue their professional learning, be willing to learn a second language with the students, and be prepared to share in the School's vision of high standards and achievement. Our faculty and staff are expected to continually demonstrate knowledge of the learner, including students from diverse backgrounds and with diverse learning needs; knowledge of the learning process, including how children and adults learn; knowledge of pedagogy, including the use of research-based strategies to accelerate the performance of students with learning problems; knowledge of the subject matter in which they teach, including the effective use of</p>
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SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §11114(b)(2)(B)(ii)

	<p>technology; engagement in sponsored action research; demonstrate leadership in and out of the classroom; model appropriate behaviors at all times; design and implement events that benefit the students and the entire school community; and contribute meaningfully in the improvement of the School's instructional program. We look to continuously develop a relationship with school families and community members to support the mission of our school. Parents are key to the success of our students and are held as important partners in the learning process.</p>
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

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

Evaluation of 2014-2015 Schoolwide Program *

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

1. Did the school implement the program as planned?
The LEAP program was implemented as planned with a focus on student achievement in literacy and mathematics, parent involvement and professional development for teachers.
2. What were the strengths of the implementation process?
Budget planning was done strategically so that the Title I program began as soon as the school year started with our summer programs. Following procedures for requisitions and procurement improved acquisitions and utilization of funding in a timely manner.
3. What implementation challenges and barriers did the school encounter?
The implementation process was smooth this year. Utilizing new professional development resources required additional planning. Tutoring began in January but planning for the new grant year will improve this process so that it can begin in September for students identified in need. Providing targeting professional development that meets the needs of special area teachers and new teachers continues to be a challenge.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

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

Areas of strengthened identified included:

- Holding teachers accountable for end of unit assessments used to guide instruction
- Summer institute for new teachers
- The use of coaches to support teachers and instruction
- Improved implementation of the MAP test

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

Stakeholders were involved in the planning process through parent meetings, community partnerships, district planning meetings, surveys and input from administration and staff during implementation.

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

The staff gave feedback through evaluations of professional development activities, focus group meetings and surveys at the end of the school year. In general staff favored the increase in professional development but asked for more professional development in the areas of data driven instruction, small group instruction and mentoring of new teachers.

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

The perceptions of the community were positive and the tool used to measure this was an online and paper survey.

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

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? *Tutoring was held in small groups during the after school program and summer extended day programs. Professional development was done with several different venues throughout the school year including one on one, small group and large group meetings. Parent programs were generally groups of 15-20 parents. The READ 180 and reading specialist teachers worked primarily one on one or two students at a time.*
9. How did the school structure the interventions? *Interventions were structured based on the school year and daily schedules. Baseline data was collected, teacher recommendations and State test results were used to determined the students who were in need or at – risk for low performance in academic achievement.*
10. How frequently did students receive instructional interventions? *Students received interventions daily after school and on Saturday mornings. Also pull out was used for reading interventions and increased support was given in an extra period during the school day for students who were identified in need of interventions.*
11. What technologies did the school use to support the program? *Technology components were embedded in all of the programs and interventions.*
12. Did the technology contribute to the success of the program and, if so, how?

SCHOOLWIDE COMPONENT: EVALUATION ESEA §11.14(b)(2)(B)(iii)

Technology did contribute to the success of the program. With the infusion of technology in all of our programs and interventions students, parents and staff benefited from the use of technology. Students have responded favorability to the use of technology in the classroom and the district is moving towards a one to one technology initiative so that all students have technology embedded in their instruction on a daily basis.

****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 <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	69	NA	Extended Day, Extended Year, Additional Instructional Reinforcement Period, Extended Day Program Common Planning Time Staff PDI's, Monthly Staff PDI's. Instructional leadership team meetings weekly.	There was coordination of instruction with CCSS and the use of data to target services to students identified most in need by LAL Coaches, but teachers need more training for implementation. Expand the extended-day program to additional students who demonstrate the need.
Grade 5	41	NA	Extended Day, Extended Year, Additional Instructional Reinforcement Period, Extended Day Program Common Planning Time Staff PDI's, Monthly Staff PDI's. Instructional leadership team meetings weekly.	There was coordination of instruction with CCSS and the use of data to target services to students identified most in need by LAL Coaches, but teachers need more training for implementation. Expand the extended-day program to additional students who demonstrate the need.
Grade 6	23	NA	Extended Day, Extended Year, Additional Instructional Reinforcement Period, Extended Day Program Common Planning Time Staff PDI's, Monthly Staff PDI's. Instructional leadership team meetings weekly.	There was coordination of instruction with CCSS and the use of data to target services to students identified most in need by LAL Coaches, there is a need to provide teachers with more training for implementation. Expand the extended-day program to additional students who demonstrate the need.
Grade 7	24	NA	Extended Day, Extended Year, Additional Instructional Reinforcement Period, Extended Day Program Common Planning Time Staff PDI's, Monthly Staff PDI's. Instructional leadership team meetings weekly.	Effort was made to intensify coordination of instruction with CCSS and the use of data to target services to students identified most in need by LAL Coaches, there is a need to provide teachers with more training for implementation. Expand the extended-day program to additional students who demonstrate the need.
Grade 8	5	NA	Extended Day, Extended Year, Additional Instructional Reinforcement Period, Extended Day Program Common Planning Time Staff PDI's, Monthly Staff PDI's. Instructional	Effort was made to intensify coordination of instruction with CCSS and the use of data to target services to students identified most in need by LAL Coaches, there is a need to provide teachers with more training for

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

				Interventions Provided	Describe why the interventions <u>did</u> or <u>did not</u> result in proficiency (Be specific for each intervention).
				leadership team meetings weekly.	implementation. There is a need to expand the extended-day program to additional students who demonstrate the need.
Grade 11	0	NA		Extended Day, Extended Year, Additional Instructional Reinforcement Period, Extended Day Program Common Planning Time Staff PDI's, Monthly Staff PDI's. Instructional leadership team meetings weekly.	The extended day program and the additional LAL and mathematics instructional period proved to be successful.
Grade 12	0	NA		Extended Day, Extended Year, Additional Instructional Reinforcement Period, Extended Day Program Common Planning Time Staff PDI's, Monthly Staff PDI's. Instructional leadership team meetings weekly.	The extended day program and the additional LAL and mathematics instructional period proved to be successful.
Mathematics	2013-2014	2014-2015		Interventions Provided	Describe why the interventions <u>did</u> or <u>did not</u> result in proficiency (Be specific for each intervention).
Grade 4	44	NA		Extended Day, Extended Year, Additional Instructional Reinforcement Period, Extended Day Program Common Planning Time Staff PDI's, Monthly Staff PDI's. Instructional leadership team meetings weekly.	There was coordination of instruction with CCSS and the use of data to target services to students identified most in need by math Coaches, there is a need to provide teachers with more training for implementation. There is a need to expand the extended-day program to additional students who demonstrate the need.
Grade 5	13	NA		Extended Day, Extended Year, Additional Instructional Reinforcement Period, Extended Day Program Common Planning Time Staff PDI's, Monthly Staff PDI's. Instructional leadership team meetings weekly.	There was coordination of instruction with CCSS and the use of data to target services to students identified most in need by math Coaches, there is a need to provide teachers with more training for implementation. There is a need to expand the extended-day program to additional students who demonstrate the need.
Grade 6	11	NA		Extended Day, Extended Year, Additional Instructional Reinforcement Period, Extended Day Program Common Planning Time Staff PDI's, Monthly Staff PDI's. Instructional leadership team meetings weekly.	Effort was made to intensify coordination of instruction with CCSS and the use of data to target services to students identified most in need by math Coaches, there is a need to provide teachers with more training for implementation. There is a need to expand the extended-day program to additional students who demonstrate the need.

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

Grade 7	12	NA	Extended Day, Extended Year, Additional Instructional Reinforcement Period, Extended Day Program Common Planning Time Staff PDI's, Monthly Staff PDI's. Instructional leadership team meetings weekly.	Effort was made to intensify coordination of instruction with CCSS and the use of data to target services to students identified most in need by math Coaches, there is a need to provide teachers with more training for implementation. There is a need to expand the extended-day program to additional students who demonstrate the need.
Grade 8	18	NA	Extended Day, Extended Year, Additional Instructional Reinforcement Period, Extended Day Program Common Planning Time Staff PDI's, Monthly Staff PDI's. Instructional leadership team meetings weekly.	There was coordination of instruction with CCSS and the use of data to target services to students identified most in need by math Coaches, there is a need to provide teachers with more training for implementation. There is a need to expand the extended-day program to additional students who demonstrate the need.
Grade 11	0	NA	Extended Day, Extended Year, Additional Instructional Reinforcement Period, Extended Day Program Common Planning Time Staff PDI's, Monthly Staff PDI's. Instructional leadership team meetings weekly.	The extended day program and the additional LAL and mathematics instructional period proved to be successful.
Grade 12	0	NA	Extended Day, Extended Year, Additional Instructional Reinforcement Period, Extended Day Program Common Planning Time Staff PDI's, Monthly Staff PDI's. Instructional leadership team meetings weekly.	The extended day program and the additional LAL and mathematics instructional period proved to be successful.

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 <u>did</u> or <u>did not</u> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA	NA	NA
Kindergarten	49	55	Extended day, extended year, common planning time, staff PDI's, monthly staff PDI's, increased rigor in alignment with unit assessments	Need to provide targeted professional development to intensify coordination of instruction with the CCCS and student achievement data. Ensure targeted services meet the needs of the students lacking in proficiency.
Grade 1	38	56	Extended day, extended year, common planning time, staff PDI's, monthly staff PDI's, increased rigor in alignment with unit assessments	Need to provide targeted professional development to intensify coordination of instruction with the CCCS and student achievement data. Ensure targeted services meet the needs of the students lacking in proficiency.
Grade 2	63	46	Extended day, extended year, common planning time, staff PDI's, monthly staff PDI's, increased rigor in alignment with unit assessments	Need to provide targeted professional development to intensify coordination of instruction with the CCCS and student achievement data. Ensure targeted services meet the needs of the students lacking in proficiency.
Grade 9	79	62	Extended day, extended year, common planning time, staff PDI's, monthly staff PDI's, increased rigor in alignment with unit assessments	Need to provide targeted professional development to intensify coordination of instruction with the CCCS and student achievement data. Ensure targeted services meet the needs of the students lacking in proficiency.
Grade 10	63	76	Extended day, extended year, common planning time, staff PDI's, monthly staff PDI's, increased rigor in alignment with unit assessments	Need to provide targeted professional development to intensify coordination of instruction with the CCCS and student achievement data. Ensure targeted services meet the needs of the students lacking in proficiency.

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <u>did</u> or <u>did not</u> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA	NA	NA
Kindergarten	57	53	Extended day, extended year, common planning	Need to provide targeted professional development to

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

			time, staff PDI's, monthly staff PDI's, increased rigor in alignment with unit assessments, increased rigor in alignment with unit assessments	intensify coordination of instruction with the CCCS and student achievement data. Ensure targeted services meet the needs of the students lacking in proficiency.
Grade 1	28	35	Extended day, extended year, common planning time, staff PDI's, monthly staff PDI's, increased rigor in alignment with unit assessments	Need to provide targeted professional development to intensify coordination of instruction with the CCCS and student achievement data. Ensure targeted services meet the needs of the students lacking in proficiency.
Grade 2	49	32	Extended day, extended year, common planning time, staff PDI's, monthly staff PDI's, increased rigor in alignment with unit assessments	Need to provide targeted professional development to intensify coordination of instruction with the CCCS and student achievement data. Ensure targeted services meet the needs of the students lacking in proficiency.
Grade 9	83	41	Extended day, extended year, common planning time, staff PDI's, monthly staff PDI's, increased rigor in alignment with unit assessments, increased rigor in alignment with unit assessments	Need to provide targeted professional development to intensify coordination of instruction with the CCCS and student achievement data. Ensure targeted services meet the needs of the students lacking in proficiency.
Grade 10	87	84	Extended day, extended year, common planning time, staff PDI's, monthly staff PDI's, increased rigor in alignment with unit assessments	Need to provide targeted professional development to intensify coordination of instruction with the CCCS and student achievement data. Ensure targeted services meet the needs of the students lacking in proficiency.

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

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Students with IEP's followed their educational plan but also participated in all Title I programs and activities afforded to general education students	yes	MAP data, IEP Direct software	MAP, HSPA, graduation rates, college acceptances, behavior logs
Math	Students with Disabilities	Students with IEP's followed their educational plan but also participated in all Title I programs and activities afforded to general education students	yes	MAP data, IEP Direct software	MAP, HSPA, graduation rates, college acceptances, behavior logs
ELA	Homeless	Support services	yes	Student Records	Student retention, test data, graduation rates, college acceptances, behavior logs
Math	Homeless	Support services	yes	Student Records	Student retention, test data, graduation rates, college acceptances, behavior logs
ELA	Migrant	NA	NA	NA	NA
Math	Migrant	NA	NA	NA	NA
ELA	ELLs	ELL Program	yes	Student records	Student retention, test data, graduation rates, college acceptances, behavior logs

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	ELLS	ELL Program	Yes	Student records	Student retention, test data, graduation rates, college acceptances, behavior logs
ELA	Economically Disadvantaged	Leveled Literacy Intervention* Read 180 Brain POP Nonfiction reading sources Time for Kids laptops	yes	Student data, MAP data NJ ASK, and HSPA scores	Percent of students who showed growth in reading skills and increased test scores
Math	Economically Disadvantaged	Software I Ready Calculators laptops	yes	Student data, MAP data, NJ ASK, and HSPA scores	Percent of students who showed growth in reading skills and increased test scores
ELA	ELA	Leveled Literacy Intervention* Read 180 Brain POP Nonfiction reading sources Time for Kids Laptops	yes	Student data, MAP data, NJ ASK, and HSPA scores	Percent of students who showed growth in reading skills and increased test scores
Math	Mathematics	Software I Ready Calculators Laptops	yes	Student data, MAP data, NJ ASK, and HSPA scores	NJASK, standardized test data, MAP, HSPA, graduation rates, college acceptances, behavior logs

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Students with IEP's followed their educational plan but also participated in all Title I programs and activities afforded to general education students	Yes	MAP data, IEP Direct software	MAP, HSPA, graduation rates, college acceptances, behavior logs
Math	Students with Disabilities	Students with IEP's followed their educational plan but also participated in all Title I programs and activities afforded to general education students	Yes	MAP data, IEP Direct software	MAP, HSPA, graduation rates, college acceptances, behavior logs
ELA	Homeless	Support services	Yes	Student records	Student retention, test data, graduation rates, college acceptances, behavior logs
Math	Homeless	Support services	Yes	Student records	Student retention, test data, graduation rates, college acceptances, behavior logs
ELA	Migrant	NA	NA	NA	NA

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Migrant	NA	NA	NA	NA
ELA	ELLS	ELL Program	Yes	Student records	Student retention, test data, graduation rates, college acceptances, behavior logs
Math	ELLS	ELL Program	Yes	Student records	Student retention, test data, graduation rates, college acceptances, behavior logs
ELA	Economically Disadvantaged	Levelled Literacy Intervention* Read 180 Brain POP Nonfiction reading sources Time for Kids Laptops	Yes	Student data, MAP data, NJ ASK, and HSPA scores	Percent of students who showed growth in reading skills and increased test scores
Math	Economically Disadvantaged	Software Ready Calculators Laptops	Yes	Student data, MAP data, NJ ASK, and HSPA scores	Percent of students who showed growth in reading skills and increased test scores
ELA	ELA	Levelled Literacy Intervention* Read 180 Brain POP Nonfiction reading sources Time for Kids Laptops	Yes	Student data, MAP data, NJ ASK, and HSPA scores	Percent of students who showed growth in reading skills and increased test scores

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Mathematics	Software Ready Calculators Laptops	yes	Student data, MAP data, NJ ASK, and HSPA scores	Percent of students who showed growth in reading skills and increased test scores

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

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Professional Resources: IEP requirements and annual goals, Student Progress, In class support	Yes	Student records	Increased test scores on NJ HSPA, graduation rate, retention rate, RIT scores on MAP test in reading and writing
Math	Students with Disabilities	Professional Resources: IEP requirements and annual goals, Student Progress, In class support	Yes	Student records	Increased test scores on NJ HSPA, graduation rate, retention rate, RIT scores on MAP test in math
ELA	Homeless	Professional development for liaison, Family Support Center Director and Parent Unit Coordinator	Yes	Student records	Increased test scores on NJ HSPA, graduation rate, retention rate, RIT scores on MAP test in reading and writing
Math	Homeless	Professional development for liaison, Family Support Center Director and Parent Unit Coordinator	Yes	Student records	Increased test scores on NJ HSPA, graduation rate, retention rate, RIT scores on MAP test in math
ELA	Migrant	NA	NA	NA	NA
Math	Migrant	NA	NA	NA	NA

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	ESL professional development for teachers and Supervisor	Yes	Student records	Increased test scores, student retention, graduation rates
Math	ELLs	ESL professional development for teachers and Supervisor	Yes	Student records	Increased test scores, student retention, graduation rates
ELA	Economically Disadvantaged	Workshop model	Yes	Student records	Increased test scores on NJ HSPA, graduation rate, retention rate, RIT scores on MAP test in reading and writing
Math	Economically Disadvantaged	Workshop model	Yes	Student records	Increased test scores on NJ HSPA, graduation rate, retention rate, RIT scores on MAP test in reading and writing
ELA	ELA	Workshop Model	Yes	graduation rate, retention rate, RIT scores on MAP test in reading and writing	Increased test scores on NJ HSPA, graduation rate, retention rate, RIT scores on MAP test in reading and writing
Math	Math	Workshop Model	Yes	graduation rate, retention rate, RIT scores on MAP test in math	Increased test scores on NJ HSPA, graduation rate, retention rate, RIT scores on MAP test in math

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

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parent Compact Parent Programs and Trainings Family Activities Family library	Yes	Student records	Parent surveys, increased test scores, graduation rate
Math	Students with Disabilities	Parent Compact Parent Programs and Trainings Family Activities Family library	Yes	Student records	Parent surveys, increased test scores, graduation rate
ELA	Homeless	Parent Coordinator Support Liaison support Support with transportation, uniforms, meals after hours, assistance with field trips, school supplies. Provide links with local agencies	Yes	Student records	Parent surveys, increased test scores, graduation rate
Math	Homeless	Parent Coordinator Support Liaison support Support with transportation, uniforms, meals after hours, assistance with field trips, school supplies. Provide links	Yes	Student records	Parent surveys, increased test scores, graduation rate

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		with local agencies			
ELA	Migrant	NA	NA	NA	NA
Math	Migrant	NA	NA	NA	NA
ELA	ELLS	Parent programs Trainings for literacy Family library	Yes	Student records	Parent surveys, increased test scores, graduation rate
Math	ELLS	Parent programs Trainings for literacy Family library	Yes	Student records	Parent surveys, increased test scores, graduation rate
ELA	Economically Disadvantaged	Parent Compact Parent Programs and Trainings Family Activities Family library	Yes	Student records	Parent surveys, increased test scores, graduation rate
Math	Economically Disadvantaged	Parent Compact Parent Programs and Trainings Family Activities Family library	Yes	Student records	Parent surveys, increased test scores, graduation rate
ELA	ELA	Parent Compact Parent Programs and Trainings Family Activities Family library	Yes	Student records	Parent surveys, increased test scores, graduation rate
Math	Math	Parent Compact	Yes	Student records	Parent surveys, increased test scores,

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Parent Programs and Trainings Family Activities Family library			graduation rate

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.

Nancy Ruiz
Principal's Name (Print)

Nancy Ruiz
Principal's Signature

7/13/15
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)(2)."

**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	ASK, HSPA, MAP, Formative Teacher Made Tests, Model Curriculum End of Unit Tests	Grades 3-8 NJ ASK data for 2014 was reviewed and small gains were identified in literacy. The Grade 11 HSPA results produced 98% proficiency in literacy. The MAP results showed positive growth in student RIT scores in grades 3-12 when comparing Fall to Spring test results and were in alignment with the CCCS. The school successfully identified students in need as well as instructional patterns interfering with students meeting district and state standards.
Academic Achievement - Writing	ASK, HSPA, MAP, Formative Teacher Made Tests, Model Curriculum End of Unit Tests	Grades 3-8 NJ ASK data for 2014 was reviewed and small gains were identified across grade levels. The MAP results showed positive growth in student RIT scores in grades 3-12 when comparing Fall to Spring test results and were in alignment with the CCCS. The school successfully identified students in need as well as instructional patterns interfering with students meeting district and state standards.
Academic Achievement - Mathematics	ASK, HSPA, MAP, Formative Teacher Made Tests, Model Curriculum End of Unit Tests	Grades 3-8 NJ ASK data for 2014 was reviewed and small gains were identified in mathematics. The Grade 11 HSPA results produced an increase to 75% proficient mathematics. The MAP results showed positive growth in student RIT scores in grades 3-12 when comparing Fall to Spring test results and were in alignment with the CCCS. The school successfully identified students in need as well as instructional patterns interfering with students meeting district and state standards.

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)
<p>Family and Community Engagement</p>	<p>Parent Orientations Back to School Night Parent-Teacher Conferences School Messenger Parents Academy Programs</p>	<p>LEAP Academy held "Parent Orientations" and "Back to School Night" with the primary goal of fostering teacher/parent communication and building sustained relationships throughout the year that are focused on supporting student achievement at home and at school. Held quarterly, parent-teacher conferences gave parents strategies to assist their children both academically and with social/emotional issues. Parent awareness of the importance of being involved in their child's life was increased through the combination of these workshops and the home-school student achievement plans initiative described above. The School Messenger increased home-school communication for events and student attendance. During the 2014-15 school year, the Parent's Academy trained and educated parents to become effective participants in the overall educational development of their children and provided them with the skills necessary to help their children succeed academically, create meaningful partnerships, and to become parent educators themselves</p>
<p>Professional Development</p>	<p>Monthly Workshop Model and Weekly Common Planning Time Grade level Meetings</p>	<p>A Workshop Model for the 2014-2015 school year was scheduled to collaborate on strategies to improve mathematics and literacy instruction and learning. Including professional development sessions that focused on professional learning communities by grade and building level. Principals and Department directors were given intensive training in PLC structures with a focus on the CCCS, breaking down standards and preparation for assessment of the common core. Elementary teachers received training to prepare for implementation of the Leveled Literacy Intervention program in grades K-4 to identify reading levels. Weekly CPT "common planning time" sessions targeted grades three to twelve and incorporated weekly assessment to provide immediate results on skills mastery versus skills in need of further reinforcement. All elementary classes had a structured Literacy block, which occurs at the same time each day, without interruptions. Teachers used a standards-based curriculum that addressed all of the crucial elements of Literacy, including reading, writing, and speaking.</p>

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)
		<p>In the 2014-2015 school year, monthly Professional Development sessions were held over 2 half day sessions and provided in-service training in literacy interventions, best practices in literacy and mathematics instruction, best practices in technology applications in classroom, the use of data to inform instruction and implementation of the model curriculum using unit based assessment.</p> <p>All new teachers at LEAP were paired with a mentor whom they observe teaching in a particular grade level and subject. With a focus on STEM teachers were given professional development on the use of interdisciplinary strategies and use of our fabrications laboratory to develop projects for students that incorporated STEM skills.</p>
Leadership	Staff records, EVS surveys	<p>School leaders participated in professional development throughout the school year received intensive training by consultants targeting urban education and implementing the CCCS. A summer PD was utilized that provided training in team building, leadership capacity, addressing needs of the urban student and the use of data driven instruction to effectively implement the CCCS.</p>
School Climate and Culture	EVS surveys	<p>Parent and staff surveys are administered to ensure student needs are met in a positive learning environment. Feedback from surveys was used for determining which projects were effective and identified topics for additional parent programs.</p>
School-Based Youth Services	Student level of services data, ETO data, tutoring data	<p>Student needs assessment, pre and post-tests, reduction in target behaviors were identified.</p>
Students with Disabilities	District Student Information System, NJSMART, EOY data	<p>The school exceeded NCLB targets for this demographic group of students in HSPA and the school successfully identified students in need as well as instructional patterns interfering with students meeting district and state standards. NJ Ask results for 2014 indicated a need for more interventions for this subgroup.</p>
Homeless Students	District student information system, student records	<p>The school exceeded NCLB targets for this demographic group of students in HSPA and the school successfully identified students in need as well as</p>

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)
Migrant Students	NA	instructional patterns interfering with students meeting district and state standards.
English Language Learners	ACCESS for ELL	The school met NCLB targets for this demographic group of students in HSPA and the school successfully identified students in need as well as instructional patterns interfering with students meeting district and state standards.
Economically Disadvantaged	District student information system, student records	The school exceeded NCLB targets for this demographic group of students in HSPA and the school successfully identified students in need as well as instructional patterns interfering with students meeting district and state standards.

2015-2016 Comprehensive Needs Assessment Process*

Narrative

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

The School held district and school-based meetings to evaluate all needs and assessment data. The following data sources were reviewed: state and local end of year assessment tests; benchmark assessment tests; surveys; agendas; attendance records and other available documentation. Meetings were held throughout the year. members of the School NCLB Committee analyzed data in the following areas in order to give a comprehensive picture of the strengths and needs of the school: (1) student performance; (2) curricula and instructional practice; (3) professional development; (4) family and community involvement; and (5) school/district context and organization. School/District administrators, teachers, and other staff held several meetings with stakeholders to discuss priorities for the 2014-2015 school year, in particular the components of the schoolwide program plan and how that plan would be effectively implemented and rigorously monitored throughout the school/district. Priorities and needs were identified by reviewing formative and summative assessment scores by subgroup, subject, and grade; extended day data; data from focus groups and surveys with parents, students, and teachers; records of meetings held throughout the year with parents/guardians and other stakeholders, the school's professional development plan, and the school's annual report.

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

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

The district's information management system as well as data provided by NJDOE, data specialists generated disaggregated data by NCLB subgroup based on NJASK and HSPA assessment scores and MAP were used. Data were disaggregated by race/ethnicity as well as programmatic area, as well as, by grade, subject, and teacher. Data for the same students over time were collected and reported in longitudinal reports. Teachers and administrators collected a representative body of classroom work and related teacher assignments for each at-risk student as identified by state test scores, end-of-unit tests, and other summative measures.

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)?

Validity and reliability for each of the needs assessment data sources is as follows: state and local end of year assessment tests – standard validity and reliability is established by the test publishers; benchmark assessment tests – standard validity and reliability for selected test items is established by the publishers; surveys – standard validity and reliability is established by the survey publishers; face and content validity apply to all other data sources identified above. Administrators and teachers are cautioned against making inferences on data for student subgroups with small N sizes; as such, the N size is provided on disaggregated reports. In these cases, data are analyzed on an individual level for each student. Data are only reported and used for analysis for student subgroups if there were at least 20 students assessed in a subgroup.

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

The data analysis revealed that teachers continue to require increased opportunities to learn how to utilize data to inform their instructional decisions and individual student data as well as how to utilize classroom assessment to evaluate student progress. Data was analyzed by grade cohorts and individual teachers. The level and quality of classroom instruction varied from grade to grade and from classroom to classroom, based in part on teachers' level of skills, knowledge, and expertise, but also based on the extent to which they develop shared norms and values that establish expectations for students and classroom rigor. Teachers must be given opportunities to reflect on the effectiveness of their work, both individually and collectively.

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

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?
The data analysis revealed that there are challenges in providing targeted professional development to support new teachers, providing ample time for professional development, reducing staff turnover, ensuring professional development is targeted toward each teacher's strengths and needs as a learner and includes meeting the CCCS and using data effectively. This includes identifying more efficient means of providing teachers with data on student work/performance, adjusting the school schedule to allow for more frequent inter-visitation, and adding capacity to the school's instructional support teams.
6. How does the school identify educationally at-risk students in a timely manner?
At-risk students are identified after the first marking, based on state assessment tests, MAP RIT scores, class grades and recommendations by teachers, administrative and instructional staff. Students considered to be at-risk are referred to the school's I & RS team depending on the severity of their problems. The team reviews each referral and determines the intervention and/or assessment needed to assist the student. Every student in the elementary school who received a grade of D or F was administered a screening assessment. These students received one-on-one instruction using sample PARCC items in Mathematics or Language Arts literacy. Running records were used to track the progress of each student in order to modify the delivery of instruction as needed. Rutgers University has a partnership with LEAP and supports students through the Rutgers/LEAP Family Support Center. School based teams meet weekly to review at-risk student data and follow up with students via College Access counseling and mentoring.
7. How does the school provide effective interventions to educationally at-risk students?
Once a student is identified as at-risk, LEAP implements core and supplementary language arts literacy and mathematics programs for these students in all the grade levels, in particular, grades 3-8 and 11. Students in K – 2 received the LLI program. Students in grades 3-6 received interventions using Read 180. Upper grade students received individualized tutoring in math and language arts after school during the extended day program. Follow up with classroom teachers, running records to track progress and supporting the social and emotional needs of these students and their families provide effective support to these students.
8. How does the school address the needs of migrant students?

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

NA/ school had no migrant students.

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

When a homeless student is identified, the school principals, administrators, Family Support Center, Parent Engagement Coordinator, College Access and Director of Special Education are notified. They are responsible for assuring the students are on tract academically and are receiving support services related to instruction. Additionally, when a homeless student is identified, enrollment works closely with the parent coordinator and finance to provide support related to transportation, uniforms, meals during school hours, assistance for field trips and school supplies. Students and their families are linked with local social service agencies address housing, food stamps, health matters and other needs of the homeless families through the Family Support Center.

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

Teachers are engaged in instructional decision making starting with a review of achievement and non-achievement data for school improvement. This is done using a school-based data review team model. In addition to team meetings, the model utilizes weekly grade level meetings to ensure the review of data to drive classroom instruction by all instructional staff. Teachers are engaged in decisions regarding curriculum, instruction, and assessment on a daily basis through instructional support teams, coaching, model classrooms, inter-visitation, and lesson study, as well as opportunities to discuss strategies for implementing best practices in classrooms during professional development. For the 2015/2016 school year we will be following the same basic format as last year. For the K-12 grade levels, the MAP test was given in the fall as a benchmark strategy. Students took the MAP again mid-year and at the end of the school year and this data was used to measure student growth and inform future decisions in our Title I programs. Additionally, the PSAT and SAT were given to our high school students. All teachers are involved in the implementation of these assessments and receive professional development to prepare them for implementation. The newest testing component comes through the assessments that the state is creating for Literacy and Mathematics to accompany each of their 5 learning units, which are tied to the NJ Model Curriculum. Classroom teachers also use these tests to evaluate progress in the CCCS and Model Curriculum.

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

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

Several different strategies were used to help students' transition into LEAP. Approximately 70% of the students enter LEAP via the Rutgers/LEAP Preschool, an innovative program serving serves 90 preschoolers aged 3-4. The program's curriculum incorporates language, literacy, vocabulary, writing, nutrition, science, and math, as well as multicultural learning and a dual-language element designed to promote diversity in the classroom and success in kindergarten and beyond. Baseline testing for incoming Kindergarten students provides data for instructional decisions. New parents to LEAP attend Orientations and the Parent Academy Program for new parents during the fall. Each year, LEAP Academy hosts preschool and kindergarten visitations for students and parents/guardians. This provides students and parents/guardians an opportunity to become familiar with the school and staff. They are also given a chance to ask questions. Furthermore, there are opportunities for the preschool and Kindergarten students to have activities together. Transferring students attended a four week new student orientation during the summer. Freshmen Induction program was expanded to help incoming 9th graders prepare for high school, meet teachers and staff, review math and language arts skills, take benchmark tests, and have time to acclimate to their new school environment. This program will be used during the summer of 2015 as well. All incoming students are assessed with the MAP test to gauge their skill levels for the grade they are entering.

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

The selection of school priority problems and root causes for the 2015-2016 schoolwide plan was conducted by a school-based team, led by the Chief Academic Officer, Principals, teachers, coaches, staff, parents and our consultants. Throughout the year, information and data on student and adult performance was disseminated and discussed at staff meetings and in other collaborative settings. The school has worked, and will continue to work, toward greater involvement of teachers in decision-making about professional development and instructional practices and increased sharing of classroom instructional practices. As a community of practitioners, the school firmly believes in creating and sustaining professional development structures and timely student intervention processes. Professional development opportunities in the school will be multifaceted and consist of ongoing, embedded coaching and professional learning as well as dedicated bimonthly sessions focused on specific areas of need, especially data-driven interventions for students at risk of not meeting state standards. Because of the school's commitment to an embedded approach, professional development will be sustained, connected to daily instruction, and provide opportunities for collaboration and the sharing of best practices in content and pedagogy to meet the needs of all students, particularly at-risk students.

**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	English Language Arts Literacy (CCSS)	Mathematics (CCSS)
Describe the priority problem using at least two data sources	Not reaching the targeted benchmark percent of students performing at proficient or advanced proficient levels	Not reaching the targeted benchmark percent of students performing at proficient or advanced proficient levels
Describe the root causes of the problem	Reading has been identified as a major area of deficiency in all grade levels. Teachers need professional development to implement the Model Curriculum and PARC readiness skills	Students need strategies to solve word problems, multi-step problems, and how to respond to short constructed responses using mathematical terms.
Subgroups or populations addressed	Reading non-fictional sources and use of PARCC and CCCS skill sets. Writing task components open-ended responses and short constructed responses	Reading non-fictional sources and use of PARCC and CCCS skill sets. Writing task components open-ended responses and short constructed responses
Related content area missed (i.e., ELA, Mathematics)	Reading non-fictional sources and use of PARCC and CCCS skill sets. Writing task components open-ended responses and short constructed responses	Writing component in mathematics; such as, short-constructed responses, multi-step problems with an explanation, vocabulary and problem-solving strategies
Name of scientifically research based intervention to address priority problems	Harcourt Journeys (K-6); Lesson Study Senderos; LLI , Read 180, Brain POP	Sadlier (1 st -6 th); GO Math, Accelerated Math, I CAN learn, Progress in Math, I Ready for 7-8
How does the intervention align with the Common Core State Standards?	<i>Writing As a Process (3.2.7.A., 3.2.8.A.), Writing as a Product (3.2.7.B., 3.2.8.B.), Writing Form, Audiences, and Purposes, incorporating vocabulary development and reading comprehension</i>	Programs address, or are designed to prepare students for, the following NJ CCCS: <i>Functions and Relationships (4.3.8.B.), Modeling (4.3.8.C.), Data Analysis (4.4.8.A.), Probability (4.4.8.B.), Problem Solving (4.5.A.), Communication (4.5.B.), Reasoning (4.5.D.), Representations (4.5.E.), Patterns and Algebra (4.3), Writing as a Product (3.2.7.B., 3.2.8.B.)</i>

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

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

	#3	#4
Name of priority problem	English Language Arts Literacy (PD)	Mathematics (PD)
Describe the priority problem using at least two data sources	There is a need for professional development: Using data /assessment to improve learning based on Unit assessments and MAP results.	There is a need for professional development: Using data /assessment to improve learning based on Unit assessments and MAP results.
Describe the root causes of the problem	Teachers require a shared knowledge base of “what works” in specific contexts and conditions across content areas with respect to developing, implementing, observing, reflecting on, and refining high quality lessons aligned to the NJ CCCS using data analysis and assessments to improve learning	Teachers require a shared knowledge base of “what works” in specific contexts and conditions across content areas with respect to developing, implementing, observing, reflecting on, and refining high quality lessons aligned to the NJ CCCS using data analysis and assessments to improve learning
Subgroups or populations addressed	K-12 teachers received professional development which addressed the deficiency in skills identified from data on student growth and proficiency scores.	K-12 teachers received professional development which addressed the deficiency in skills identified from data on student growth and proficiency scores.
Related content area missed (i.e., ELA, Mathematics)	Writing task component which includes; open-ended responses and short constructed responses; use of non-fictional texts and CCCS and PARCC test items	Writing component in mathematics; such as, short-constructed responses, multi-step problems with an explanation, and problem-solving strategies
Name of scientifically research based intervention to address priority problems	Instructional Coaching in Small Learning Community setting / Common Planning Time; Embedded Professional Development emphasizing data driven instruction	Instructional Coaching in Small Learning Community setting / Common Planning Time; Embedded Professional Development emphasizing data driven instruction
How does the intervention align with the Common Core State Standards?	<i>Writing As a Process</i> (3.2.7.A., 3.2.8.A.), <i>Writing as a Product</i> (3.2.7.B., 3.2.8.B.), <i>Writing Form, Audiences, and Purposes, incorporating vocabulary development and reading comprehension</i>	Programs address, or are designed to prepare students for, the following NJ CCCS: <i>Functions and Relationships</i> (4.3.8.B.), <i>Modeling</i> (4.3.8.C.), <i>Data Analysis</i> (4.4.8.A.), <i>Probability</i> (4.4.8.B.), <i>Problem Solving</i> (4.5.A.), <i>Communication</i> (4.5.B.), <i>Reasoning</i> (4.5.D.), <i>Representations</i> (4.5.E.), <i>Patterns and Algebra</i> (4.3), <i>Writing as a Product</i> (3.2.7.B., 3.2.8.B.)

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

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

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school:</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	IEP	Director of Special Education	Increase student test scores	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
Math	Students with Disabilities	IEP	Director of Special Education	Increase student test scores	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
ELA	Homeless	Student support services	Social worker	Increase student test scores, retention	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
Math	Homeless	Student support services	Social worker	Increase student test scores, retention	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
ELA	Migrant	Student support services	Social worker	Increase student test scores, retention	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
Math	Migrant	Student support services	Social worker	Increase student test scores, retention	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLS	ELL support services	ELL Coordinator	AMAO progress indicator, Student Retention	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
Math	ELLS	ELL support services	ELL Coordinator	AMAO progress indicator, Student Retention	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
ELA	Economically Disadvantaged	Leveled Literacy Intervention Read 180 BrainPOP for grades K-8, ESL, English/Spanish Time for Kids* Peoples ED HSPA Prep* Follett School Reading* Sadlier Vocab Houghton Mifflin	Principal	Increased test scores	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
Math	Economically Disadvantaged	Brain POP k-8, ESL, IReady* Envisions Math* Curriculum Associates* Tools of the Mind*	Principal	Increased test scores	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
ELA	School wide	Leveled Literacy Intervention Read 180 BrainPOP for grades K-8, ESL,	Principal	Increased test scores	Monitors reading levels, provides reading interventions and motivation to read <i>Using Student Data to Drive</i>

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school.</i>						
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)	
		English/Spanish Time for Kids* Peoples ED HSPA Prep* Follett School Reading* Sadlier Vocab Houghton Mifflin Writing Handbooks* Tools of the Mind*			<i>Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)	
Math	School wide	Brain POP k-8, ESL, IReady* Envisions Math* Curriculum Associates* Tools of the Mind*	Principal	Increased test scores	Elementary/Middle School Mathematics <i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)	

**Use an asterisk to denote new programs.*

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

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

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Extending day and extended year / targeted tutoring	Director of Special Services	Increased test scores	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
Math	Students with Disabilities	Extending day and extended year / targeted tutoring	Director of Special Services	Increased test scores	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
ELA	Homeless	Extending day and extended year / targeted tutoring	Principal/ social worker	Increased test scores, retention	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
Math	Homeless	Extending day and extended year / targeted tutoring	Principal/ social worker	Increased test scores, retention	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
ELA	Migrant	Extending day and extended year / targeted tutoring	Principal/ social worker	Increased test scores, retention	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
Math	Migrant	Extending day and extended year / targeted tutoring	Principal/ social worker	Increased test scores, retention	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
ELA	ELLS	Extending day and extended year / targeted tutoring	ELL Supervisor	Increased test scores	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E.,

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

<i>ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;</i>						
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)	
Math	ELLs	Extending day and extended year / targeted tutoring	ELL Supervisor	Increased test scores	Supovitz, J., & Wayman, J. (2009) <i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)	
ELA	Economically Disadvantaged	Extending day and extended year / targeted tutoring	Principal	Increased test scores	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)	
Math	Economically Disadvantaged	Extending day and extended year / targeted tutoring	Principal	Increased test scores	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)	
ELA	School wide	Extending day and extended year / targeted tutoring	Principal	Increased test scores	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)	
Math	School wide	Extending day and extended year / targeted tutoring	Principal	Increased test scores	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)	

**Use an asterisk to denote new programs.*

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Workshop model for inclusion/ pull out strategies	Director of student services	Increase student test scores	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
Math	Students with Disabilities	Workshop model for inclusion/ pull out strategies	Director of Student Services	Increase student test scores	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
ELA	Homeless	Student support services	Social worker	Increase student test scores, retention	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
Math	Homeless	Student support services	Social worker	Increase student test scores, retention	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
ELA	Migrant	Student support services	Social Worker	Increase student test scores, retention	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
Math	Migrant	Student support services	Social worker	Increase student test scores, retention	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)

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., ISS Practice Guide or What Works Clearinghouse)
ELA	ELLS	Workshop model	ELL Coordinator	Increase student test scores	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
Math	ELLS	Workshop model	ELL Coordinator	Increase student test scores	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
ELA	Economically Disadvantaged	Workshop model	Principal	Increase student test scores	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
Math	Economically Disadvantaged	Workshop model	Principal	Increase student test scores	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
ELA	School wide	Workshop model	Principal	Increase student test scores	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)
Math	School wide	Workshop model	Principal	Increase student test scores	<i>Using Student Data to Drive Instruction</i> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009)

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

**Use an asterisk to denote new programs.*

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

Evaluation of Schoolwide Program*

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

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

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
The schoolwide program for 2015-2016 will be evaluated externally using focus group decisions, surveys and data collection. Data will be collected throughout the spring semester.
2. What barriers or challenges does the school anticipate during the implementation process?
A barrier to implementation is the time constraints for professional development for teachers. The challenge is to have a comprehensive professional development plan in place that informs stakeholders of the areas that have been identified as needs, implementing the plan via monthly PDI half days, during common plan time meetings and via teacher coaches. The Parent Council will be utilized to communicate programs to parents and encourage a stronger commitment to student attendance, homework and participation in school events to support student achievement.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
The Schoolwide Program will be presented to all stakeholders before the start of school. Quarterly Title I meetings, parent meetings, community partnerships, and district planning meetings will be held to include stakeholders in program implementation

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

throughout the school year. As programs are implemented stakeholders will be surveyed to get feedback and encourage participation.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
Focus group interviews with various stakeholders and surveys will be used to gauge the perceptions of the staff.
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
Focus group interviews with various stakeholders and surveys will be used to gauge the perceptions of the staff.
6. How will the school structure interventions?
Interventions will be embedded throughout the school day and part of the extended day/ year program. This process will start with the Summer Academy Program for those students identified as being at-risk. Interventions will be structured based on baseline data collected, teacher recommendations and State test results.
7. How frequently will students receive instructional interventions?
Interventions will be available to students in the Summer Academy Program, daily as part of the regular school day, during the afterschool tutoring program and Saturday Academies for Student Achievement.
8. What resources/technologies will the school use to support the schoolwide program?
Technology will be embedded into the schoolwide program using our one to one laptop technology initiative, educational software and online testing to prepare students for 21st Century Learning and PARCC. Professional development will prepare teachers to optimize the use of technology and the interventions put into place.
9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
MAP benchmark data, previous NJ ASK and HSPA data, PARCC data, student grades, attendance, and behavior data will be used to measure the success of the interventions put into place.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

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

The results of the schoolwide program evaluation will be shared with stakeholders at Parent meetings, District meetings, faculty meetings and on the school website.

**Provide a separate response for each question.*

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Targeted Parent Programs to Increase in family reading time, fiction and nonfiction, supports for literacy homework	Director of Special Services	Parent participation rate	Epstein, J. L. (2011). <i>School, family, and community partnerships: Preparing educators and improving schools</i> (2 nd ed.). Philadelphia, PA: Westview Press.
Math	Students with Disabilities	Target parent programs to Increase in parent/students interaction during homework time	Director of Special Services	Parent participation rate	Epstein, J. L. (2011). <i>School, family, and community partnerships: Preparing educators and improving schools</i> (2 nd ed.). Philadelphia, PA: Westview Press.
ELA	Homeless	Targeted Parent Programs to Increase in family reading time, fiction and nonfiction, supports for literacy homework	Parent Coordinator	Parent participation rate, retention rate	Epstein, J. L. (2011). <i>School, family, and community partnerships: Preparing educators and improving schools</i> (2 nd ed.). Philadelphia, PA: Westview Press.
Math	Homeless	Target parent programs to Increase in parent/students interaction during homework time	Parent Coordinator	Parent participation rate, retention rate	Epstein, J. L. (2011). <i>School, family, and community partnerships: Preparing educators and improving schools</i> (2 nd ed.). Philadelphia, PA: Westview Press.
ELA	Migrant	Targeted Parent Programs to Increase in family reading time, fiction and nonfiction, supports for literacy homework	Parent Coordinator	Parent participation rate, retention rate	Epstein, J. L. (2011). <i>School, family, and community partnerships: Preparing educators and improving schools</i> (2 nd ed.). Philadelphia, PA: Westview Press.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §11114 (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)
Math	Migrant	Target parent programs to increase in parent/students interaction during homework time	Parent Coordinator	Parent participation rate, retention rate	Epstein, J. L. (2011). <i>School, family, and community partnerships: Preparing educators and improving schools</i> (2 nd ed.). Philadelphia, PA: Westview Press.
ELA	ELLs	Effective planning to ensure parent involvement with student learning	ELL Coordinator	Parent participation rate	Epstein, J. L. (2011). <i>School, family, and community partnerships: Preparing educators and improving schools</i> (2 nd ed.). Philadelphia, PA: Westview Press.
Math	ELLs	Effective planning to ensure parent involvement with student learning	ELL Coordinator	Parent participation rate	Epstein, J. L. (2011). <i>School, family, and community partnerships: Preparing educators and improving schools</i> (2 nd ed.). Philadelphia, PA: Westview Press.
ELA	Economically Disadvantaged	Targeted Parent Programs to Increase in family reading time, fiction and nonfiction, supports for literacy homework	Parent Coordinator	Parent participation rate	Epstein, J. L. (2011). <i>School, family, and community partnerships: Preparing educators and improving schools</i> (2 nd ed.). Philadelphia, PA: Westview Press.
Math	Economically Disadvantaged	Target parent programs to increase in parent/students interaction during homework time	Parent Coordinator	Parent participation rate	Epstein, J. L. (2011). <i>School, family, and community partnerships: Preparing educators and improving schools</i> (2 nd ed.). Philadelphia, PA: Westview Press.
ELA	School wide	Targeted parent programs to increase in family reading time, fiction and nonfiction, supports for literacy homework	Parent Coordinator	Parent participation rate	Epstein, J. L. (2011). <i>School, family, and community partnerships: Preparing educators and improving schools</i> (2 nd ed.). Philadelphia, PA: Westview Press.
Math	School wide	Target parent programs to increase in parent/students interaction during homework time	Parent Coordinator	Parent participation rate	Epstein, J. L. (2011). <i>School, family, and community partnerships: Preparing educators and improving schools</i> (2 nd ed.). Philadelphia, PA: Westview Press.

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

**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?

LEAP offers opportunities for parent and family engagement at various levels, always ensuring that parents have multiple points of access to the school. Families are invited to participate in all Board of Trustees meetings, scholarship fundraising events, sporting events, international and educational school trips, college tours and special classroom activities. Parents receive ongoing literature and /or workshops for reinforcing the information from the needs assessment and focus on the priority problems. At every parent meeting or event, ample time is allocated for discussions on the impact of family involvement and the correlation to academic success during parenting training. The following initiatives and programs work as part of the model: (a) parent resource center; (b) parenting workshops; (c) parent compact; (d) parent activities; (e) bilingual communications; (f) Parents Council; (g) Family Support Center; (h) 3 mandatory parent teacher conferences during the year; (i) monthly mailings; (j) automated telephone messaging system; (k) parent access to grades via the internet; (l) homework postings via the internet; (m) website.

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

There are 5 parents on the Board of Trustees who also serve on various board committees and are actively involved in policy development as board members. These members are now the officers of the Parent Council and will hold monthly parent meetings from 6–8pm when parents are given information on current school events and allowed to openly discuss school matters. The Parent Unit also hosts Parent Power Nights where parent training classes, which offer LEAP parents the opportunity to learn and ask questions about common parenting practices and issues they face with their families are held monthly.

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

During parent orientation parents receive the parent involvement policy via the Student Parent Handbook. Each parent must sign off that the Student Parent Handbook was received on a form that is collected by the parent coordinator. The school website also has the parent involvement policy posted.

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

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

Each year, parents sign a Parent Partnership Agreement that pledges their commitment to LEAP's school policies, to being an active partner in their child's education, and to volunteering a minimum of 40 hours of involvement at the school. Yearly review of the parent's role as part of the compact occurs in the parent meetings.

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

Parents receive the compact via enrollment packets and continuing enrollment packet required before the start of the new school year.. Each parent must sign off that the Compact was received and read. Handbooks and the Compact are provided in Spanish if needed. All parents sign the form, and the parent coordinator collects the form.

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

Student achievement data are reported to the public in several different venues: letters to parents, Board of Trustees meetings, parent council meetings, NCLB committee meetings, and parent involvement meetings. Parent receive four progress reports, report cards and are given student data throughout the school year.

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?

Parent notifications will be mailed annually to notify community members the activities and outcomes of Title III activities. Quarterly meetings are held for ELL parents with teacher and ELL supervisor to share data and information on parent programs and supports for students and families.

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

8. How will the school inform families and the community of the school's disaggregated assessment results?
The school's disaggregated assessment results are reported to the public in several different venues: letters to parents, Board of Trustees meetings, parent council meetings, NCLB committee meetings, and parent involvement meetings.
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
Parents are continually approached via newsletters, emails, school messenger phone calls, etc. to participate in school events and programming. Parents are given the opportunity to provide feedback and suggestions to the committee through board committee meetings, monthly parent meetings, Title I committee meetings, and the Parent Council. Parents involved in the process are then given the opportunity to read the draft iteration and provide feedback.
10. How will the school inform families about the academic achievement of their child/children?
Parents receive progress reports and report cards on a quarterly basis. Teachers provide weekly reports to parents for at-risk students. Parents have continuous access to the student's grades and attendance online. Parents are always welcomed and encouraged to meet with teachers.
11. On what specific strategies will the school use its 2015-2016 parent involvement funds?
There will be more emphasis on parents as partners in student achievement. Clues Program, family activities, parent training, parent educational programs and communication with parents are strategies and programs provided.

**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	114 100%	All first year teachers are assigned a teacher mentor and the district follows a Mentoring Plan for new and developing teachers. As part of our paid for performance evaluation all teachers receive points for continuing professional development throughout the year.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0 0%	
Instructional Paraprofessionals who meet the qualifications required by ESEA (education, passing score on ParaPro test)	7 100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, passing score on ParaPro test)*	0 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
<p>Recruitment of high quality teachers is an ongoing process. Principals and the Director of Personnel attend teacher job fairs throughout the year at local colleges and universities including diversity job fairs. LEAP holds two teacher job fairs at our school, one in early February and another in early April. LEAP has also partnered with Teach for America to acquire high quality teachers. Advertisements are run in the Philadelphia Inquirer, Press of Atlantic City, and Courier Post. Job openings are posted on the school web site.</p>	<p>Principals Chief Academic Officer Director of Personnel</p>