

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: TEAM ACADEMY CHARTER SCHOOL	School: TEAM ACADEMY CHARTER SCHOOL
Chief School Administrator: JOANNA BELCHER	Address: 60 Park Place, Suite 802, Newark NJ 07102
Chief School Administrator's E-mail: jbelcher@kippnj.org	Grade Levels: K-12
Title I Contact: Leslie Wade	Principal: HANNAH RICHMAN
Title I Contact E-mail: lwade@kippnj.org	Principal's E-mail: hrichman@teamschools.org
Title I Contact Phone Number: 917-370-5107	Principal's Phone Number: 973-622-0905

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 _____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$46,607,455.00, which comprised 78.56% of the school’s budget in 2014-2015.
- State/local funds to support the school will be \$54,124,577.00, which will comprise 82.22% 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

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
		Comprehensive Needs Assessment				
		Schoolwide Plan Development				
		Program Evaluation				

**Add rows as necessary.*

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

School's Mission

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

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

What is the school's mission statement?

The mission of TEAM Academy Charter Schools is to create a network of schools in Newark, New Jersey, that instill in their students the desire and ability to succeed in college in order to change the world.

Our Long-Term Vision

We believe that at full scale—together with our students, families, and the larger community—TEAM Schools can double the college graduation rate in the city of Newark. As we strive to make this vision a reality, we have established 3 objectives that help us define our direction:

Steady, predictable growth – Our trajectory must be steady so that we continue to grow in years when it is more difficult to do so and resist the temptation to grow too quickly in years when multiple opportunities arise. This allows us to have concrete, clear, and intelligent goals that keep us on track so that we don't set the bar too low in tough times and overexert ourselves in easy times.

Improve our students' academic performance – While our students are closing the achievement gap by nearly every metric, the level of excellence our students need to demonstrate in order to be college ready requires more than just meeting the national average. We will continue to strengthen our instruction and build schools that ensure our students reach college readiness at a strong 4-year public institution; we call this "Rutgers Ready."

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

Increase the rate of alumni college completion – At 10 schools, at least 56% of our alumni will need to graduate college in order for us to meet our goal of doubling Newark’s graduation rate; we have set an ambitious long-term college graduation rate goal of 75%.

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?

While there were many brightspots in our program execution which yielded positive results, overall the execution of the program did not align with our plans. The planned interventions were executed with varying levels of skill and fidelity.

2. What were the strengths of the implementation process?

TEAM's stakeholders reviewed and evaluated data from its School Performance Index (SPI). The SPI is an internally designed evaluative tool that rolls up all the data we have about school performance, weights it according to importance, and produces a single number by which to evaluate our schools. The SPI provides important information about the health of each of our schools using data related to student achievement, school culture, teaching quality, school leadership, and school operations.

The stakeholder committee's review of the data revealed a variety of strengths in the implementation of our program, as well as some areas that need to continue to be developed. Specifically, the use of a blended learning model to support remediation and differentiation for our students in both reading and mathematics had some successful outcomes. Lastly, our staff made great strides in ensuring curricular alignment with the Common Core, including the creation of a Common Core-aligned assessment question bank.

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

The SPI walkthroughs also revealed a lack of uniform execution of the academic and school culture initiatives and interventions. There were many bright spots where teachers were delivering instruction, holding students accountable and creating a fun engaging learning environment. In contrast, there were also classrooms where the instructional behaviors that we consider non-negotiable were not being demonstrated. This resulted in uneven results across grade levels. For example, a pilot of the Eureka Math curriculum at a few campuses yielded very varied results as a result of uneven curriculum deployment, internalization of the content and analysis of the data. At one middle school, 7th graders outscored their counterparts at our other middle school by 15 percentage points on both the ELA and Math MAP assessments.

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

It also became apparent that we have been relying too heavily on individual contributors, rather than fully normed delivery. Our model of ‘freedom to innovate’ has resulted in some extraordinary results for our kids. For example, the 6th grade math teacher at one of our middle schools pioneered an instructional model that incorporated blended learning, the workshop model and small group instruction into each day of instruction. The student in his class were blowing away their peers at our other middle school. We were able to replicate that program and now kids in the 5th and 6th grades at both schools are benefitting from his innovative work. This innovation is obviously the cornerstone of the charge of charter schools, however not every teacher has this capacity, and we need to ensure that every child is receiving a high-quality education as teachers build this capacity. To that end, TEAM’s instructional leaders and administrators have agreed to the universal use of a single curriculum for ELA and Math for the first time since TEAM’s inception.

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

The blended learning tools and strategies (ST Math, Khan Academy, Accelerated Math, Accelerated Reader) continued to provide meaningful, real-time data that was used to deliver differentiated instruction to our students, primarily in grades K-8.

Additionally, the delivery of meaningful and timely coaching and feedback for teachers and school leadership teams yielded positive results.

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

TEAM’s Instructional Vision Team (IVT) is comprised of teachers from all grade spans. Each team has its own content focus area (ELA, Math, etc.) and the teams meet monthly to develop and refine strategies in content delivery. Despite this ‘bottom up’ approach to driving student achievement, there was insufficient clarity around the mechanism for institutionalizing the IVT’s recommendations resulting in a lack of buy-in from some stakeholders and inconsistent implementation of their recommendations.

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

The school uses two tools to measure staff perceptions: the Instructional Culture Insight survey developed and administered by The New Teacher Project (TNTP) and the KIPP Healthy Schools and Regions survey.

The Instructional Culture Insight survey is a summary of teacher survey responses as well as an independently validated measure of school culture and leading indicator of teacher retention and student achievement. The Index is an independently-validated predictor of student performance and effective teacher retention. The power of the Index is that it is universal: it is applicable across various learning models, subjects and grades, and state lines. The Index measures talent management practices by

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

quantifying teacher experiences and attitudes. Staff scored the schools highest in the areas of Professional Development and Student Growth Measures.

The KIPP Healthy Schools and Regions survey is a twice annually administered survey that is completed by parents, teachers and students. The survey examines results in six areas that are designed to create a holistic picture of a school or region (a network of KIPP schools with a shared board and central support team). The areas include: serving the children who need us most (based on socioeconomic factors, students with special needs, etc.), student retention, staff retention, and number of students climbing the mountain to and through college.

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

While we do not employ a formal system of measurement, TEAM receives ongoing positive feedback from members of the community, public officials and community partners. As part of an effort to build a playground space at one of our schools, parent volunteers canvassed and sought out signatures from members of the surrounding community. The initial petition yielded three times the number of signatures needed to move forward with the project.

In addition, the number of community partners continues to grow year over year.

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

Instruction was delivered through a combination of blended learning, small group instruction, and RTI strategies. One on one instruction was also employed to support students who needed more individualized instruction that a small group would support.

Professional Development was delivered through a variety of methods including national, statewide and local training and coaching; grade level focus on particular skills and to ensure alignment in best practices across the grade; and one on one meetings with managers during which they co-planned, received feedback and coaching.

In each of these settings, teachers were coached in how to analyze and leverage student data to drive outcomes.

9. How did the school structure the interventions?

Indicated above.

10. How frequently did students receive instructional interventions?

TEAM uses a co-teaching model in each of its kindergarten classrooms. This model enables students to receive differentiated instruction on a daily basis in accordance with their needs. If a set of students is struggling to master a particular skill, they may be

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

pulled into a small group by one teacher, while the other teacher is leading the larger group. Once the students master the particular skill, they would no longer receive this type of intervention.

Students who required a more intensive level of support received additional support from an interventionist or learning specialist, typically in 6-8 week cycles, as driven by skills assessment data. In grades K-8, this intervention occurred between 2 and 4 times per week.

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

We employed a variety of technologies to support the delivery of our instructional program. SmartBoards, document cameras, projectors and laptops were used aid in instruction.

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

Yes. Leveraging technology in different ways allowed us to ensure that the content was engaging, that student thoughts and ideas could be captured and visible for real-time classroom discussion, and when used with our blended learning curricula, ST Math, it provided timely information about student content mastery.

**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				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

State Assessment Data Not Yet Available.

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

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 <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	88	*	*data will be rolled up and available by August 10 th	
Grade 1	60	*	*data will be rolled up and available by August 10 th	
Grade 2	37	*	*data will be rolled up and available by August 10 th	
Grade 9				Insufficient data available at this time.
Grade 10				Insufficient data available at this time.

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	75	*	*data will be rolled up and available by August 10 th	
Grade 1	63	*	*data will be rolled up and available by August 10 th	
Grade 2	30	*	*data will be rolled up and available by August 10 th	
Grade 9				Insufficient data available at this time.
Grade 10				Insufficient data available at this time.

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 & Math	Students with Disabilities	Increased remediation: Khan Academy, Compass learning, Accelerated Reader, Accelerated Math	Mixed results. Students met many of their 'keep up' goals, but did not meet the more rigorous goals that TEAM sets.	STEP Literacy Assessment NWEA MAP Assessment Fountas & Pinnell	<ul style="list-style-type: none"> ● 50% of students will score in the top quartile by the end of 4th and 8th grades (MAP ELA and Math) ● 95% on F&P Level E (Kinder) ● 95% on F&P Level K(1st) ● 95% on F&P Level N (2nd) ● 95% on F&P Level Q (3rd) ● 95% on F&P Level T (4th)
ELA		Read Live, STEP Literacy Tool, Read Naturally, SRI – Scholastic Achievement, Compass Learning, Accelerated Reader	Mixed results. Students met many of their 'keep up' goals, but did not meet the more rigorous goals that TEAM sets.	STEP Literacy Assessment NWEA MAP Assessment Fountas & Pinnell	<ul style="list-style-type: none"> ● 50% of students will score in the top quartile by the end of 4th and 8th grades (MAP ELA and Math) ● 95% on F&P Level E (Kinder) ● 95% on F&P Level K(1st) ● 95% on F&P Level N (2nd) ● 95% on F&P Level Q (3rd) ● 95% on F&P Level T (4th)
Math		Khan Academy, Singapore Math,			

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)
		Accelerated Math			

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	N/A				

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	PD for Special Education	Yes	Staff surveys	Weekly building walk throughs and one-on-one meetings as follow-up to the PD sessions and to support implementation
Math	Students with Disabilities	PD for Special Education	Yes	Staff surveys	Weekly building walk throughs and one-on-one meetings as follow-up to the PD sessions and to support implementation
ELA & Math	Instructional Leaders	PD for Instructional Leaders	Yes	Staff surveys	Weekly building walk throughs and one-on-one meetings as follow-up to the OD sessions and to support implementation
School Leadership teams	All	KIPP School Leadership Program	Yes	Participant surveys	Individualized leadership coaching from a KIPP Foundation Coach; regular check-ins to assess individualized leadership plans

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	TEAM does not differentiate its family engagement efforts based upon student subgroup.	N/A	N/A	N/A

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Literacy	All	All	Family LAL Nights	KIPP Healthy Schools Survey	90%+ agree that parents are involved in making important school decisions. 90%+ agree parents are actively involved with the school.
Math	Math	All	Family Math Nights	KIPP Healthy Schools Survey	90%+ agree that parents are involved in making important school decisions. 90%+ agree parents are actively involved with the school.
	All	New-to-TEAM parents	Parent University	KIPP Healthy Schools Survey	90%+ agree that parents are involved in making important school decisions. 90%+ agree parents are actively involved with the school.

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 MAP Unit Assessments	Students did not experience the level of growth required to meaningfully move them toward our rigorous college-ready standards.
Academic Achievement - Writing		
Academic Achievement - Mathematics	NWEA MAP	Students did not experience the level of growth required to meaningfully move them toward our rigorous college-ready standards.
Family and Community Engagement	School based Family Surveys KIPP Healthy Schools Survey	Parents continue to feel positively about the school and its support of their children. There was increased activity amongst our school-based parent associations, as well as across our larger parent body in the form of community outreach.
Professional Development	Insight Survey data Number of observations	According to the data, the quality of the professional development that was provided to staff was considered high quality and valuable. There is an overall interest in PD that is aligned across campuses to enable teachers to better share practices.
Leadership	Insight Survey, KIPP Healthy Schools Survey, Gallup Q12 survey, staff retention rate	Staff members, parents and students are surveyed several times each year in order to measure engagement and satisfaction with the school and its leadership. The data demonstrates that our stakeholders regard the leadership positively overall, with a few schools demonstrating a need for additional focus on leadership development.
School Climate and Culture	Insight Survey, student attendance, student attrition,	Staff members, parents and students are surveyed several times each year in order to capture insights about school climate and culture. There were

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)
	Gallup Q12 survey, staff retention	mixed results here, with a few schools demonstrating a need for additional focus on school culture.
School-Based Youth Services	N/A	
Students with Disabilities	NWEA MAP STEP Literacy Assessment Unit Assessments	Our students with disabilities continue to make gains—often meeting growth goals at the same rate as the students without disabilities. However, the overall rate of growth does not demonstrate strong differentiation and interventions.
Homeless Students	NWEA MAP STEP Literacy Assessment	Homeless students received additional supports in accordance with the McKinney Vento Act.
Migrant Students	N/A	
English Language Learners	N/A	
Economically Disadvantaged	NWEA MAP STEP Literacy Assessment Unit Assessments	The vast majority of our students come from economically disadvantaged families. As a result, we do not disaggregate this data.

2015-2016 Comprehensive Needs Assessment Process*
Narrative

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

TEAM works in partnership with its charter management organization, KIPP New Jersey (KNJ). KNJ employs a team of data analysts, instructional content experts and student achievement leaders who help to distill the vast array of data that is available to interpret and act upon. KNJ gathers a wide array of data at the student, grade, school, city and statewide level and aids in the use of that data to drive student outcomes. Throughout the year, data is analyzed in this fashion to identify growth areas and to shape the next year’s program.

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

Input was sought from teachers, student support staff, student achievement and instructional leaders, a parent and a community member to assess the strengths and growth areas of the school, to identify community needs that exist beyond the school-based data and to brainstorm strategies for increased parent and community involvement in program development.

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

Student data is collected on a daily, weekly, trimesterly and annual basis. This includes data captured and input by teachers and school staff (such as homework completion, grade book data, attendance, etc.); data captured through assessment tools (unit assessments, blended learning systems, MAP assessment, etc.); data provided by parents and families (household information, annual earnings, etc.); information collected from staff, parents and students through survey tools (KIPP Healthy Schools Survey, Insight survey, etc.)

The data is tracked in a variety of integrated systems and databases that are connected to a visualization tool called Tableau which creates dashboard accessible by teachers, grade level chairs, coaches and school leaders. Through these dashboards, data can be drilled down to increasing levels of specificity to try to identify trends. For example, the Daily Behavior tracker allows the user to drill down to see the data disaggregated by gender, IEP status, date range, and time of day. A school leader or grade level chair can literally drill down to see if students in the 4th grade are having more behavior problems in the morning or the afternoon, or on Wednesdays versus Fridays. The data is also displayed from a more top level perspective showing trends across various classrooms or months of the school year.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

While the school has access to a wide array of data, all data points are not treated with equal weight and reliability. Data derived from assessments that are researched based, mandated and aligned with the Common Core State Standards is prioritized over data that does not meet this criteria, although all data points are considered important indicators of the wellbeing of the whole student, family partnerships and school health.

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

The SPI walkthrough observations, coupled with other quantitative data revealed a lack of uniform execution of the academic and school culture programs. There were many bright spots where teachers were delivering instruction, holding students accountable and creating a fun engaging learning environment. In contrast, there were also classrooms where the instructional behaviors that we consider non-negotiable were not being demonstrated.

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

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

According to the data, the quality of the professional development that was provided to staff was considered high quality and valuable. Feedback regarding the national KIPP School Summit (which offers 4 days of instructional content); NJ-based PD oriented around setting consistent student expectations across classrooms (classroom culture, 100% mindset); school based PD tailored to our school (forging relationships with families, behavior systems); and individualized development driven by observations was all positive.

The feedback also revealed a desire for more professional development and for increased opportunity to practice new skills and delivery methods.

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

Our teachers and school leadership team conduct home visits with each of our incoming students in advance of their arrival (as early as April or May). During the 90 minute meetings, teachers review school expectations with both parent and child in more detail. All meeting participants – students, parents, and teachers - sign the TEAM “Commitment to Excellence Contract” – a non-binding description of everybody’s responsibilities. The home visit is an opportunity to advise parents of their role as TEAM parents, including reviewing homework agendas and daily reports. It also provides teachers with initial insight into students’ home life and family. This information is valuable as teachers move forward in their relationship-building with both the students and parents. This personal time during the home visit has proven essential to cultivating our relationships with families including extended family and siblings.

Of equal importance is the opportunity to get an early and preliminary sense of the academic skills of our incoming students. Two staff members attend the home visit, giving one an opportunity to work directly with the child to assess letter recognition and early literacy skills like recognizing the cover of a book. This is also an opportunity to identify families where a language other than English is the primary language at home. This information is used to make staffing decisions, classroom assignments and to drive the reallocation of resources if needed. For example, a large number of students in the incoming kindergarten class already had IEPs in place from preschool. This is a phenomenon that we had not projected and home visits gave us early insight into this, allowing us to add additional paraprofessionals and to make strategic classroom assignment decisions.

When students arrive in our school, more formal benchmark assessments are performed, like the STEP Literacy Assessment and the MAP assessment. Lastly, as a result of our focus on differentiated instruction for *all* students, data from Friday Skills Assessments, Trimester Assessments, STEP Literacy Assessments and MAP assessments is used to identify student who are at risk. This data is reviewed by the school’ interventionist and the Child Study Team to identify skill gaps, form a list of interventions for the student, periodically review their effectiveness, and update interventions, if necessary.

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

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

When a student is identified as at-risk, a variety of interventions and supports are activated. The school leader, classroom teacher(s), interventionist, social worker, and/or learning specialist will meet with the parents of the student to start discussing interventions that will take place at school and to provide parents with resources to support the student at home.

Additionally, we will use the Response to Intervention approach to support at-risk students. We aim to meet the needs of at least 80% of our students through our approach to instruction (Tier 1 instruction). We anticipate that 15-20% of our students may need additional supports or interventions in order to be successful. Those students will fall into Tier 2 of RTI and will receive these additional supports for 6-8 weeks. After this time period, we will discontinue the interventions for those who were successful with them in place. Those who need continuous or additional support may be moved into Tier 3 and receive more intensive services. These students may also be considered for special education, as well. Finally, progress monitoring will occur throughout each tier of intervention so that we can adequately monitor each student’s development both within a year and across their years with us.

KCNA’s RTI Approach	Description	Services Provided
Tier 1	General classroom instruction	Differentiation and small group remediation driven by formative assessments
Tier 2	Supplemental instruction provided to students who are not finding success with Tier 1 instruction	30 minutes of small group instruction 2-4 times per week
Tier 3	Supplemental (and intensified) instruction provided to students who are not finding success with Tier 2 instruction	30 minutes of small group or individualized pull-out instruction 2-4 times per week

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

The schools does not currently serve migrant students.

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

In accordance with the McKinney Vento Act, TEAM ensures immediate enrollment and educational stability for homeless students. Students who are identified as homeless. Homeless students have the right to enroll in school immediately, even if they do not have the required documents, such as school records, medical records, proof of residency, or other documents which include:

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

- Proof of residency
- Guardianship
- Birth Certificates
- School records
- Required dress code items
- Immunization

Further homeless children are provided access to transportation, and their families are provided with additional support services by the school's student support team, and are connected with local social services and other resources.

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?

In order for our teachers to actively participate in decisions around the use of data to drive instruction, we ensure that they fully understand and have internalized the goals of the schools and how we will track progress toward those goals. Teachers are then trained on the use of our data analysis structures. Further the Academic Support team of our management organization, KIPP New Jersey, provides data analysts and trainers to train teachers on how to use data tools to track objective mastery, STEP, homework, behavior, etc. Teachers are provided ongoing support on how to use this data to further drive progress with students and within their classrooms.

Teachers participate in Data Days after each Trimester Assessment (TA) to analyze data and use it to personalize instruction and revise plans in the upcoming trimester.

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

We believe that the transition from preschool (or from home care) to kindergarten is a pivotal one. If handled well, a child's curiosity and love of learning can be fostered at an early age, making them ripe for learning in future years. In the founding year, KIPP Cooper Norcross Academy leveraged two primary tools to support the transition of its students from preschool to kindergarten: home visits and its summer session.

Home visits: Before the start of the school year, two members of our school staff visit each incoming family in their homes. This visit serves many purposes including meeting other family members; getting a feel for the dynamics of the home; and setting our educational program apart from the schools their child/ren have attended previously, which helps to set the stage for the commitment

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

agreements that our staff, families and students sign. We also perform some basic assessments to determine letter and number sense. We use this data to assign our incoming students to the classroom that will best support their academic needs.

Summer session: TEAM's schools begin the school year with two weeks of Summer School for kindergarten students. Summer School occurs in the two weeks directly leading up to the start of our regular school year so as to provide a seamless transition into the school year. We use this time to build consistency in academic and behavioral routines and procedures so that we can begin the school year with systems set up to ensure we are taking advantage of every learning opportunity possible.

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

2014-2015 data was used to determine the needs of the elementary school, while broader socioeconomic and demographic data was used to project the needs of the middle school (opening in August 2015). This data was provided by our community partners and public sources like the US Census. Through the analysis of all of this data, the highest priority area remains addressing the achievement gap experienced by Camden's children.

The priority areas for the TEAM 2014-2015 schoolwide plan are:

- Student Achievement ELA
- Student Achievement Math
- Instructional Skills and Strategies
- Parent/Guardian Engagement

**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	Student Achievement – Math	Student Achievement - ELA
Describe the priority problem using at least two data sources	<p>There are significant achievement gaps within all subgroup populations for Math based upon NWEA MAP.</p> <p>Unit assessments revealed that approximately half of TEAM’s elementary school students have not mastered 80% of the standards at their grade level.</p>	<p>There are significant achievement gaps within all subgroup populations for ELA based upon NWEA MAP, STEP Literacy Assessment.</p> <p>STEP results reflect meaningful growth in the kindergarten year that is not maintained as students progress through elementary school.</p>
Describe the root causes of the problem	<p>The SPI walkthroughs also revealed a lack of uniform execution of the academic and school culture initiatives and interventions. There were many bright spots where teachers were delivering instruction, holding students accountable and creating a fun engaging learning environment. In contrast, there were also classrooms where the instructional behaviors that we consider non-negotiable were not being demonstrated. This resulted in uneven results across grade levels. For example, a pilot of a the Eureka Math curriculum at a few campuses yielded very varied results as a result of uneven curriculum deployment, internalization of the content and analysis of the data. At one middle school, 7th graders outscored their counterparts at our other middle school by 15 percentage points on both the ELA and Math MAP assessments.</p>	<p>The SPI walkthroughs also revealed a lack of uniform execution of the academic and school culture initiatives and interventions. There were many bright spots where teachers were delivering instruction, holding students accountable and creating a fun engaging learning environment. In contrast, there were also classrooms where the instructional behaviors that we consider non-negotiable were not being demonstrated. This resulted in uneven results across grade levels. For example, a pilot of a the Eureka Math curriculum at a few campuses yielded very varied results as a result of uneven curriculum deployment, internalization of the content and analysis of the data. At one middle school, 7th graders outscored their counterparts at our other middle school by 15 percentage points on both the ELA and Math MAP assessments.</p>

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Subgroups or populations addressed	All student populations.	All student populations.
Related content area missed (i.e., ELA, Mathematics)	Math	English Language Arts
Name of scientifically research based intervention to address priority problems	<p>Eureka Math Common Core aligned curriculum and assessment protocols.</p> <p>EdReports.org analysis, “Most Math Curricula Found to Be Out of Sync With Common Core”</p>	<p>Wheatley Common Core aligned curriculum and assessment protocols.</p> <p>No research is currently available to support the use of the Wheatley Portfolio, specifically. Further, no research based information could be found to create a correlation between a Common Core aligned curriculum and student outcomes. However, information published by the Council of Chief State School Officers and the National Governors Association, substantiates the ease of implementing a Common Core-aligned curriculum that leaves room for differentiation and teacher judgment.</p> <p><i>By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how the standards should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are therefore free to provide students with whatever tools and knowledge that professional judgment and experience deem to be most helpful for meeting the Standards.</i></p> <p>“Introduction of the common core state standards for English Language Arts & Literacy in History/Social Studies, Science and Technical subjects” on their shared</p>

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		website: www.corestandards.org/
How does the intervention align with the Common Core State Standards?	Developed by Great Minds (formerly Common Core, Inc.), the Eureka Math curriculum was developed based solely on the CCSS. Unlike many other curricula in the marketplace, each unit plan and assessment in Eureka Math aligns with a standard at that grade level.	Developed by Great Minds (formerly Common Core, Inc.), Wheatley Portfolio’s curriculum was developed based solely on the CCSS. Unlike many other curricula in the marketplace, each unit plan and assessment in the Whitely Portfolio aligns with a standard at that grade level.

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	Instructional Skills and Strategies	Parent/Guardian Involvement
Describe the priority problem using at least two data sources	<p>STEP Literacy Assessment, NWEA MAP</p> <p><i>Because students entered KIPP Cooper Norcross well below the academic level of their peers, it is imperative that whole group learning be supplemented with differentiated instruction designed to meet each student at his/her learning edge.</i></p>	Based upon attendance at family events and feedback from families on Family surveys, there exists room for growth with regard to family engagement in our school.
Describe the root causes of the problem	<p>Both novice and veteran teachers can demonstrate skill gaps when working to differentiate instruction to meet the individual needs of students. If not provided with an ample toolkit of resources, teachers can fall into a narrow band of differentiation, that may not adequately engage each child.</p> <p>TEAM’s instructional staff will be coached to ensure that each masters differentiation. To that end, the professional development itself will be differentiated as well. For example, novice teachers will receive tailored content designed to build a depth of knowledge around content and delivery, while veteran teachers’ development will be focused more on building their coaching skills as they play an important day-to-day role in the development of novice teachers. Novice teachers also receive more frequent observation and feedback.</p>	School leadership prioritizes parent involvement in our school. A great deal of resources are dedicated to planning and executing events and activities that are designed to forge and strengthen the school/home connection. In addition, the school leader and other members of the leadership team, spend significant time evaluating the success of these efforts by examining family survey data (school based surveys and the KIPP Healthy Schools surveys). In an effort to ensure that parent engagement activities were rooted in the needs of the community that we serve, we created a ‘parent liaison’ role with an accompanying stipend.

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

Subgroups or populations addressed	All instructional staff.	All parents.
Related content area missed (i.e., ELA, Mathematics)	ELA and Mathematics	N/A
Name of scientifically research based intervention to address priority problems	<p>The KIPP Framework for Excellent Teaching</p> <p>KCNA has developed a robust teacher evaluation system that leverages the KIPP Framework for Excellent Teaching (KFET). KFET paints a comprehensive vision of the competencies and behaviors a teacher needs to master over the course of his or her career to become truly excellent.</p> <p>KCNA’s Performance Management Cycle is a system designed to identify the ways to achieve organizational goals through ongoing assessment and feedback leading to improvement of student outcomes and employee performance. It makes strong use of the KFET framework in goal-setting, coaching and performance evaluation, using metrics to identify progress, areas of individual strengths and growth areas.</p> <p>For teachers with the most significant growth needs, TEAM will employ a Real Time Teacher Coaching Model® developed by the Center for Transformative Teacher Training. Unlike conventional coaching model, the Real Time Teacher Coaching Model delivers feedback at the point of instruction that is instantly applicable. Teachers experience unprecedented guidance and support while coaches have a unique opportunity to positively impact student learning and teachers’ classroom performance in the moment.</p> <p>NewSchools Venture Fund Research Study: Evaluation of</p>	<p>Accountability for actively and meaningfully engaging TEAM’s families is shouldered primarily by Deans of Students and Families, along with the school leaders. The Dean of Students and Families will provide coaching to staff around cultural competency, parent engagement strategies, student behavior interventions, etc.</p> <p>University of New Hampshire. "Parental Involvement Strongly Impacts Student Achievement." ScienceDaily. ScienceDaily, 28 May 2008. <i>Research from the University of New Hampshire shows that students do much better in school when their parents are actively involved in their education.</i></p>

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	<p>the Real Time Teacher Coaching® Model on Elementary, Middle School, and High School Students’ On and Off Task Behavior”</p> <p><i>From the data, it is evident that the No-Nonsense Nurturer Program coupled with the Real Time Teacher Coaching Model is an effective program that provides teachers with skills to create a classroom where teaching and learning can occur.</i></p>	
<p>How does the intervention align with the Common Core State Standards?</p>	<p>The Eureka and Whitley Portfolio curricula were built on the CCSS platform. In order to ensure the fidelity of the delivery of these curricula and assessments, it is imperative that we are maximizing each teacher’s capacity to drive results. Mastery of the standards requires each teacher to move through the lesson plans with a depth of knowledge and confidence in delivery and differentiation methods.</p>	<p>According to <i>A New Wave of Evidence</i>, a report published by the Southwest Educational Development Laboratory and endorsed by the National Education Association, “When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.” The report goes on to synthesize research on parent involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to:</p> <ul style="list-style-type: none"> • Earn higher grades and test scores, and enroll in higher-level programs • Be promoted, pass their classes, and earn credits • Attend school regularly • Have better social skills, show improved behavior, and adapt well to school • Graduate and go on to postsecondary education <p>Our school leaders understand that the school plays an important role in determining the levels of parental involvement in school. A robust parent involvement program will identify and strive to overcome barriers to parent involvement, will consider the convenience of</p>

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

		time/location, and will articulate benchmarks to creating a welcoming environment for parents.
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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	Co-Teachers to aide in differentiated delivery of Wheatley curriculum and assessment protocol for the Common Core Standards in ELA.*	Teachers, school leader, Dean of Instruction	STEP Literacy Assessment MAP assessment Unit assessments	Achieve.org, “Application of the CCSS for Students with Disabilities from the Common Core State Standards Initiative” <i>Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards...how these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students.</i>
Math	Students with Disabilities	Co-Teachers to aide in differentiated delivery of Eureka curriculum and assessment protocol for the Common Core Standards in Math.*		MAP assessment Unit assessments	Achieve.org, “Application of the CCSS for Students with Disabilities from the Common Core State Standards Initiative” <i>Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards...how these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students.</i>
ELA	ELLs	Professional Development to staff	Administrators, ELL teacher	By June 2016, 100% of teachers of ELL students will participate in	What Works Clearinghouse: Teaching Academic Content and

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)
		of ELL students*		specific PD trainings in order to increase student achievement and test scores.	Literacy to English Learners in Elementary and Middle School, Practice Guide, April 2014
Math	ELLs	Professional Development to staff of ELL students*	School leader, ELL teacher	By June 2016, 100% of teachers of ELL students will participate in specific PD trainings in order to increase student achievement and test scores.	What Works Clearinghouse: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, Practice Guide, April 2014
ELA	All students	Wheatley Portfolio, curriculum and assessment protocol for the Common Core Standards in ELA*	School leader, teachers, interventionists	STEP Literacy Assessment MAP assessment Unit assessments	<p>No research is currently available to support the use of the Wheatley Portfolio, specifically. Further, no research based information could be found to create a correlation between a Common Core aligned curriculum and student outcomes. However, information published by the Council of Chief State School Officers and the National Governors Association, substantiates the ease of implementing a Common Core-aligned curriculum that leaves room for differentiation and teacher judgment.</p> <p><i>By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how the standards should be reached and what additional topics</i></p>

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					<p><i>should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are therefore free to provide students with whatever tools and knowledge that professional judgment and experience deem to be most helpful for meeting the Standards.</i></p> <p>“Introduction of the common core state standards for English Language Arts & Literacy in History/Social Studies, Science and Technical subjects” on their shared website: www.corestandards.org/</p>
Math	All students	Eureka Math, curriculum and assessment protocol for the Common Core Standards Math*	Teachers, school leader, interventionists	MAP Assessment Unit Assessments	EdReports.org analysis, “Most Math Curricula Found to Be Out of Sync With Common Core”
ELA & Math	All students	Content specific staff development*	Teachers, school leader, Dean of Instruction	100% of staff will participate in specific PD trainings in order to increase student test scores in both ELA and Math. Trainings will be offered throughout the school year.	<p><i>The effects of teachers’ professional development on student achievement: Findings from a systematic review of evidence</i></p> <p>Kwang Suk Yoon (American</p>

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)
					Institutes for Research) Teresa Duncan (American Institutes for Research) Sylvia Lee (Taiwan National University) Kathy Shapley (Edvance Research). Paper presented at the Annual Meeting of the American Educational Research Association, March 24-28, 2008, New York
Math	At-risk elementary school students	Co-teachers to deliver Tier 1 and Tier 2 interventions (RTI)			IES Practice Guide: “Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools.” <i>This panel believes that schools can use an RTI framework to help struggling students prepare for later success in mathematics.</i>
ELA	At-risk elementary school students	Co-teachers to deliver Tier 1 and Tier 2 interventions (RTI)			IES Practice Guide: “Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades.” <i>Recommendation 3. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score</i>

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					<i>below the benchmark on universal screening.</i>
Math	Economically Disadvantaged				
ELA					
Math					

**Use an asterisk to denote new programs.*

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
N/A	N/A	Our school operates with an extended school day and year, and therefore we cannot leverage these as interventions.	N/A	N/A	N/A

**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

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

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.

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 & Math	All teachers	Content Teams (Professional Learning Communities). During the school day, at each school, teachers will have time to analyze student work, norm on excellence, analyze data, content delivery practice, analyzing unit assessment data. Deans of Instruction responsible for making sure they happen and go well.	Dean of Instruction	100% of teachers will take part in 2-4 Content Team meetings per week	Magnuson, P., and Mota, R. (2011). Promoting professional learning from within. <i>International Schools Journal, Vol. 30, Issue 2.</i>
ELA	Teachers of students with disabilities	*Targeted Professional Development	Dean of Instruction, School Leader, Special Education	By June 2016, 100% of special education teachers will participate in specific PD trainings in order to increase student achievement and test scores.	U.S Department of Education, Institute of Education Sciences, What Works Clearinghouse (2012, March) Children classified as having an Emotional Disturbance Intervention Report. Retrieved from http://whatworks.ed.gov

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)
			Supervisor		http://ies.ed.gov/ncee/wwd/pdf/intervention
Math	Teachers of students with disabilities	Targeted Professional Development*	Dean of Instruction, School Leader, Special Education Supervisor	By June 2016, 100% of special education teachers will participate in specific PD trainings in order to increase student achievement and test scores.	U.S Department of Education, Institute of Education Sciences, What Works Clearinghouse (2012, March) Children classified as having an Emotional Disturbance Intervention Report. Retrieved from http://whatworks.ed.gov http://ies.ed.gov/ncee/wwd/pdf/intervention
ELA & Math		Learning Walks	School Leader, Dean of Instruction	By June 2016, 100% of teachers will be involved in a minimum of one math and one ELA learning walk. Teachers will self reflect and self analyze to determine their areas of weakness	Educational Leadership December 2007/January 2008/ Volume 65/ Number 4 Informative Assessment pages 81-82 Classroom Walk-Throughs

**Use an asterisk to denote new programs.*

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

Evaluation of Schoolwide Program*

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

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

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
2. What barriers or challenges does the school anticipate during the implementation process?
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
6. How will the school structure interventions?
7. How frequently will students receive instructional interventions?
8. What resources/technologies will the school use to support the schoolwide program?
9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

Not Applicable

**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)
N/A	N/A	Our engagement strategies are not differentiated based upon student subgroups.	N/A	N/A	N/A
ELA	ELLs	No students enrolled who meet this classification.	N/A	N/A	N/A
Math	ELLs	No students enrolled who meet this classification.	N/A	N/A	N/A
ELA & Math	Families of middle school students	Dean of Students and Families	School leader	Parent attendance at events Homework completion Student attendance	<ul style="list-style-type: none"> 90% attendance at family events 90% would recommend school to friends/family Average daily attendance will be ≥ 95%. 90% of families agree/strongly agree with the statement: Overall, I am satisfied with this school.
ELA & Math	Families of elementary school students	Grade Level Chairs	School leader	Parent attendance at events Homework completion Student attendance	<ul style="list-style-type: none"> 90% attendance at family events 90% would recommend school to friends/family Average daily attendance will be ≥ 95%. 90% of families agree/strongly agree with the statement:

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)
					Overall, I am satisfied with this school.

**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?

According to *A New Wave of Evidence*, a report published by the Southwest Educational Development Laboratory and endorsed by the National Education Association, "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." The report goes on to synthesize research on parent involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to:

- Earn higher grades and test scores, and enroll in higher-level programs
- Be promoted, pass their classes, and earn credits
- Attend school regularly
- Have better social skills, show improved behavior, and adapt well to school
- Graduate and go on to postsecondary education

Our school leadership understands that the school plays an important role in determining the levels of parental involvement in school. A robust parent involvement program will identify and strive to overcome barriers to parent involvement, will consider the convenience of time/location, and will articulate benchmarks to creating a welcoming environment for parents.

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

Over the past year, TEAM's parent engagement activities have evolved to include identifying 15 parent leaders who have played an increasingly meaningful role in TEAM's success. The parent leadership team meets monthly and strategizes on ways to mobilize other TEAM parents to support student enrollment outreach, to advocate on behalf of the growth of the TEAM network of schools and to motivate elected officials to act in favor of student-centric efforts like the building of an athletic field next to one of our schools.

During the summer, the parent leaders will meet to review, discuss and edit TEAM's parent involvement policy and school-parent compact.

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

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

We have worked closely with each of our schools to identify a total of 15 parent leaders, train them, and engage them to take action. We have met with our leaders monthly to ensure their voices were being heard. We have answered their requests by providing free legal seminars, financial seminars and creating a resource center with a focus on resume building and job opportunities. We have mobilized and engaged parents as part of our student enrollment process, including a door-to-door canvassing approach in which parents could share their direct experiences with our schools. The parent involvement policy is distributed to parents annually during back-to-school and welcome nights.

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

Over the past year, TEAM's parent engagement activities have evolved to include identifying 15 parent leaders who have played an increasingly meaningful role in TEAM's success. The parent leadership team meets monthly and strategizes on ways to mobilize other TEAM parents to support student enrollment outreach, to advocate on behalf of the growth of the TEAM network of schools and to motivate elected officials to act in favor of student-centric efforts like the building of an athletic field next to one of our schools.

During the summer, the parent leaders will meet to review, discuss and edit TEAM's parent involvement policy and school-parent compact.

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

The parent involvement policy is distributed to parents annually during back-to-school and welcome nights.

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

Student achievement data are reported to the public via the school report card and public board meetings.

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

N/A

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

Student achievement data are reported to the public via the school report card and public board meetings.

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

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

The ongoing work of our parent/community engagement director has provided a natural vehicle for two way communication between our schools and our families. We engage parent committees for a variety of projects within our schools, including the development of our parent involvement policy. We use parent survey results to evaluate the overall health of our schools, and to assess the extent to which our teachers are meeting the expectations of building meaningful relationships with families. This parent feedback is an important part of the data that is evaluated during our needs assessment discussions as well as the development of our Schoolwide Plan.

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

We believe it is imperative that families always have the most up-to-date knowledge about their child's progress so that they can support and reinforce what is happening in school at home and stay invested in their child's schooling. We use a variety of communication methods:

- Families receive teacher cell phone numbers and email addresses and are encouraged to reach out at any time.
- Daily communication logs go home with students so families always know how students are doing.
- Progress reports go home with students every two weeks so families always know how students are doing.
- Family newsletters go home monthly to inform parents of school events, student progress, updates, etc.
- Teachers continuously update parents/families with student progress, areas of strength, and poor choices/areas for growth, when necessary.
- Staff members receive training, development, and support on parent communication and engagement strategies.

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

2015-2016 parent involvement funds will be used to fund a newly created Dean of Students and Families.

**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	251	Teachers will be offered an abundance of professional development activities dealing with subject area content, technology, classroom guidance and management, family involvement and discipline.
	91%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	26	
	9%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	20	Paraprofessionals will be offered an abundance of professional development activities dealing with subject area content, technology, classroom guidance and management, family involvement and supporting teachers within the classroom.
	95%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	1	
	5%	

* 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
We have been successful in attracting highly skilled and experienced teachers to serve the students at our school. Recruitment efforts include cash incentives for referring qualified staff who are ultimately hired by the school, nationwide outreach to other high performing schools to identify teachers and leaders who may be looking for new opportunities, and the in-house development of teaching fellows (co-teachers) who will grow to serve our students as lead teachers.	Director of Recruitment, Chief People Officer