NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

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

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: MARION P. THOMAS CHARTER SCHOOL	School: Marion P. Thomas Charter School
Chief School Administrator: KAREN THOMAS	Address: 370 South 7th Street, Newark, NJ 07103
Chief School Administrator's E-mail: kthomas@mptcs.org	Grade Levels: PK-12
Title I Contact: Dr. Doreen Land	Principals: Laura Porcaro – Primary School Damon White – Elementary School John Gamble – Middle School Kimberly White-Wright – High School
Title I Contact E-mail: dland@mptcs.org	Principals' E-mails: lporcaro@mptcs.org dwhite@mptcs.org jgamble@mptcs.org kwright-white@mptcs.org
Title I Contact Phone Number: 973-621-0060 X2210	Principals' Phone Number: 973-621-0600

Principal's Certification

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

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

_____	_____	_____
Principal's Name (Print)	**Principal's Signature**	**Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held _____5_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ _$19,749,619____, which comprised _____92_____% of the school's budget in 2014-2015.
- State/local funds to support the school will be $__$24,448,368__, which will comprise ___93_____% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

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

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

Stakeholder/Schoolwide Committee

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

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Dr. Doreen Land	Leadership	Yes	Yes	Yes	
Femi Amorin	Leadership	Yes	Yes	Yes	
Joyce M. Caine	Leadership	Yes	Yes	Yes	
John Gamble	Leadership	Yes	Yes	Yes	
Randy Gooden	Leadership	Yes	Yes	Yes	
Kimm Gourdine	Teachers	Yes	Yes	Yes	
Patricia Harris	Teachers	Yes	Yes	Yes	
Latisha West	Parents	Yes	Yes	Yes	
Kema Roberts	Community Representative	Yes	Yes	Yes	
Annette Williams	Support Staff	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
02/03/2015	MPTCS – High School Upper Campus (Shipman)	Comprehensive Needs Assessment	X		X	
03/03/2015	MPTCS – High School Lower Campus (Crawford)	Schoolwide Plan Development	X		X	
04/14/2015	MPTCS – High School Upper Campus (Shipman)	Program Evaluation	X		X	
06/11/2015	Essex County Hospital Center – Cedar Grove	Title I/NCLB Work Session	X		X	
06/29/2015	CAO's Office – Primary School	Title I/NCLB Work Session	X		X	
07/10/2015	CAO's Office – Primary School	Title I/NCLB Work Session	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?

What is the school's mission statement?	***Our Motto:*** It Takes A Whole Village To Raise A Child ***Our Mission:*** By every means necessary, our mission is to become a 21st century village that is responsive to the needs of students, parents, and the Newark community at large, where scholars are college and career ready, globally aware, and fully equipped to lead in an evolving society. ***From Crayons to College:*** As of July 1, 2014, MPTCS which previously served students from pre-kindergarten through 8th grade, merged with Visions Academy, a Newark public charter high school. Beginning with the 2014-2015 school year, MPTCS offers a seamless educational experience from "crayons to college," giving Newark residents the opportunity to stay within one school community throughout their primary and secondary educational journey.

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

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

Evaluation of 2014-2015 Schoolwide Program *

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

1. Did the school implement the program as planned?

   The program was implemented as planned at all schools in the district with exception of the high school, where it was partially implemented.

2. What were the strengths of the implementation process? Strengths of the implementation process included a commitment to consensus-building before implementing a program/intervention, as well as providing teacher support throughout the implementation process. For instance, external consultants, internal math and ELA supervisors, instructional mentor, and principals and assistant principals provided coaching, modeling, and feedback in implementing aspects of our schoolwide program.

3. What implementation challenges and barriers did the school encounter? Challenges and barriers encountered were teacher turnover and poor teacher staffing at the high school. These challenges resulted in not having adequate staff to lead intervention efforts in English and math, as well as special education. Poor student attendance at the high school also compromised implementation of interventions.

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

Strengths during program implementation were consensus-building around interventions implemented and training before implementation. Weaknesses during program implementation were teacher turnover at the high school, poor student attendance at the high school, and lack of interventions and academic coaches or content area supervisors at the high school.

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

Buy-in from various stakeholders in implementing our schoolwide program was obtained through a number of ways:

- Using a grassroots approach and consensus-building before introducing an intervention
- Providing teacher support and training in implementation of interventions
- Increasing team building activities around mission and goals

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

Staff perceptions were varied. All instructional staff were grateful for programming to support student academic achievement. Some staff were disappointed in poor student attendance at the high school due to its impact on program effectiveness. In general staff expressed a need for more help in meeting students' academic need (e.g., coaching, feedback on instructional strategies, curriculum at the high school, training in interventions at the high school). Internal and external surveys (TNTP Instructional Culture Insight Survey) measured staff perceptions, as well as feedback at staff meetings (anonymous and otherwise).

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

The community perceived the school as working to support student academic growth and success through the existence of intervention programs. However, there was some parent perception across the district that teachers did not provide assistance needed. These perceptions were measured through:

- Twice a year family/community surveys
- Anecdotal notes/input through ongoing conversations

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

   The after-school enrichment program was conducted in small groups of no more than 15 students at the high school and 20 students (often with an assistant) at other schools. The in-class support program with paraprofessionals was conducted in a regular class setting with paraprofessionals in most cases assisting the teacher with small groups of students and at other times the paraprofessional pulling small groups of students or individual students out for more individualized help. The intensive student support was small groups of no more than 6 students at a time receiving targeted instruction.

9. How did the school structure the interventions?

   Interventions were prioritized based on the greatest needs and data results.

10. How frequently did students receive instructional interventions? Students at the high school received interventions two or three times a week. Students at the other schools received interventions daily.

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

    Numerous resources/technologies were used to support the schoolwide program, such as:

    - Smart Boards
    - Chromebooks
    - Online programs such as Think Central and Study Island
    - Amplify

- Real Time (online student data system)
- Teachscape
- Online curricular resources

12. Did the technology contribute to the success of the program and, if so, how? Technology contributed to the success of the program. For example:

- Smart Boards
- Chromebooks
- Amplify – allowed teachers to create daily, weekly, and monthly 'success checks' (mini-assessments of skills/standards taught) to measure student progress and inform instruction
- Online programs such as Think Central and Study Island – same as Amplify above; in addition, teachers had access to resources such as lesson plans and demo lesson videos
- Real Time (online student data system)
- Teachscape – allowed teachers to receive feedback on instructional practice and observe videos demonstrating what proficiency does/does not look like in each Danielson domain component; allowed administrators to track trends showing teachers' PD needs and plan accordingly

Provide a separate response for each question.

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

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	53%	*	Afterschool Enrichment Program In-class Support through Paraprofessionals	High teacher turnover…Teacher PD sessions need to be a focus. Data Driven Culture is a continual efforts across all levels.
Grade 5	47%	*	Afterschool Enrichment Program In-class Support through Paraprofessionals	High teacher turnover…Teacher PD sessions need to be a focus. Data Driven Culture is a continual efforts across all levels.
Grade 6	56%	*	Afterschool Enrichment Program In-class Support through Paraprofessionals	High teacher turnover…Teacher PD sessions need to be a focus. Data Driven Culture is a continual efforts across all levels.
Grade 7	48%	*	Afterschool Enrichment Program In-class Support through Paraprofessionals	High teacher turnover…Teacher PD sessions need to be a focus. Data Driven Culture is a continual efforts across all levels.
Grade 8	28%	*	Afterschool Enrichment Program In-class Support through Paraprofessionals	High teacher turnover…Teacher PD sessions need to be a focus. Data Driven Culture is a continual efforts across all levels.
Grade 11	13%	13%	College Recovery Class for those who need to retake HSPA.	Student discipline policy needs to be enforced and reinforced as necessary. High teacher turnover…Lack of targeted instruction. Data Driven Culture is a continual efforts across all levels.
Grade 12	N/A	N/A	*No state assessments*	*No state assessments*

*Note: Students in grades 3-11 took the PARCC in the 2014-2015 SY; results will not be distributed until October 2015

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

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Grade 4	20%	*	Afterschool Enrichment Program In-class Support through Paraprofessionals	High teacher turnover…Teacher PD sessions need to be a focus. Data Driven Culture is a continual efforts across all levels.
Grade 5	14%	*	Afterschool Enrichment Program In-class Support through Paraprofessionals	High teacher turnover…Teacher PD sessions need to be a focus. Data Driven Culture is a continual efforts across all levels.
Grade 6	36%	*	Afterschool Enrichment Program In-class Support through Paraprofessionals	High teacher turnover…Teacher PD sessions need to be a focus. Data Driven Culture is a continual efforts across all levels.
Grade 7	57%	*	Afterschool Enrichment Program In-class Support through Paraprofessionals	High teacher turnover…Teacher PD sessions need to be a focus. Data Driven Culture is a continual efforts across all levels.
Grade 8	54%	*	Afterschool Enrichment Program In-class Support through Paraprofessionals	High teacher turnover…Teacher PD sessions need to be a focus. Data Driven Culture is a continual efforts across all levels.
Grade 11	43%	58%	College Recovery Class for those who need to retake HSPA.	Student discipline policy needs to be enforced and reinforced as necessary. High teacher turnover…Lack of targeted instruction. Data Driven Culture is a continual efforts across all levels.
Grade 12	N/A	N/A	No state assessments	No state assessments

*Note: Students in grades 3-11 took the PARCC in the 2014-2015 SY; results will not be distributed until October 2015

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

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

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

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

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

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

Evaluation of 2014-2015 Interventions and Strategies

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Intensive Student Support Program	Yes	ISA Logs and Student Test Scores	5-point increase in Reading school average score (from BOY to EOY) on students' interim assessments – NWEA Measures of Academic Progress (MAP); 4-point increase in Language
Math	Students with Disabilities	Intensive Student Support Program	Yes	ISA Logs and Student Test Scores	6-point increase in math school average score (from BOY to EOY) on students' interim assessments – NWEA Measures of Academic Progress (MAP)
ELA	Economically Disadvantaged	Intensive Student Support Program	Yes	ISA Logs and Student Test Scores	5-point increase in Reading school average score (from BOY to EOY) on students' interim assessments – NWEA Measures of Academic Progress (MAP); 4-point increase in Language
Math	Economically Disadvantaged	Intensive Student Support Program	Yes	ISA Logs and Student Test Scores	6-point increase in math school average score (from BOY to EOY) on students' interim assessments – NWEA Measures of Academic Progress (MAP)

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	Afterschool Enrichment Program	Yes	ISA Logs and Student Test Scores	5-point increase in Reading school average score (from BOY to EOY) on students' interim assessments – NWEA Measures of Academic Progress (MAP); 4-point increase in Language

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	Students with Disabilities	Afterschool Enrichment Program	Yes	ISA Logs and Student Test Scores	6-point increase in math school average score (from BOY to EOY) on students' interim assessments – NWEA Measures of Academic Progress (MAP)
ELA	Economically Disadvantaged	Afterschool Enrichment Program	No	Attendance and Student Test Scores	5-point increase in Reading school average score (from BOY to EOY) on students' interim assessments – NWEA Measures of Academic Progress (MAP); 4-point increase in Language
Math	Economically Disadvantaged	Afterschool Enrichment Program	No	Attendance and Student Test Scores	6-point increase in math school average score (from BOY to EOY) on students' interim assessments – NWEA Measures of Academic Progress (MAP)

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	PD on intervention programs and curriculum – Number Worlds, Flex, Fusion, Amplify Beacon, DIBELS	Yes	Teacher Survey	95% positive rating on this year's professional development sessions that were differentiated
Math	Students with Disabilities	PD on intervention programs and curriculum – Number Worlds, Flex, Fusion, Amplify Beacon, DIBELS	Yes	Teacher Survey	95% positive rating on this year's professional development sessions that were differentiated
ELA	Economically Disadvantaged	PD on intervention programs and	Yes	Teacher Survey	95% positive rating on this year's professional development sessions that were

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)
		curriculum – Number Worlds, Flex, Fusion, Amplify Beacon, DIBELS			differentiated
Math	Economically Disadvantaged	PD on intervention programs and curriculum – Number Worlds, Flex, Fusion, Amplify Beacon, DIBELS	Yes	Teacher Survey	95% positive rating on this year's professional development sessions that were differentiated

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	Quarterly parent-teacher conferences; Winter PARCC Family Movie Night	Yes	Agenda and Sign-in Sheets	90% parents felt relationship with school was very good or good and school was welcoming from Parent Survey
Math	Students with Disabilities	Quarterly parent-teacher conferences; Winter PARCC Family Movie Night	Yes	Agenda and Sign-in Sheets	90% parents felt relationship with school was very good or good and school was welcoming from Parent Survey
ELA	Economically Disadvantaged	Quarterly parent-teacher conferences; Winter PARCC Family Movie Night	Yes	Agenda and Sign-in Sheets	90% parents felt relationship with school was very good or good and school was welcoming from Parent Survey
Math	Economically Disadvantaged	Quarterly parent-teacher conferences; Winter PARCC Family Movie Night	Yes	Agenda and Sign-in Sheets	90% parents felt relationship with school was very good or good and school was welcoming from Parent Survey

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.

_____	_____	_____
Principal's Name (Print)	**Principal's Signature**	**Date**

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

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

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NWEA's MAP; DIBELS; NJ ASK; HSPA; HS English interim (quarterly) assessments; HS WIST (Word Identification and Spelling Test); HS English Course Passing Rates	87% students proficient or higher on Language Arts Literacy (LAL) section of the HSPA for 2014-2015 SY 52% proficient or higher on English Language Arts (ELA) section of the NJ ASK for 2014-2015 SY – schoolwide performance (Note: was 52% for 2012-2013 SY and 53% for 2011-2012 SY, so no growth over two-year period)
Academic Achievement - Writing	NWEA's MAP; NJ ASK; HSPA	87% students proficient or higher on Language Arts Literacy (LAL) section of the HSPA for 2014-2015 SY 52% proficient or higher on English Language Arts (ELA) section of the NJ ASK for 2014-2015 SY – schoolwide performance (Note: was 52% for 2012-2013 SY and 53% for 2011-2012 SY, so no growth over two-year period)
Academic Achievement - Mathematics	NWEA's MAP; NJ ASK; HSPA; HS math interim (quarterly) assessments; HS Saxon math diagnostic); HS Math Course Passing Rates	42% students proficient or higher on math section of the HSPA for 2014-2015 SY 68% proficient or higher on math section of the NJ ASK for 2014-2015 SY – schoolwide performance (Note: was 69% for 2012-2013 SY and 64% for 2011-2012 SY, so no real growth over two-year period) Of incoming 9th graders tested in fall 2014, only 5 (3%) at 8th grade level or higher in math, 7% at 3rd grade level in math, 26% at 4th grade level, 35% at 5th grade level, 17% at 6th grade level, 12% at 7th grade level Of 10th graders test in fall 2014, only 12 (9%) at 8th grade level or higher in math, 5% at 3rd grade level, 22% at 4th grade level, 35% at 5th grade level,

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)
		20% at 6th grade level, and 9% at 7th grade level
Family and Community Engagement	Monthly Parent Meeting Sign-in Sheets and Agendas; Quarterly Parent-Teacher Conference Sign-in Sheets/Attendance Rates; Parent Survey; Family Night at the Movies (focused on the PARCC)	District Family Survey – Back-to-School Night in September 2014 – 190 respondents (27% response rate assuming 700 families) – 50% felt relationship with MPTCS was very strong and environment welcoming; 46% felt relationship with MPTCS was good and parts of environment welcoming At the HS Quarter 1 Parent-Teacher Conferences (held November 18, 2014), 254/541 parents were in attendance or 47% vs. 280/446 or 63% in November 2013 (Note: Attendance rates decreased for Quarter 2 and Quarter 3 HS Parent-Teacher Conferences held in February 2015 and April 2015)
Professional Development	Professional Development Calendar, Agendas, Sign-in Sheets, and Handouts; Faculty/Staff PD Hours Log and Supporting Documentation; Teacher Surveys; School Culture Walk-through Rubric Results; TNTP Instructional Culture Surveys	Teacher surveys reveal majority of teachers shared they did not receive timely feedback on their practice Formal observations indicate high school teachers have tremendous needs in almost all Danielson domains (planning and preparation – setting instructional outcomes, designing coherent instruction; classroom environment – managing student behavior, establishing a culture for learning; instruction – virtually every component in this domain); school culture walk-through rubric results corroborate these needs, especially in domain 2 (classroom environment) Formal observations indicate teachers have comprehensive PD needs in Domain 3: Instruction (using questioning and discussion techniques, engaging students in the learning, using assessment and data in instruction, and demonstrating flexibility and responsiveness).
Leadership	Formal Evaluations; Staff 1-on-1s; Staff Surveys	Leadership needs include how to use data / assessments to make decisions about academic and non-academic programs
School Climate and Culture	Attendance Rates; Enrollment; Student, Staff, and Parent Surveys; Discipline Records; HIB Records; Extra-curricular Activities Rosters; School Culture Walk-through	Multiple evidences of poor school climate and culture at the high school exist. In addition to high suspension rates, on-going HIB matters, few I&RS referrals, student attendance averaged 89%, far below the 95% standard. (Note: Attendance at other schools in the district was fine – 93.4% for the primary school, 95.7% for the elementary school, and 94.4% for the middle

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)
	Rubric Results	school). The district school walk-through rubric results also revealed culture and climate issues at the high school. Specifically, rubric results pointed to inconsistent teacher implementation of classroom routines and conduct standards, despite having them posted, and despite support staff (safety officers) and administration consistently implementing standards of conduct (e.g., greeting students, enforcing uniform policy, being present and active in the halls during transitions). A final indication of culture/climate issues at the high school is the dearth of extra-curricular activities. Other than a student government and a few sports (basketball for boys and girls and cheerleading), the high school had no extra-curricular offerings. This was not the case, though, at the other schools in the district.
School-Based Youth Services	N/A	N/A
Students with Disabilities	IEP Compliance (Meetings, Records, Related Services, Educational Services); SpED Staffing; Attendance Records	Staffing for special education teachers and instructional assistants was a major concern this school year. IEP students at every grade level at the high school were impacted, with the exception of 11th graders. 9th graders and 10th graders were impacted the most, and 12th graders were impacted only for the first half of the school year. IEP students' attendance was better than general education students (94% daily average vs. 92% for the entire district).
Homeless Students	Homeless Students Report	No documented homeless students
Migrant Students	Home Language Surveys	No documented migrant students
English Language Learners	Home Language Surveys	No documents ELLs
Economically Disadvantaged	NWEA's MAP; DIBELS; HSPA; HS English and math interim (quarterly) assessments; HS WIST (Word Identification and Spelling Test); HS English and math Course Passing Rates; Attendance; Enrollment; Discipline Records; HIB Records; Student, Staff, and	

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)
	Parent Surveys; Extra-curricular Activities Rosters	

2015-2016 Comprehensive Needs Assessment Process*
Narrative

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

- A committee which consisted of various stakeholders was activated.
- 2014 NJ ASK and 2014 HSPA data were analyzed along with school's internal academic data (DIBELS; NWEA's MAP; HS WIST; HS Saxon math diagnostic; HS English and math interim assessments).
- Student non-academic data was also examined (e.g., enrollment, attendance, participation in extra-curricular activities).
- Staff documents were evaluated to determine teachers' PD needs (formal evaluations; walk-throughs; surveys).
- Committee reviewed and reworked comprehensive Strategic Plan to meet the school's overall goals: 1. Increase Student Achievement, 2. Build Staff Capacity, 3. Broaden the Base of Community Partnerships, and 4. Build Consistent Organizational Culture

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

- NJ ASK and HSPA test scores in ELA and math
- Interim Assessments: NWEA Measures of Academic Progress; Amplify Beacon and On Hand Schools/Ed Insight Quarterly Assessments
- DIBELS – tri-annually for literacy

- Saxon Diagnostic Math Data – administered in fall 2014 and spring 2015
- WIST Data

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)?

- The school uses the state assessments – NJASK and HSPA
- The school uses Northwest Education Association's Measures of Academic Progress
- These assessments are state-level and nationwide assessments – scores are disaggregated and action plans were developed to move student achievement.
- DIBELS and the ELA and math interim (quarterly) assessments were created by Amplify, an external resource (not teacher-created).
- High school course passing rates were also examined.

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

- High school teachers have tremendous needs in almost all Danielson domains (planning and preparation – setting instructional outcomes, designing coherent instruction; classroom environment – managing student behavior, establishing a culture for learning; instruction – virtually every component in this domain); school culture walk-through rubric results corroborate these needs, especially in domain 2 (classroom environment)
- Teachers at other schools have comprehensive PD needs in Domain 3: Instruction (using questioning and discussion techniques, engaging students in the learning, using assessment and data in instruction, and demonstrating flexibility and responsiveness).
- There is a need to provide targeted intervention in English and math for virtually every student at the high school and select students at the primary, elementary, and middle schools.

- At the high school there is a great need for instructional coaches for provisional teachers (at least four).
- At the high school there is a great need for curriculum development. During the 2014-15 SY the model curriculum was used for English and math and was found to be insufficient. Teachers developed their own curriculum for other subjects, including history and science. Also, curriculum development is needed for students who are far below grade level, which is the majority of our students.

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

- Everyone would have benefited from some PD for the 2014-15 SY being planned in advance. This planning was not possible due to the hiring of a CAO in August 2014. The instructional team began to meet in January to plan for a few months, and in April to finish out the planning year.
- Instructional staff often attended off-site PD and there is was no follow-up to ensure use of training in-house.
- PD was not differentiated in order to meet the needs of staff.

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

- Student case study – teachers identify the lowest 5-6 struggling students in the classroom using state assessment and interim assessments. Teachers develop specific action plans for these groups of students. Students who do not move academically are referred to the school's Intervention Referral Services (I&RS) team. This process was used at the primary, elementary, and middle schools. At the high school, the team unevenly implemented the process.
- At the high school, a diagnostic was given about a month into the school year. The goal was to identify educationally at-risk students. Also, a Word Identification and Spelling Test (WIST) was administered to all 9th-11th grade students in December.

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

- The school has an Intervention and Resources Services committee who ensures that all students who need academic supports are identified and specific interventions are in place.
- At certain grade levels in the primary, elementary, and middle schools, Number Worlds was used as a math intervention for educationally at-risk students, and Flex as a literacy intervention.

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

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

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

- Weekly grade level and articulation meetings are focused on academics: assessment results, and action planning. Coaches and Supervisors provide additional strategies to engage students in learning.
- At the high school, at the beginning of the year, data dialogues were held with English, math, history, and science teachers. After administering the first quarter interim assessments, teachers used Friday PD time (half-day) to analyze data for their students using a set protocol (this was after a PD on how to analyze data and how to generate reports). Then teachers had 1-on-1 meetings with the principal or vice principal analyzing individual student performance, student performance by class and by standard, and so on.
- At the other schools in the district, similar data analysis discussions were held during grade-level team meetings after administration and collection of NWEA and DIBELS. Action plans were then developed during half-day PD times based on data analysis discussions with teachers and principals.

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

- Daily morning routines across all buildings/campuses show the same procedures. This helps with students maintain certain behavioral standards as they transition through major grade clusters.
- Summer bridge programs and summer student orientations provide another resource for helping youngsters navigate between major grade clusters.

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

- Examination of student achievement data and staff records
- Analysis of student non-academic data
- Staff surveys and evaluations
- Strategic Plan goals

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	Low academic performance in English and math as reflected on school's interim assessments, HSPA, and NJASK (student need and staff PD need)	Low quality and ineffective instruction (lack of instructional skills/strategies; need for on-going, intensive mentoring/ coaching)
Describe the priority problem using at least two data sources	Interim Assessments, HSPA, and NJASK	School data on staff evaluations TNTP Instructional Culture surveys Internal teacher surveys
Describe the root causes of the problem	Lack of strong curriculum and/or lack of curriculum implementation with fidelity Failure to use data/assessments to inform instruction Dearth of instructional strategies for literacy across content areas and for math Students entering high school with severe ELA/literacy deficits combined with high school teachers' lack of training in teaching reading Lack of intervention programs No one looking at Math issued at the high school Poor teacher performance (effort put into planning and into executing lessons; commitment to professional growth) initial weak hands-on coaching and mentoring for high school math teachers, all of whom were teachers with four or more years' experience / never successfully recruited a high school math coach	Unprepared and lack of experience in urban education Lack of strong curriculum and/or lack of curriculum implementation with fidelity Failure to use data/assessments to inform instruction Dearth of instructional strategies for literacy across content areas and for math Students entering high school with severe ELA/literacy deficits combined with high school teachers' lack of training in teaching reading Lack of strong intervention programs Lack of district math supervisor assigned to the high school Poor teacher performance all around (effort put into planning and into executing lessons; commitment to professional growth) initial weak hands-on coaching and mentoring for high school math teachers
Subgroups or populations addressed	All students; all teachers	All students; all teachers
Related content area missed (i.e., ELA, Mathematics)	N/A	N/A

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

Name of scientifically research based intervention to address priority problems	In-class Support – this will bring the student-teacher ratio to 10:1…which will be ideal for small group instruction and one-on-one support.	Teacher Support is critical especially for provisional teachers, ones new-to-environment, and seasoned teachers requiring support with instructional practices.
How does the intervention align with the Common Core State Standards?	Intervention Specialists and Teachers are instructing lessons that are based on the Common Core State Standards.	The PD and coaching sessions are aligned with the Common Core and as reflected on lessons.

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	School climate	Use of data/assessments to improve learning
Describe the priority problem using at least two data sources	Numerous factors indicate a school climate/culture problem at the high school, two of which are poor student attendance and few extra-curricular offerings. First, during the 2012-13 and 2013-14 school year, student attendance at the high school averaged in the 90 percentages. This school year (2014-15), this average dipped to 89%. Schools with healthy school culture/climate average 95% student attendance at the least. Second, despite strong student interest in clubs, sports, and other activities, very few high school activities are offered due to the lack of staff interest. At the other schools in the Village, low expectations and beliefs around scholars' ability and minimal commitment to their success is evident. At least three data sources indicate this culture/climate concern. First, no middle school scholars were retained and only four elementary scholars were retained at the end of the 2014-15 school year. Those retention numbers do not correlate with the overall data seen all year about scholars' academic achievement levels. Second, elementary and middle school staff evaluations do not align with student performance levels; many instructors were deemed effective, yet over half our scholars are not at grade level.	There is a plethora of data gathered and available throughout the Village, both academic (interim/benchmark assessments, State and national standardized tests, curriculum-generated tests, course passing rates, high school graduation and college-going rates) and otherwise (attendance, discipline, enrollment, retention, and so on). However, there is not a clear system for regularly analyzing the data and using it effectively. For instance, at the high school, interim assessments are given each quarter, but data dialogues do not occur with fidelity. In order for data to be used to inform instruction, there is a great need for training in data analysis, a consistent system for use of data in daily practice, and a mindset shift in the purpose and benefits of data.

	Across all schools in the district, large numbers of students admitted to being bullied and expressed lack of support outside the classroom and being presented with an unclean learning environment at school.	
Describe the root causes of the problem	Possible causes of school culture/climate problems are listed below: 1) Causes of poor student attendance - Lack of student buy-in to school's mission, creed, and core values; Poor instruction; Widespread student conduct issues; Poor parental support 2) Causes of few extra curricular offerings - Lack of staff investment in students; lack of staff buy-in to school's mission, creed, and core values 3) Causes of climate/culture issues in elementary and middle schools - low adult expectations and lack of belief in scholars	The following are causes of the weak use of data to assess and inform learning: 1) staff members at differing stages of understanding and appreciating in this area (mindset) 2) lack of training in analyzing data effectively 3) At the high school, multiple data warehouses, has led to a lack of understanding of what warehouse to go to for what data
Subgroups or populations addressed	Students with previously poor attendance	
Related content area missed (i.e., ELA, Mathematics)	N/A	N/A
Name of scientifically research based intervention to address priority problems		
How does the intervention align with the Common Core State Standards?		

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

2015-2016 Comprehensive Needs Assessment Process

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

	#5	
Name of priority problem	Parental and Community Engagement in Academic Programs	
Describe the priority problem using at least two data sources	While parents are engaged in the school's activities (e.g., Thanksgiving Feast, Mid and End of Year Celebrations), there is lack of support on students' academic needs due to lack of information on curriculum and instruction.	
Describe the root causes of the problem	The Common Core State Standards and classroom instruction are areas in which parents need on-going training.	
Subgroups or populations addressed	Students who failed one or both subjects of the NJASK and the school's interim assessment – Measures of Academic Progress; Targeted HS students	
Related content area missed (i.e., ELA, Mathematics)	N/A	
Name of scientifically research based intervention to address priority problems	Parent Night and Community Nights will be scheduled at least 2 or 3 times throughout the year to inform parents on the Common Core State Standards and instructional strategies; Parent Workshops will be held quarterly covering parenting skills and ways parents can partner with the school in support of their child's academic success.	
How does the intervention align with the Common Core State Standards?	Providing training support to parents on CCSS allows parents to reinforce and practice the CCSS with their children at home.	

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

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

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Intervention Specialist – in-class support	Leadership Team and Staff	Interim Assessments that are administered three times a year	Driven by Data – research on use of interim assessments to target student needs
Math	Students with Disabilities	Intervention Specialist – in-class support	Leadership Team and Staff	Interim Assessments that are administered three times a year	Driven by Data – research on use of interim assessments to target student needs
ELA	Homeless	Intervention Specialist – small support	Leadership Team and Staff	Interim Assessments that are administered three times a year	Driven by Data – research on use of interim assessments to target student needs
Math	Homeless	Intervention Specialist – small group support	Leadership Team and Staff	Interim Assessments that are administered three times a year	Driven by Data – research on use of interim assessments to target student needs
ELA	ELLs	Intervention Specialist – in-class support (focus on explicit, intensive instruction in phonological awareness and phonics and vocabulary)	Leadership Team and Staff	Pre- and Post- Word Identification and Spelling Test (WIST)	National Clearinghouse for Bilingual Education research on effective practice for ELLs Menken and Holmes' on teacher quantity and quality issues in educating ELLs
Math	ELLs	Intervention Specialist – in-class support (focus on basic math concepts and skills)	Leadership Team and Staff	Saxon math diagnostic – pre- and post-test	National Clearinghouse for Bilingual Education research on effective practice for ELLs Menken and Holmes' on teacher quantity and quality issues in

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

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
					educating ELLs
ELA	Economically Disadvantaged	Intervention Specialist – small group support	Leadership Team and Staff	Interim Assessments that are administered three times a year	Driven by Data – research on use of interim assessments to target student needs
Math	Economically Disadvantaged	Intervention Specialist – small group support	Leadership Team and Staff	Interim Assessments that are administered three times a year	Driven by Data – research on use of interim assessments to target student needs

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Intense Support Program – ISSP	Leadership Team and Staff	Interim Assessments that are administered three times a year	Northwest Education Association research on use of interim assessments to drive instruction
Math	Students with Disabilities	Intense Support Program – ISSP	Leadership Team and Staff	Interim Assessments that are administered three times a year	Northwest Education Association research on use of interim assessments to drive instruction
ELA	Homeless	Intense Support Program – ISSP	Leadership Team and Staff	Interim Assessments that are administered three times a year	Northwest Education Association research on use of interim assessments to drive instruction
Math	Homeless	Intense Support Program – ISSP	Leadership Team and Staff	Interim Assessments that are administered three times a year	Northwest Education Association research on use of interim assessments to drive instruction
ELA	ELLs	After-school tutoring (focus on explicit, intensive instruction in phonological awareness and phonics and vocabulary)	Leadership Team and Staff	Pre- and Post- Word Identification and Spelling Test (WIST)	National Clearinghouse for Bilingual Education research on effective practice for ELLs Menken and Holmes' on teacher quantity and quality issues in educating ELLs
Math	ELLs	After-school tutoring (focus on basic math concepts and skills)	Leadership Team and Staff	Saxon math diagnostic – pre- and post-test	National Clearinghouse for Bilingual Education research on effective practice for ELLs Menken and Holmes' on teacher quantity and quality issues in educating ELLs
ELA	Economically	Intense Support	Leadership	Interim Assessments that are	Northwest Education Association

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
	Disadvantaged	Program – ISSP	Team and Staff	administered three times a year	research on use of interim assessments to drive instruction
Math	Economically Disadvantaged	Intense Support Program – ISSP	Leadership Team and Staff	Interim Assessments that are administered three times a year	Northwest Education Association research on use of interim assessments to drive instruction

***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	In-class Support and Coaching	Leadership Team	Interim Assessments and Staff Surveys on coaching support	Edutopia research on in-class support and teacher coaching for student achievement
Math	Students with Disabilities	In-class Support and Coaching	Leadership Team	Interim Assessments and Staff Surveys on coaching support	Edutopia research on in-class support and teacher coaching for student achievement
ELA	Homeless	In-class Support and Coaching	Leadership Team	Interim Assessments and Staff Surveys on coaching support	Edutopia research on in-class support and teacher coaching for student achievement
Math	Homeless	In-class Support and Coaching	Leadership Team	Interim Assessments and Staff Surveys on coaching support	Edutopia research on in-class support and teacher coaching for student achievement
ELA	ELLs	In-class Support and Coaching (focus on oral language development, explicitly teaching academic vocabulary, and cultural diversity and inclusivity)	Leadership Team	WIST – pre- and post-tests	Garcia's work on preparing instructional professionals for linguistically and culturally diverse students; Ballantyne, Sanderman, and Levy's work (Clearinghouse again) on building teacher capacity to educate ELLs
Math	ELLs	In-class Support and Coaching	Leadership Team	Saxon math – pre- and post-tests	Garcia's work on preparing instructional professionals for linguistically and culturally diverse students; Ballantyne, Sanderman, and Levy's work (Clearinghouse

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					again) on building teacher capacity to educate ELLs
ELA	Economically Disadvantaged	In-class Support and Coaching	Leadership Team	Interim Assessments and Staff Surveys on coaching support	Edutopia research on in-class support and teacher coaching for student achievement
Math	Economically Disadvantaged	In-class Support and Coaching	Leadership Team	Interim Assessments and Staff Surveys on coaching support	Edutopia research on in-class support and teacher coaching for student achievement

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

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

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

Evaluation of Schoolwide Program*

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

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

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

   The Leadership Team along with a group of teachers will be responsible for evaluating the 2015-16 schoolwide program internally. Evaluation of the entire schoolwide program will occur quarterly. However, evaluation of specific aspects of the program will occur on a monthly basis (e.g., school culture/climate goals around attendance, enrollment, participation in extra-curricular activities). Multiple external evaluations of our schoolwide program will occur. First, our participation in The New Teacher Project's Instructional Culture Survey, administered three times a year, will provide external data on our progress towards specific goals. Additionally, we will reach out to Newark Charter School Fund consultants to guide us with the review process; they will provide us with an external perspective on where we are in our program plan. Finally, we will continue to work with the New Jersey Charter School Association to evaluate our services to IEP students.

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

   People adjusting to the change process in a positive way may impede the ongoing long term plan for the school.

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

Building buy-in from various stakeholders in implementing our schoolwide program is a multi-layered process that will involve at minimum:

- Hiring mission-aligned staff members
- Increasing teacher support
- Adding staff positions in support of our schoolwide program – e.g., intervention specialists & instructional coaches
- Increasing accountability around clearly-articulated outcomes
- Increasing team building activities

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

   Internal staff surveys

   - Tri-annual TNTP Instructional Culture surveys
   - Informal feedback during regular staff meetings
   - Informal (yet scheduled) staff check-ins with administrators

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

   - Twice a year family/community surveys
   - Anecdotal notes/input through ongoing conversations

6. How will the school structure interventions?

   It will be prioritized based on the greatest needs and data results.

7. How frequently will students receive instructional interventions?

   Students will receive instructional interventions every day as needed and as long as the data reflects the need for intervention.

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

   Numerous resources/technologies will be used to support the schoolwide program, such as:

   - Smart Board

- Chromebooks
- Online programs such as Think Central and Study Island
- Amplify
- Real Time (online student data system)
- Teachscape

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

   Multiple quantitative data will be used to measure the effectiveness of each intervention. Examples include: Interim Assessments and Teacher Evaluation ratings

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

    Presentation during school-wide PD and availability online

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	Monthly Parent Meetings	Parent Liaison	Number of parents in attendance as reflected on sign-in sheet	National Education Association research on parental involvement in schools.
Math	Students with Disabilities	Monthly Parent Meetings	Parent Liaison	Number of parents in attendance as reflected on sign-in sheet	National Education Association research on parental involvement in schools.
ELA	Homeless	Monthly Parent Meetings	Parent Liaison	Number of parents in attendance as reflected on sign-in sheet	National Education Association research on parental involvement in schools.
Math	Homeless	Monthly Parent Meetings	Parent Liaison	Number of parents in attendance as reflected on sign-in sheet	National Education Association research on parental involvement in schools.
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Monthly Parent Meetings	Parent Liaison	Number of parents in attendance as reflected on sign-in sheet	National Education Association research on parental involvement in schools.
Math	ELLs	Monthly Parent Meetings	Parent Liaison	Number of parents in attendance as reflected on sign-in sheet	National Education Association research on parental involvement in schools.

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Monthly Parent Meetings	Parent Liaison	Number of parents in attendance as reflected on sign-in sheet	National Education Association research on parental involvement in schools.
Math	Economically Disadvantaged	Monthly Parent Meetings	Parent Liaison	Number of parents in attendance as reflected on sign-in sheet	National Education Association research on parental involvement in schools.

***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?

The school's family and engagement program will help address priority problems by partnering with families and the community to address some of the problems (academic and social-emotional). The family liaisons will build relationships with families, in order to, obtain information about family needs, and it will determine resources to accommodate families' needs.

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

At the pre-K – 8th grade level, classroom parents for each grade will assist in development of this policy. At the high school level, parents who attend our monthly parent meetings will assist in this process.

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

Our written parent involvement policy will be distributed in numerous ways:

a) At our district Back-to-School Night (held in September) and at our first quarterly parent-teacher conferences (held in November)

b) In our Family Handbook, which is shared with students at summer student orientation, with parents at summer student orientation, and at Back-to-School Night and all quarterly parent-teacher conferences. Additionally, our handbook is on our website and it copies are found in the main offices at each campus.

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?

See #2 above

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

The school will ensure parents receive and review the school-parent compact by publicizing it in all the ways listed above (#2), and adding a signature page acknowledging they have received and read it.

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

Student achievement data is reported to families and the community in various ways:

- At monthly parent meetings
- Through quarterly progress reports and quarterly report cards
- Through quarterly parent-teacher conferences
- Through use of our parent portal
- Through our annual report, which is available online
- Through our annual performance report, which is available online

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

Parents will be notified through a mandatory parent meeting and via a letter sent home.

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?

Families and the community will be notified of the school's disaggregated assessment results in numerous ways, such as:

- At monthly parent meetings
- Through quarterly parent-teacher conferences
- Through our annual report, which is available online
- Through our annual performance report, which is available online

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

The school will involve families and the community in the development of the Title I Schoolwide Plan by including parent and community representatives on the committee that develops the plan.

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

The school will inform families about their child/children's academic achievement in various ways:

- At monthly parent meetings
- Through quarterly progress reports and quarterly report cards
- Through quarterly parent-teacher conferences
- Through use of our parent portal
- Through quarterly phone calls home to students who are in danger of failing a course for the quarter

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

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

Parent involvement funds will be used for parent workshops and parent gatherings to acknowledge / celebrate student achievement.

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	85 100%	Continual Professional Development sessions and coaching from the Leadership Team: Principals, Vice Principals, Content Supervisors and Coaches
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)	21 88%	Continual Professional Development sessions and coaching from the Leadership Team: Principals, Vice Principals, Content Supervisors and Coaches
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	3 12%	

* 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
The school partners with colleges such as Rutgers University, Montclair State University, NJ City University, and St. Peter's University to recruit their graduates. We also partner with Teach For America for the same purpose. In addition, we partner with NJ Charter School Association, Newark Charter School Fund, and other community organizations to attract applicants and prospective candidates. We do advertise on "nj.com" and various newspapers and online outlets (e.g., teachers-teachers.com).	HR Managers