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.

DISTRICT INFORMATION	SCHOOL INFORMATION
District: MARIA L. VARISCO ROGERS CHARTER SCHOOL	School: MARIA L. VARISCO ROGERS CHARTER SCHOOL
Chief School Administrator: MRS. TERESA SEGARRA	Address: 243 Woodside Avenue and 18 Heller Parkway, Newark, NJ 07104
Chief School Administrator's E-mail: tsegarra@mlvrcs.org	Grade Levels: K-8
Title I Contact: Ms. Anne Heyward	Principal: Ms. Anne Heyward
Title I Contact E-mail: aheyward@mlvrcs.org	Principal's E-mail: aheyward@mlvrcs.org
Title I Contact Phone Number: 973-481-9001 EXT. 212	Principal's Phone Number: 973-481-9001 EXT. 212

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.

Ms. Anne Heyward	Ms.	6-23-15
Principal's Name (Print)	**Principal's Signature**	**Date**

Critical Overview Elements

- The School held 3 (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ 7,414,337, which comprised 89.2% of the school's budget in 2014-2015.
- State/local funds to support the school will be $7,036,126, which will comprise 88.4% 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
Kumon	ELA Performance	Intervention	20-231-100-300-002-096 20-234-100-300-000-096	$61,003
Belair Transport Inc.	ELA Performance	Intervention	20-234-100-800-000-096 20-231-200-800-000-096	$5,000
School Specialty, American Legacy Publishing, The Booksource, McGraw Hill Education, LRP Publications, Supreme School Supply.	ELA Performance	Intervention	20-231-100-600-000-096	$6,166
Standard Solutions PD	ELA Performance	Intervention	20-231-200-300-000-096	$4,000
Amy J.K. Richardson PD	ELA Performance	Intervention	20-231-200-300-000-096	$22,500

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?	Maria L. Varisco-Rogers Charter School aims to make certain each and every child achieves their highest potential academically and socially. The MLVR Charter School was created to offer Newark students an educational environment that will develop the skills necessary to compete in today's high technology global economy. Our Vision is to improve the educational achievement of all students based on the belief that all our children can learn. Our staff, parents, and the community in general work together to make this belief a reality. Our instructional and support programs are coordinated to ensure that all our students will reach their maximum level of proficiency in the basic areas of Language Arts/Literacy, Mathematics, World Languages, and Technology. As our population continues to evolve, we have also evolved as a school community. We identified a need to establish an environment where the children of Newark can obtain an education necessary to compete in today's highly technological global economy. We are committed to analyzing and modifying instructional practices based on students' individual needs, modifying assessment practices, utilizing instructional research based strategies and so as to increase student achievement in Language Arts/Literacy, Mathematics, World Languages and Technology. This process will also be evident in our technology and World Languages (Spanish) curricula. Technology is infused into instructional lesson plans and will serve as a motivational and skill based aspect of our school culture. Through collaborations and partnerships, we are able to further enhance our educational program. This year we partnered with Rutgers's SSI project in order to provide job embedded professional development, identify master teachers, employ adequate and supportive teacher and supervisor evaluations. As a school we are committed to continuous improvement in all areas.

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?

   Yes, the 2014-2015 program was implemented as planned. A continued analysis of state assessment and benchmark assessment results indicates that we currently demonstrate a consistent increasing trend toward increased schoolwide proficiency in language arts and math. We consistently assess and revise plans as necessary in order to address areas of concern, including departmentalization of specific grade levels, creating new teams of teachers, reflection of the evaluation process and re-evaluation of professional development.

2. What were the strengths of the implementation process?

   The fact that we work together as a dedicated team is a major strength in our implementation process. Our team consists of members with varying areas of strengths that support the process such as expertise in mathematics, curriculum and assessment, language arts and ESL, fiscal, parents, teachers, etc. Additional strengths to program implementation also include: Administrative support provided to teachers, use of effective methods that have worked in the past, REACH student of the month which supports character development schoolwide K-8, attendance rate above 95% schoolwide, implementation and continuous revision of CCSS curricula, identification of staff needs and the provision of year long monthly PD days for all staff.

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

   Barriers/challenges consisted of scheduling for data meetings, ability to provide teacher coverage, ensuring follow through of action plans, connecting action plans to the evaluation process, a new teacher was added to the 4th grade team who needed to become familiar with the 4th grade LAL curriculum. This school year is the first time we departmentalized 3rd grade, ensuring social studies and science teachers were held accountable for literacy infusion during the evaluation process and obtaining additional substitute teachers.

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

   The implementation of the program went smoothly. The PD needed was predetermined by the principal based on an assessment of summative evaluations and teacher PGPs. As we progressed providing teacher coverage was a challenge. Although we were able to use certified teachers to provide coverage, we have one in house substitute and providing coverage on a consistent basis is a challenge. In order to do this, teachers must cover during their preparation periods. We also recognize that evaluating administrators must hold teachers accountable for the PD received during the evaluation process. Moving forward, we will attempt to resolve these issues by strengthening the areas of concern, which regard providing coverage for teachers and holding teachers accountable for the PD received in evaluations, walkthroughs and PGPs.

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

   As a result of continuous communication, establishing buy in from all stake holders is easily accomplished.

   Buy-in is a community effort and accomplishment. Our school and the stakeholders are given the opportunity to provide input and add value to our school's program. As a result, buy-in is accomplished by the following steps: A Title I interest meeting was scheduled and new members were welcome to join the Title I team; two new parents joined the team for the 2014/2015 school year. The staff was also formally advised of the Title I Schoolwide Program which included teacher input and were given the opportunity to provide additional input; the board of trustees and the community were informed and support the school's initiatives; updates are posted on our school website and digital message board.

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

   For staff perception see staff survey results from all professional development provided. The data reveals that teachers appreciated the learning opportunities. Teacher perception is measured through a survey. The survey results indicate...

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

   Parent survey data reveals that parents are pleased with the educational program being provided. Community members are frequently invited to attend special student performances/ceremonies. Therefore, the community also demonstrates a commitment to supporting the school. Furthermore our extensive waiting list also demonstrates the perceptions of the community. Both parents and community members indicated that our school is capable of setting and meeting goals.

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

- Enrichment in math and reading is provided through small group in class support for grades K-8.
- Whole group class instruction provided in general education inclusion setting for K-8.
- Small group guided reading support in the general education inclusion setting for K-8.
- Wilson Reading Program is provided as a small group intervention pull-out for grades 3-6.
- Leveled Literacy Intervention (LLI), small group pull-out for grades 3-5.
- Special Education reading is provided through small group push- in support for K-8.
- Number Worlds math intervention is provided as a small group push-in for grades 1-5. Kindergarten teachers can also utilize Number Worlds to differentiate instruction for individuals or small groups using Pre-K or Kindergarten kits.
- Both push-in and pull-out small group ESL services are provided daily K-8. Kindergarten receives whole class push-in ESL class as well as small group pull-out. ESL students in K-4 also receive High Intensity ESL giving students two periods of ESL support daily. We are in the process of training all general education teachers in Sheltered English Instruction (15 hours) so that all students will be supported in the classroom as well.
- Additional scheduled time for math and ELA instruction is provided for whole class instructional periods K-8.

9. How did the school structure the interventions?

- Interventions are structured according to program and staff availability
- LLI, daily pull-out service based on data analysis
- Enrichment: Students identified as needing additional support were placed in small groups within the class for reading and math in grades K-8
- KUMON is offered after school twice weekly to students in need of support in ELA and Math.
- ESL is provided daily for either one or two periods, depending on grade level K-8. I-XL is also used as an intervention support during ESL periods
- Measuringuplive.com was offered to improve math skills in 3rd through 8th grade assigned weekly
- Intervention and Referral Services (I&RS) is used to identify students in need of additional support
- All services provided by certified teachers

10. How frequently did students receive instructional interventions?

- Daily LAL and Math blocks provide 90 minutes math and reading instruction and 45 minutes of writing schoolwide
- MLVR Afterschool Program provides homework and ESL support daily
- KUMON twice weekly from September through June

- 2-3 times a week, 40 minute Wilson for grades 3-6 (expanded from last year)
- Daily 40 minute LLI for grades 3 and 4 which rotates each semester
- All students enrolled in the ESL program receive daily ESL instruction push-in and pull-out support. Students in Kindergarten receive whole class ESL instruction and small group pull-out ESL. Students in grades 1-4 receive between 2-3 periods of High Intensity ESL weekly
- Daily Number Worlds for 4th and 5th grade and 2nd grade pull-out
- Daily in class Enrichment support for 1st -8th grade in LAL and Math
- Teachers also provide personal after school tutoring at least twice weekly

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

Equipment	Websites
• Smart Responders • Nooks • Net books • Alpha Smart • Laptops • Smart Board • Television Communication System • Smart Slates • PC and Mac Lab • Aquos Interactive Whiteboard • Elmos • Rovers	• Measuringuplive.com, 5-8 math • Tenmarks.com, K-8 math • Sumdog.com, K-8 Math • Parent Portal- Powerschool, K-8 schoolwide • Everydaymathonline.com, K-5 Math • Glencoe.com, 6-8 Math • TCI web based text book access, S.S. 5-8 • Echalk, K-* schoolwide • MAP assessments • Brain Pop K-8 • Brain Pop Jr. • Brain Pop ESL • Education City • I-XL • Learning.com (K-8 tech curriculum) • Newsela • Encyclopedia Britannica • I-observation

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

Technology contributed to the success of the program by increasing student engagement, empowering teachers with lesson planning and increasing communication for all stakeholders.

**Provide a separate response for each question.*

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	9	TBD	Enrichment, KUMON, Wilson Reading, LLI Program, ESL/Special Education support, I-XL	2014-2015 scores are yet to be determined based on PARCC results. Data will not permit a comparative analysis. Although there is evidence of increased proficiency from 2013 to 2014, it is difficult to identify which interventions were effective because although students are identified and targeted, we have just implemented a tracking and monitoring system through the creation of excel spreadsheets for each intervention program.
Grade 5	19	TBD	Enrichment, KUMON, Wilson Reading, LLI Program, ESL/Special Education support, I-XL	2014-2015 scores are yet to be determined based on PARCC results. Data will not permit a comparative analysis. Although there is evidence of increased proficiency from 2013 to 2014, it is difficult to identify which interventions were effective because although students are identified and targeted, we have just implemented a tracking and monitoring system through the creation of excel spreadsheets for each intervention program.

Grade 6	10	TBD	Enrichment, KUMON, Wilson Reading, LLI Program, ESL/Special Education support, I-XL	2014-2015 scores are yet to be determined based on PARCC results. Data will not permit a comparative analysis. Although there is evidence of increased proficiency from 2013 to 2014, it is difficult to identify which interventions were effective because although students are identified and targeted, we have just implemented a tracking and monitoring system through the creation of excel spreadsheets for each intervention program.
Grade 7	18	TBD	Enrichment, KUMON, Wilson Reading, LLI Program, ESL/Special Education support, I-XL	2014-2015 scores are yet to be determined based on PARCC results. Data will not permit a comparative analysis. Although there is evidence of increased proficiency from 2013 to 2014, it is difficult to identify which interventions were effective because although students are identified and targeted, we have just implemented a tracking and monitoring system through the creation of excel spreadsheets for each intervention program.
Grade 8	5	TBD	Enrichment, KUMON, Wilson Reading, LLI Program, ESL/Special Education support, I-XL	2014-2015 scores are yet to be determined based on PARCC results. Data will not permit a comparative analysis. Although there is evidence of increased proficiency from 2013 to 2014, it is difficult to identify which interventions were effective because although students are identified and targeted, we have just implemented a tracking and monitoring system through the creation of excel spreadsheets for each intervention program.
Grade 11				
Grade 12				

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	2	TBD	Enrichment, KUMON, Number Worlds, ESL/Special Education support	2014-2015 scores are yet to be determined based on PARCC results. Data will not permit a comparative analysis. Although there is evidence of increased proficiency from 2013 to 2014, it is difficult to identify which interventions were effective because although students are identified and targeted, we have just implemented a tracking and monitoring system through the creation of excel spreadsheets for each intervention program.
Grade 5	3	TBD	Enrichment, KUMON, Number Worlds, ESL/Special Education support	2014-2015 scores are yet to be determined based on PARCC results. Data will not permit a comparative analysis. Although there is evidence of increased proficiency from 2013 to 2014, it is difficult to identify which interventions were effective because although students are identified and targeted, we have just implemented a tracking and monitoring system through the creation of excel spreadsheets for each intervention program.
Grade 6	0	TBD	Enrichment, KUMON, Number Worlds, ESL/Special Education support	2014-2015 scores are yet to be determined based on PARCC results. Data will not permit a comparative analysis. Although there is evidence of increased proficiency from 2013 to 2014, it is difficult to identify which interventions were effective because although students are identified and targeted, we have just implemented a tracking and monitoring system through the creation of excel spreadsheets for each intervention program.
Grade 7	7	TBD	Enrichment, KUMON, Number Worlds, ESL/Special Education support	2014-2015 scores are yet to be determined based on PARCC results. Data will not permit a comparative analysis. Although there is evidence of increased

				proficiency from 2013 to 2014, it is difficult to identify which interventions were effective because although students are identified and targeted, we have just implemented a tracking and monitoring system through the creation of excel spreadsheets for each intervention program.
Grade 8	8	TBD	Enrichment, KUMON, Number Worlds, ESL/Special Education support	2014-2015 scores are yet to be determined based on PARCC results. Data will not permit a comparative analysis. Although there is evidence of increased proficiency from 2013 to 2014, it is difficult to identify which interventions were effective because although students are identified and targeted, we have just implemented a tracking and monitoring system through the creation of excel spreadsheets for each intervention program.
Grade 11				
Grade 12				

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		
Kindergarten	15	5	Teacher Assistant, ESL/Special Education support, Enrichment	Although there is evidence of increased proficiency from 2013 to 2014, it is difficult to identify which interventions were effective because although students are identified and targeted, we have just implemented a tracking and monitoring system through the creation of excel spreadsheets for each intervention program.
Grade 1	7	3	Teacher Assistant, ESL/Special Education support, Enrichment	Although there is evidence of increased proficiency from 2013 to 2014, it is difficult to identify which interventions were effective because although students are identified and targeted, we have just implemented a tracking and monitoring system through the creation of excel spreadsheets for each intervention program.
Grade 2	12	9	Teacher Assistant, ESL/Special Education support, Enrichment	Although there is evidence of increased proficiency from 2013 to 2014, it is difficult to identify which interventions were effective because although students are identified and targeted, we have just implemented a tracking and monitoring system through the creation of excel spreadsheets for each intervention program.
Grade 9				
Grade 10				

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		
Kindergarten	10	7	Teacher Assistant, ESL/Special Education support, Enrichment, Number Worlds	Although there is evidence of increased proficiency from 2013 to 2014, it is difficult to identify which interventions were effective because although students are identified and targeted, we have just implemented a tracking and monitoring system through the creation of excel spreadsheets for each intervention program.
Grade 1	5	1	Teacher Assistant, ESL/Special Education support, Enrichment, Number Worlds	Although there is evidence of increased proficiency from 2013 to 2014, it is difficult to identify which interventions were effective because although students are identified and targeted, we have just implemented a tracking and monitoring system through the creation of excel spreadsheets for each intervention program.
Grade 2	5	6	Teacher Assistant, ESL/Special Education support, Enrichment, Number Worlds	Although there is evidence of increased proficiency from 2013 to 2014, it is difficult to identify which interventions were effective because although students are identified and targeted, we have just implemented a tracking and monitoring system through the creation of excel spreadsheets for each intervention program.
Grade 9				
Grade 10				

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	• One-to-one Special Education teacher support • Small group Instruction • Wilson (Select Students only) • LLI (Select Students only) • ESL (if qualify) • Speech (IEP based) • OT (IEP or 504 based) • Guided Reading • Explode the Code	Yes	• DRA results • Terra Nova Results • NJ ASK results • MAP Assessment results • Running records	• For 2014/2015 we expect between 90-100% of special education students will meet goals related to English Language Arts in their IEP. • 90-100% of special education students will demonstrate growth in English Language Arts through an increase in DRA or MAP score during the 2015/2016 school year. • 2013/2014 NJ ASK results indicate students with IEPs increased 14% in the number of students scoring proficient. • 2013/2014 LAL pass rate for special ed is 45% which is 11% above the state comparison.
Math	Students with Disabilities	• One-to-one Special Education teacher support • Small group Instruction • Number Worlds	Yes	• Terra Nova Results • NJ ASK results • MAP Assessment results • Iowa	• For 2014/2015 we expect between 90-100% of special education students will meet goals related to Math in their IEP. • 90-100% of special education students will demonstrate growth in Math through an increase in MAP score during the 2015/2016 school year. • 2013/2014 Math pass rate for special ed is 59% which is 13% above the state comparison.

ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	• Small group ESL Instruction • High Intensity ESL (K-4) • Sheltered English Instruction (SEI) K-8 • ESL Brain Pop • Education City (ELA and Math) • I-XL • Guided Reading • Explode the Code • Wilson (Select Students only) • LLI (Select Students only) • Speech (IEP based)	Yes	• DRA results • Terra Nova Results • NJ ASK results • MAP Assessment results • Running records	• 51% of students enrolled in the ESL program scored proficient on the 2014 WIDA ACCESS. • 2014/2015 DRA results indicate that 100% of students increased one or more reading levels per grade level. • 2015 MAP results indicate that per grade level the following % of ELLs are performing at or above grade level in ELA according to the LAL RIT score norms. K- 82% 1-90% 2-50% 3- 50% 4- 100% 5-20% 6-50% 7-0% 8-33% • 2013/2014 LAL pass rate for LEP is 41% which is 18% above the state comparison. • 2013/2014 NJ ASK results indicate ELL students increased 20% in the number

					of ELLs scoring proficient.
Math	ELLs	• Small group ESL Instruction • High Intensity ESL (K-4) • Sheltered English Instruction (SEI) K-8 • ESL Brain Pop • Education City (ELA and Math) • I-XL • Number Worlds	Yes	• Terra Nova Results • NJ ASK results • MAP Assessment results • Iowa	• 51% of students enrolled in the ESL program scored proficient on the 2014 WIDA ACCESS. • 2015 MAP results indicate that per grade level the following % of ELLs are performing at or above grade level: K-62% 1-100% 2-50% 3-100% 4-20% 5-0% 6-50% 7-0% 8-33% • 2013/2014 Math pass rate for LEP is 66% which is 24% above the state comparison. • 2014 NJ ASK Math results maintains an approximate overall average of 70% of the number of students scoring proficient in grades 3-8
ELA	Economically Disadvantaged	• Balanced Literacy K-8 • Small group Instruction • High Intensity ESL (K-4) • Sheltered English Instruction (SEI) K-8 • ESL Brain Pop	Yes	• DRA results • Terra Nova Results • NJ ASK results • MAP Assessment results	• 2014 NJ ASK data LAL maintained 66% of the number of students scoring proficient. • 2014/2015 MAP results indicate that the following percentage of students per grade level demonstrated growth in ELA: K- 96.4%

		• Education City (ELA and Math) • I-XL • Guided Reading • Explode the Code • Wilson (Select Students only) • LLI (Select Students only) • Speech (IEP based)		• Running records	1st- 95.1% 2nd – 96% 3rd – 91.4% 4th – 85.7% 5th – 94.8% 6th – 82.6% 7th -70.9% 8th -71.4%
Math	Economically Disadvantaged	• Small Group Enrichment Support • One-to-one • Number Worlds • Measuring Up Live	Yes	• Terra Nova Results • NJ ASK results • MAP Assessment results • Iowa	• 2014 NJ ASK Math results demonstrate a maintained average of 86% of students scoring proficient in grades 3-8. • 2014/2015 MAP results indicate that the following percentage of students per grade level demonstrated growth in Math: K- 100% 1st- 95.1% 2nd – 96.6% 3rd – 96.6% 4th – 94.6% 5th – 89.7% 6th – 89.7% 7th -78.2% 8th -83.9%
ELA	All students Including All Sub Groups	• Balanced Literacy K-8 • Small group Instruction • High Intensity ESL (K-4) • Sheltered English Instruction (SEI) K-8	Yes	• DRA results • Terra Nova Results • NJ ASK results • MAP Assessment	• 2014 NJ ASK data LAL maintained 66% of the number of students scoring proficient. • 2015 we expect a 3-5% increase in the number of students scoring proficient in English Language Arts

		• ESL Brain Pop • Education City (ELA and Math) • I-XL • Guided Reading • Explode the Code • Wilson (Select Students only) • LLI (Select Students only) • Speech (IEP based)		results • Running records	• 2014/2015 MAP results indicate that the following percentage of students per grade level demonstrated growth in ELA: K- 96.4% 1st- 95.1% 2nd – 96% 3rd – 91.4% 4th – 85.7% 5th – 94.8% 6th – 82.6% 7th -70.9% 8th -71.4% •
Math	All students Including All Sub Groups	• Number Worlds • Small Group Enrichment Support • One-to-one • Measuring Up Live	Yes	• Terra Nova Results • NJ ASK results • MAP Assessment results • Iowa	• 2014 NJ ASK Math results demonstrate a maintained average of 86% of students scoring proficient in grades 3-8. • 2014/2015 MAP results indicate that the following percentage of students per grade level demonstrated growth in Math: K- 100% 1st- 95.1% 2nd – 96.6% 3rd – 96.6% 4th – 94.6% 5th – 89.7% 6th – 89.7% 7th -78.2% 8th -83.9%

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	MLVR Afterschool Program KUMON	Yes	Student Report card grades and teacher feedback	Increased levels of student participation in after school programs as measured through consistent enrollment into the program. An increase in the number of students completing quality homework and understanding concepts taught in class.
Math	Students with Disabilities	MLVR Afterschool Program KUMON	Yes	Student Report card grades and teacher feedback	Increased levels of student participation in after school programs as measured through consistent enrollment into the program. An increase in the number of students completing quality homework and understanding concepts taught in class.
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	MLVR Afterschool Program KUMON	Yes	Student Report card grades and teacher feedback	Increased levels of ESL student participation in after school programs as measured through consistent enrollment into the program. An increase in the number of students completing quality homework and

					understanding concepts taught in class.
Math	ELLs	MLVR Afterschool Program KUMON	Yes	Student Report card grades and teacher feedback	Increased levels of ESL student participation in after school programs as measured through consistent enrollment into the program. An increase in the number of students completing quality homework and understanding concepts taught in class.
ELA	Economically Disadvantaged	MLVR Afterschool Program KUMON	Yes	Student Report card grades and teacher feedback	Increased levels of student participation in after school programs as measured through consistent enrollment into the program. An increase in the number of students completing quality homework and understanding concepts taught in class.
Math	Economically Disadvantaged	MLVR Afterschool Program KUMON	Yes	Student Report card grades and teacher feedback	Increased levels of student participation in after school programs as measured through consistent enrollment into the program. An increase in the number of students completing quality homework and understanding concepts taught in class.
ELA	All Students Including All Sub Groups	MLVR Afterschool Program KUMON	Yes	Student Report card grades and teacher feedback	Increased levels of student participation in after school programs as measured through consistent enrollment into the program. An increase in the number of students completing quality homework and understanding

					concepts taught in class.
Math	All Students Including All Sub Groups	MLVR Afterschool Program KUMON	Yes	Student Report card grades and teacher feedback	Increased levels of student participation in after school programs as measured through consistent enrollment into the program. An increase in the number of students completing quality homework and understanding concepts taught in class.

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Professional Development focused on Writers' Workshop and Balanced Literacy Standard Solutions PD, Units of Study PD and resources	Yes	Surveys, Feedback forms, Attendance, Annual Professional Development Plan review responses	• Increase the percentage of students meeting their IEP goals and entering the mainstream. • Increased scores on NJ state rubrics as measured by district benchmarks. Increased focus on specific writing strategies as evident by teachers lesson plans, formal and informal observations. • The support provided resulted in a revised curriculum in writing. It was identified that there is a need for continued support in this area primarily for "new" teachers.
Math	Students with Disabilities		Yes	Surveys, Feedback forms, Attendance, Annual Professional Development Plan review responses	• Greater focus on specific math skills and pacing as evident by teachers lesson plans, formal and informal observations. 100% of teachers in grades K-5 use manipulatives. • Increased use of project based learning, manipulatives, and real life math as evident by teacher's lesson plans.
ELA	Homeless	N/A	N/A	N/A	N/A

Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Professional Development focused on Writers' Workshop and Balanced Literacy Standard Solutions PD, Units of Study PD and resources. Santillana PD, PD on Culturally Responsive Classroom, WIDA ACCESS training, Training in SEI for mainstream teachers, Push-in and pull-out ESL	Yes	Surveys, Feedback forms, Attendance, Annual Professional Development Plan review responses	• Increased scores on NJ state rubrics as measured by district benchmarks. Increased focus on specific writing strategies as evident by teachers lesson plans, formal and informal observations. • The support provided resulted in a revised curriculum in writing. It was identified that there is a need for continued support in this area primarily for "new" teachers.
Math	ELLs	Training in SEI for mainstream teachers, Push-in and pull-out ESL	Yes	Surveys, Feedback forms, Attendance, Annual Professional Development Plan review responses	• Greater focus on specific math skills and pacing as evident by teachers lesson plans, formal and informal observations. 100% of teachers in grades K-5 use manipulatives. • Increased use of project based learning, manipulatives, and real life math as evident by teacher's lesson plans.
ELA	Economically	Professional	Yes	Surveys, Feedback forms,	• Increased scores on NJ state rubrics as measured by district benchmarks.

	Disadvantaged	Development focused on Writers' Workshop and Balanced Literacy Standard Solutions PD, Units of Study PD and resources.		Attendance, Annual Professional Development Plan review responses	Increased focus on specific writing strategies as evident by teachers lesson plans, formal and informal observations. • The support provided resulted in a revised curriculum in writing. It was identified that there is a need for continued support in this area primarily for "new" teachers.
Math	Economically Disadvantaged		Yes	Surveys, Feedback forms, Attendance, Annual Professional Development Plan review responses	• Greater focus on specific math skills and pacing as evident by teachers lesson plans, formal and informal observations. 100% of teachers in grades K-5 use manipulatives. • Increased use of project based learning, manipulatives, and real life math as evident by teacher's lesson plans.
ELA	All Students Including All Sub Groups	Professional Development focused on Writers' Workshop and Balanced Literacy Standard Solutions PD, Units of Study PD and resources.	Yes	Surveys, Feedback forms, Attendance, Annual Professional Development Plan review responses	• 2014 NJ ASK LAL results demonstrate an increase of the number of students scoring proficient of 14% in grades 3-8. • 2014/2015 MAP results indicate that the following percentage of students per grade level demonstrated growth in ELA: K- 96.4% 1st- 95.1% 2nd – 96% 3rd – 91.4% 4th – 85.7%

					5th – 94.8% 6th – 82.6% 7th -70.9% 8th -71.4% • Increased scores on NJ state rubrics as measured by district benchmarks. Increased focus on specific writing strategies as evident by teachers lesson plans, formal and informal observations. • The support provided resulted in a revised curriculum in writing. It was identified that there is a need for continued support in this area primarily for "new" teachers.
Math	All Students Including All Sub Groups		Yes	Surveys, Feedback forms, Attendance, Annual Professional Development Plan review responses	• Greater focus on specific math skills and pacing as evident by teachers lesson plans, formal and informal observations. 100% of teachers in grades K-5 use manipulatives. • Increased use of project based learning, manipulatives, and real life math as evident by teacher's lesson 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	• Back to School Night • Parent/Teacher Conferences • Literacy Night • Steered Straight Anti-Bullying • Athletic Dinner	Yes	• Agenda and Attendance Sheet • Parent Satisfaction Surveys	At least 80% of parents with students with disabilities were in attendance for all workshops and conferences.
Math	Students with Disabilities	• Back to School Night • Parent/Teacher Conferences • Math Game Night • Steered Straight Anti-Bullying • Athletic Dinner •	Yes	• Agenda and Attendance Sheet • Parent Satisfaction Surveys	At least 80% of parents with students with disabilities were in attendance for all workshops and conferences.
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A

ELA	ELLs	• ESL Parent Orientation • Parent Advisory Committee • Literacy Night • Steered Straight Anti-Bullying • Athletic Dinner	Yes	• Attendance Sheet and power point • Agenda and Attendance Sheet • Sign-In Sheet and materials provided in Spanish and English • Sign-In Sheet and materials provided in Spanish and English	• 85% of incoming parents attended ESL Orientation. • 100% of the parents who agreed to be on the committee attended at least one scheduled meeting. • At least 75% of ESL parents were in attendance for Literacy Night and other workshops and conferences.
Math	ELLs	Math Game Night	Yes	• Agenda and Attendance Sheet	• At least 75% of ESL parents were in attendance for Literacy Night and other workshops and conferences.
ELA	Economically Disadvantaged	• Back to School Night • Parent/Teacher Conferences • Literacy Night • Steered Straight Anti-Bullying • Athletic Dinner	Yes	• Agenda and Attendance Sheet • Parent Satisfaction Surveys	• At least 75% of parents were in attendance for all workshops and conferences.
Math	Economically Disadvantaged	• Back to School Night • Parent/Teacher Conferences • Math Game Night • Steered Straight Anti-Bullying	Yes	• Agenda and Attendance Sheet • Parent Satisfaction Surveys	At least 75% of parents were in attendance for all workshops and conferences.

		• Athletic Dinner			
ELA	All Students Including All Sub Groups	• Back to School Night • Parent/Teacher Conferences • Literacy Night • Steered Straight Anti-Bullying • Athletic Dinner	Yes	• Agenda and Attendance Sheet • Parent Satisfaction Surveys	At least 75% of parents were in attendance for all workshops and conferences.
Math	All Students Including All Sub Groups	• Back to School Night • Parent/Teacher Conferences • Math Game Night • Steered Straight Anti-Bullying • Athletic Dinner	Yes	• Agenda and Attendance Sheet • Parent Satisfaction Surveys	At least 75% of parents were in attendance for all workshops and conferences.

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.

Anne Heyward		6-23-15
Principal's Name (Print)	Principal's Signature	Date

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	• Balanced Literacy • Improving adolescent literacy: Effective classroom and intervention practices • Improving Reading Comprehension in Kindergarten Through 3rd Grade • LLI - 3-4 • Raz Kids • Wilson Reading	Principal Administrators coaches reading specialist consultant teachers	• At least a 3-5% increase in the number of 4th grade students scoring proficient or advanced proficient on the PARCC • At least a 3-5% increase in the number of students scoring proficient in grades 3-8 on the PARCC overall • Increase in the number of students reading on grade level according to MAP assessment grades 2-8, at least 75%. • 100% of LAL teaching staff will employ SRB strategies in literacy and engage in professional learning communities and grade and department level meetings	. Shanahan, T., Callison K., Carriere C., Duke N.,Pearson P., Schatschneider C., Torgesen J. (2010). Improving Reading Comprehension in Kindergarten Through 3rd Grade: A Practice Guide (NCEE# 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC:

					National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc
Math	Students with Disabilities	Number Worlds for "at-risk K-5	Principal Administrators coaches reading specialist consultant teachers	• At least a 3-5% increase in the number of 4th grade students scoring proficient or advanced proficient on the PARCC • At least a 3-5% increase in the number of students scoring proficient in grades 3-8 on the PARCC overall • Increase in the number of students reading on grade level according to MAP assessment grades 2-8, at least 85%. • 100% of Students with Special Needs will receive additional support by certified Special Education teachers in the form of both pull out and push-in service provision.	Art and Science of Teaching: A Comprehensive Framework for Effective Instruction, Marzano, 2002

ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	• Balanced Literacy • Improving adolescent literacy: Effective classroom and intervention practices • Improving Reading Comprehension in Kindergarten Through 3rd Grade • LLI - 3-4 • Raz Kids • Wilson Reading • WIDA Standards • Revised Curriculum • Santillana Intervention level 6 • Brain Pop ESL • Education City • I-XL	Principal Administrators coaches reading specialist consultant teachers	• At least a 3-5% increase in the number of 4th grade students scoring proficient or advanced proficient on the NJ ASK • At least a 3-5% increase in the number of students scoring proficient in grades 3-8 on the NJ ASK overall • Increase in the number of students reading on grade level according to MAP assessment grades 2-8 • 100% of LAL teaching staff will employ SRB strategies in literacy and engage in professional learning communities and grade and department level meetings	Shanahan, T., Callison K., Carriere C., Duke N.,Pearson P., Schatschneider C., Torgesen J. (2010). Improving Reading Comprehension in Kindergarten Through 3rd Grade: A Practice Guide (NCEE# 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC:

					National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc
Math	ELLs	• Number Worlds for "at-risk K-5 • WIDA Standards • Revised Curriculum • Santillana Intervention level 6 • Brain Pop ESL • Education City • I-XL	Principal Administrators coaches reading specialist consultant teachers	• At least a 3-5% increase in the number of 4th grade students scoring proficient or advanced proficient on the PARCC • At least a 3-5% increase in the number of students scoring proficient in grades 3-8 on the PARCC overall • Increase in the number of students reading on grade level according to MAP assessment grades 2-8, at least 85%.	• WIDA Standards • RAZ Kids • SIOP/SEI models These studies are designed to meet the rigorous standards of the *What Works Clearinghouse*
ELA	Economically Disadvantaged	• Balanced Literacy • Improving adolescent literacy: Effective classroom and intervention practices • Improving Reading Comprehension in	Principal Administrators coaches reading specialist consultant teachers	• At least a 3-5% increase in the number of 4th grade students scoring proficient or advanced proficient on the PARCC • At least a 3-5% increase in the number of students scoring proficient in grades 3-8 on the PARCC overall	Shanahan, T., Callison K., Carriere C., Duke N.,Pearson P., Schatschneider C., Torgesen J. (2010). Improving Reading Comprehension in Kindergarten Through 3rd Grade: A Practice Guide (NCEE# 2010-4038). Washington, DC: National

		Kindergarten Through 3rd Grade • LLI - 3-4 • Raz Kids • Wilson Reading			Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc
Math	Economically Disadvantaged	Number Worlds for "at-risk K-5	Principal Administrators coaches reading specialist consultant teachers	• At least a 3-5% increase in the number of 4th grade students scoring proficient or advanced proficient on the PARCC • At least a 3-5% increase in the number of students scoring proficient in grades 3-8 on the PARCC overall • Increase in the number of students reading on grade level according to MAP assessment grades 2-8, at least 85%.	Art and Science of Teaching: A Comprehensive Framework for Effective Instruction, Marzano, 2002

ELA		• Balanced Literacy • Improving adolescent literacy: Effective classroom and intervention practices • Improving Reading Comprehension in Kindergarten Through 3rd Grade • LLI - 3-4 • Raz Kids • Wilson Reading	Principal Administrators coaches reading specialist consultant teachers	• At least a 3-5% increase in the number of 4th grade students scoring proficient or advanced proficient on the NJ ASK • At least a 3-5% increase in the number of students scoring proficient in grades 3-8 on the NJ ASK overall • Increase in the number of students reading on grade level according to MAP assessment grades 2-8 • 100% of LAL teaching staff will employ SRB strategies in literacy and engage in professional learning communities and grade and department level meetings	Shanahan, T., Callison K., Carriere C., Duke N.,Pearson P., Schatschneider C., Torgesen J. (2010). Improving Reading Comprehension in Kindergarten Through 3rd Grade: A Practice Guide (NCEE# 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc
Math		Number Worlds for	Principal	• At least a 3-5% increase in	Art and Science of Teaching: A

		"at-risk K-5	Administrators coaches reading specialist consultant teachers	the number of 4th grade students scoring proficient or advanced proficient on the PARCC • At least a 3-5% increase in the number of students scoring proficient in grades 3-8 on the PARCC overall • Increase in the number of students reading on grade level according to MAP assessment grades 2-8, at least 85%.	Comprehensive Framework for Effective Instruction, Marzano, 2002

Use an asterisk to denote new programs.

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

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	MLVR Afterschool Program KUMON	Director of After School and Principal	At least 85% of the students who attend after school regularly will demonstrate an increase in homework submission	State approved curriculums Greater time on task with smaller ratio of teacher to student. NJ DOE, NJCCCS US Department of Education: What Works, Clearinghouse, 2004
Math	Students with Disabilities	MLVR Afterschool Program KUMON	Director of After School and Principal	At least 85% of the students who attend after school regularly will demonstrate an increase in homework submission	State approved curriculums Greater time on task with smaller ratio of teacher to student. NJ DOE, NJCCCS US Department of Education: What Works, Clearinghouse, 2004
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A

ELA	ELLs	MLVR Afterschool Program KUMON	Director of After School and Principal	At least 85% of the students who attend after school regularly will demonstrate an increase in homework submission	State approved curriculums Greater time on task with smaller ratio of teacher to student. NJ DOE, NJCCCS US Department of Education: What Works, Clearinghouse, 2004
Math	ELLs	MLVR Afterschool Program KUMON	Director of After School and Principal	At least 85% of the students who attend after school regularly will demonstrate an increase in homework submission	State approved curriculums Greater time on task with smaller ratio of teacher to student. NJ DOE, NJCCCS US Department of Education: What Works, Clearinghouse, 2004
ELA	Economically Disadvantaged	MLVR Afterschool Program KUMON	Director of After School and Principal	At least 85% of the students who attend after school regularly will demonstrate an increase in homework submission	State approved curriculums Greater time on task with smaller ratio of teacher to student. NJ DOE, NJCCCS US Department of Education: What Works, Clearinghouse, 2004
Math	Economically Disadvantaged	MLVR Afterschool Program KUMON	Director of After School and Principal	At least 85% of the students who attend after school regularly will demonstrate an increase in homework submission	State approved curriculums Greater time on task with smaller ratio of teacher to student.

					NJ DOE, NJCCCS US Department of Education: What Works, Clearinghouse, 2004
ELA		MLVR Afterschool Program KUMON	Director of After School and Principal	At least 85% of the students who attend after school regularly will demonstrate an increase in homework submission	State approved curriculums Greater time on task with smaller ratio of teacher to student. NJ DOE, NJCCCS US Department of Education: What Works, Clearinghouse, 2004
Math		MLVR Afterschool Program KUMON	Director of After School and Principal	At least 85% of the students who attend after school regularly will demonstrate an increase in homework submission	State approved curriculums Greater time on task with smaller ratio of teacher to student. NJ DOE, NJCCCS US Department of Education: What Works, Clearinghouse, 2004

Use an asterisk to denote new programs.

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

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student 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	CCSS based instruction Standard Solutions Development of Questioning and Discussion techniques	Principal and Academic Team Coaches Reading Specialist Consultant Director of Curriculum and Assessment	Increased evidence of standards based and data driven instruction. Increased levels of academic rigor.	NJ DOE, NJCCCS US Department of Education: What Works, Clearinghouse, 2004
Math	Students with Disabilities	CCSS based instruction Standard Solutions Development of Questioning and Discussion techniques	Principal and Academic Team Coaches Reading Specialist	Increased evidence of standards based and data driven instruction. Increased levels of academic rigor.	NJ DOE, NJCCCS US Department of Education: What Works, Clearinghouse, 2004

			Consultant Director of Curriculum and Assessment		
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	CCSS based instruction Standard Solutions Development of Questioning and Discussion techniques	Principal and Academic Team Coaches Reading Specialist Consultant Director of Curriculum and Assess	Increased evidence of standards based and data driven instruction. Increased levels of academic rigor.	NJ DOE, NJCCCS US Department of Education: What Works, Clearinghouse, 2004

			ment		
Math	ELLs	CCSS based instruction Standard Solutions Development of Questioning and Discussion techniques	Principal and Academic Team Coaches Reading Specialist Consultant Director of Curriculum and Assessment	Increased evidence of standards based and data driven instruction. Increased levels of academic rigor.	NJ DOE, NJCCCS US Department of Education: What Works, Clearinghouse, 2004
ELA	Economically Disadvantaged	CCSS based instruction Standard Solutions Development of Questioning and Discussion techniques	Principal and Academic Team Coaches Reading Specialist Consultant Director of Curriculum and	Increased evidence of standards based and data driven instruction. Increased levels of academic rigor.	NJ DOE, NJCCCS US Department of Education: What Works, Clearinghouse, 2004

			Assess ment		
Math	Economically Disadvantaged	CCSS based instruction Standard Solutions Development of Questioning and Discussion techniques	Principal and Acade mic Team Coaches Reading Specia list Consultant Director of Curric ulum and Assess ment	Increased evidence of standards based and data driven instruction. Increased levels of academic rigor.	NJ DOE, NJCCCS US Department of Education: What Works, Clearinghouse, 2004
ELA					
Math					

Use an asterisk to denote new programs.

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

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

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

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
   Our schoolwide title one team, teachers, board members and our academic team will evaluate our schoolwide program internally. If our team determines that an outside evaluator is necessary the principal will make that decision.

2. What barriers or challenges does the school anticipate during the implementation process?
   Together as a dedicated team we will work closely to meet bi-weekly and analyze data, utilize the Danielson Framework for teacher evaluations, as well as provide regularly scheduled professional development opportunities that support increased administrator, teacher and student achievement. Additional strengths to program implementation also include: Administrative support provided to teachers, use of effective methods that have worked in the past, REACH student of the month which supports character development schoolwide K-8, attendance rate above 95% schoolwide, implementation of revised CCSS K-5 math curriculum, new CCSS curriculum for 6-8, implementation of revised K-4 LAL curriculum, identification of staff needs and the provision of year long monthly PD during ½ day for all staff.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
   Buy-in from all stakeholders will be established by communicating plans and the implementation process during meetings and presentations and presenting information to staff through monthly in-service PD.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
   Teacher satisfaction survey and PD evaluations will be used to gauge the perceptions of staff.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?
   Parent satisfaction survey and communications with community members through board meetings will be used to measure the perception of the community.

6. How will the school structure interventions?

   Students will be placed in a cohort and performance using various assessment tools will be utilized to track and monitor student progress. Power School will be used to house specific forms of assessment data and all information regarding interventions provided and student performance will be recorded and accessible to staff. Evaluation regarding programs will be administered along with pre and post assessments

- Enrichment: Students identified as needing additional support were placed in small groups within the class for reading and math in grades 3-8
- Enrichment in math and reading is provided through small group in class support for grades K-8.
- Whole group class instruction provided in general education inclusion setting for K-8.
- Small group guided reading support in the general education inclusion setting for K-8.
- Wilson Reading Program is provided as a small group intervention pull-out for grades 3-6.
- Leveled Literacy Intervention (LLI), small group pull-out for grades 3-5.
- Special Education reading is provided through small group push- in support for K-8.
- Number Worlds math intervention is provided as a small group push-in for grades 1-5. Kindergarten teachers can also utilize Number Worlds to differentiate instruction for individuals or small groups using Pre-K or Kindergarten kits.
- Both push-in and pull-out small group ESL services are provided daily K-8. Kindergarten receives whole class push-in ESL class as well as small group pull-out. ESL students in K-4 also receive High Intensity ESL giving students two periods of ESL support daily. We are in the process of training all general education teachers in Sheltered English Instruction (15 hours) so that all students will be supported in the classroom as well.
- Additional scheduled time for math and ELA instruction is provided for whole class instructional periods K-8.

7. How frequently will students receive instructional interventions?

- Daily LAL and Math blocks provide 90 minutes math and reading instruction and 45 minutes of writing schoolwide
- MLVR Afterschool Program provides homework and ESL support daily

- KUMON twice weekly from September through June
- 2-3 times a week, 40 minute Wilson for grades 3-6 (expanded from last year)
- Daily 40 minute LLI for grades 3 and 4 which rotates each semester
- All students enrolled in the ESL program receive daily ESL instruction push-in and pull-out support. Students in Kindergarten receive whole class ESL instruction and small group pull-out ESL. Students in grades 1-4 receive between 2-3 periods of High Intensity ESL weekly
- Daily Number Worlds for 4th and 5th grade and 2nd grade pull-out
- Daily in class Enrichment support for 1st -8th grade in LAL and Math
- Teachers also provide personal after school tutoring at least twice weekly

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

Equipment	Websites
• Smart Responders • Nooks • Net books • Alpha Smart • Laptops • Smart Board • Television Communication System • Smart Slates • PC and Mac Lab • Aquos Interactive Whiteboard • Elmos • Rovers • One to One Tablets for Students in grades 6-8.	• Measuringuplive.com, 5-8 math • Tenmarks.com, K-8 math • Sumdog.com, K-8 Math • Parent Portal- Powerschool, K-8 schoolwide • Everydaymathonline.com, K-5 Math • Glencoe.com, 6-8 Math • TCI web based text book access, S.S. 5-8 • Echalk, K-* schoolwide • MAP assessments • Brain Pop K-8 • Brain Pop Jr. • Brain Pop ESL • Education City • I-XL • Learning.com (K-8 tech curriculum) • Newsela • Encyclopedia Britannica • I-observation

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
Pre and post assessments of each intervention program, program evaluations, student's performance NJ ASK, Terra Nova, Benchmark Assessments, report cards, and progress reports.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?
    Results will be disseminated through our website, during academic team meetings, faculty meetings, PLCs/grade level meetings and written communication.

Provide a separate response for each question.

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	• Parental Involvement Contract and Communication • Parent Involvement Survey & Volunteer Sign-Up • Parent Workshops • Annual Title I Informational Meeting • Parent/Teacher Conferences • Perception Surveys • Math Game Night • Literacy Night • Back to School Night	dministration, Teachers and Support Staff	Meeting Agendas, Sign-In Sheets, Minutes, Feedback/Evaluation Sheets	Canter, Lee, (1991) *Parents On Your Side: A Comprehensive Parent Involvement Program For Teachers.* Santa Monica, Ca., Lee Canter & Associates Comer, J.P. (2004). *Leave No Child Behind: Preparing Today's Youth for Tomorrow's World*. Connecticut: Yale University Press. (Excerpted in Yale Medicine (Spring 2005): 24-29 and *Yale Alumni Magazine* (September/October 2004): 20-23.) Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press. Epstein, J. L., Salinas, K. C., & Van Voorhis, F. L. (2001). *Teachers Involve Parents in Schoolwork (TIPS) manuals and prototype activities for the elementary and middle grades.*

					Baltimore: Center on School, Family, and Community Partnerships, Johns Hopkins University. Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, family, and community partnerships: Your handbook for action* (2nd ed.). Thousand Oaks, CA: Corwin. National School Boards Association (1988) *First Teachers: Parental Involvement in the Public Schools.* Alexandria: VA, Rich, D. (1988) Parent Involvement in Education, the Schooling Practices That Mater Most Kathleen Cotton and Karen Reed Wikelund May 1989 http://www.nwrel.org/scpd/sirs/3/cu6.html
Math	Students with Disabilities	• Parental Involvement Contract and Communication • Parent Involvement Survey & Volunteer Sign-Up • Parent Workshops • Annual Title I Informational Meeting • Parent/Teacher Conferences	dministration, Teachers and Support Staff	Meeting Agendas, Sign-In Sheets, Minutes, Feedback/Evaluation Sheets	Canter, Lee, (1991) *Parents On Your Side: A Comprehensive Parent Involvement Program For Teachers.* Santa Monica, Ca., Lee Canter & Associates Comer, J.P. (2004). *Leave No Child Behind: Preparing Today's Youth for Tomorrow's World*. Connecticut: Yale University Press. (Excerpted in Yale Medicine (Spring 2005): 24-29 and *Yale Alumni Magazine*

		• Perception Surveys • Math Game Night • Back to School Night			(September/October 2004): 20-23.) Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press. Epstein, J. L., Salinas, K. C., & Van Voorhis, F. L. (2001). *Teachers Involve Parents in Schoolwork (TIPS) manuals and prototype activities for the elementary and middle grades*. Baltimore: Center on School, Family, and Community Partnerships, Johns Hopkins University. Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, family, and community partnerships: Your handbook for action* (2nd ed.). Thousand Oaks, CA: Corwin. National School Boards Association (1988) *First Teachers: Parental Involvement in the Public Schools.* Alexandria: VA, Rich, D. (1988) Parent Involvement in Education, the Schooling Practices That Mater Most Kathleen Cotton and Karen Reed Wikelund May 1989 http://www.nwrel.org/scpd/sirs/3/cu6.html

ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	• Parental Involvement Contract and Communication • Parent Involvement Survey & Volunteer Sign-Up • Parent Workshops • Annual Title I Informational Meeting • Parent/Teacher Conferences • Perception Surveys • Math Game Night • Literacy Night • Back to School Night	dministration, Teachers and Support Staff	Meeting Agendas, Sign-In Sheets, Minutes, Feedback/Evaluation Sheets	Canter, Lee, (1991) *Parents On Your Side: A Comprehensive Parent Involvement Program For Teachers.* Santa Monica, Ca., Lee Canter & Associates Comer, J.P. (2004). *Leave No Child Behind: Preparing Today's Youth for Tomorrow's World*. Connecticut: Yale University Press. (Excerpted in Yale Medicine (Spring 2005): 24-29 and *Yale Alumni Magazine* (September/October 2004): 20-23.) Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press. Epstein, J. L., Salinas, K. C., & Van Voorhis, F. L. (2001). *Teachers Involve Parents in Schoolwork (TIPS) manuals and prototype activities for the elementary and middle grades.*

					Baltimore: Center on School, Family, and Community Partnerships, Johns Hopkins University. Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, family, and community partnerships: Your handbook for action* (2nd ed.). Thousand Oaks, CA: Corwin. National School Boards Association (1988) *First Teachers: Parental Involvement in the Public Schools.* Alexandria: VA, Rich, D. (1988) Parent Involvement in Education, the Schooling Practices That Mater Most Kathleen Cotton and Karen Reed Wikelund May 1989 http://www.nwrel.org/scpd/sirs/3/cu6.html
Math	ELLs	• Parental Involvement Contract and Communication • Parent Involvement Survey & Volunteer Sign-Up • Parent Workshops • Annual Title I Informational Meeting • Parent/Teacher Conferences • Perception Surveys	dministration, Teachers and Support Staff	Meeting Agendas, Sign-In Sheets, Minutes, Feedback/Evaluation Sheets	Canter, Lee, (1991) *Parents On Your Side: A Comprehensive Parent Involvement Program For Teachers.* Santa Monica, Ca., Lee Canter & Associates Comer, J.P. (2004). *Leave No Child Behind: Preparing Today's Youth for Tomorrow's World*. Connecticut: Yale University Press. (Excerpted in Yale Medicine (Spring 2005): 24-29 and *Yale Alumni Magazine*

		• Math Game Night • Literacy Night • Back to School Night • Dual Language Communication English and Spanish			(September/October 2004): 20-23.) Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press. Epstein, J. L., Salinas, K. C., & Van Voorhis, F. L. (2001). *Teachers Involve Parents in Schoolwork (TIPS) manuals and prototype activities for the elementary and middle grades*. Baltimore: Center on School, Family, and Community Partnerships, Johns Hopkins University. Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, family, and community partnerships: Your handbook for action* (2nd ed.). Thousand Oaks, CA: Corwin. National School Boards Association (1988) *First Teachers: Parental Involvement in the Public Schools.* Alexandria: VA, Rich, D. (1988) Parent Involvement in Education, the Schooling Practices That Mater Most Kathleen Cotton and Karen Reed Wikelund May 1989 http://www.nwrel.org/scpd/sirs/3/cu6.html

ELA	Economically Disadvantaged	• Parental Involvement Contract and Communication • Parent Involvement Survey & Volunteer Sign-Up • Parent Workshops • Annual Title I Informational Meeting • Parent/Teacher Conferences • Perception Surveys • Math Game Night • Literacy Night • Back to School Night	dministration, Teachers and Support Staff	Meeting Agendas, Sign-In Sheets, Minutes, Feedback/Evaluation Sheets	Canter, Lee, (1991) *Parents On Your Side: A Comprehensive Parent Involvement Program For Teachers.* Santa Monica, Ca., Lee Canter & Associates Comer, J.P. (2004). *Leave No Child Behind: Preparing Today's Youth for Tomorrow's World*. Connecticut: Yale University Press. (Excerpted in Yale Medicine (Spring 2005): 24-29 and *Yale Alumni Magazine* (September/October 2004): 20-23.) Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press. Epstein, J. L., Salinas, K. C., & Van Voorhis, F. L. (2001). *Teachers Involve Parents in Schoolwork (TIPS) manuals and prototype activities for the elementary and middle grades*. Baltimore: Center on School, Family, and Community Partnerships, Johns Hopkins University. Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, family, and community partnerships: Your handbook for action* (2nd ed.).

					Thousand Oaks, CA: Corwin. National School Boards Association (1988) *First Teachers: Parental Involvement in the Public Schools.* Alexandria: VA, Rich, D. (1988) Parent Involvement in Education, the Schooling Practices That Mater Most Kathleen Cotton and Karen Reed Wikelund May 1989 http://www.nwrel.org/scpd/sirs/3/cu6.html
Math	Economically Disadvantaged	• Parental Involvement Contract and Communication • Parent Involvement Survey & Volunteer Sign-Up • Parent Workshops • Annual Title I Informational Meeting • Parent/Teacher Conferences • Perception Surveys • Math Game Night • Literacy Night • Back to School Night	dministration, Teachers and Support Staff	Meeting Agendas, Sign-In Sheets, Minutes, Feedback/Evaluation Sheets	Canter, Lee, (1991) *Parents On Your Side: A Comprehensive Parent Involvement Program For Teachers.* Santa Monica, Ca., Lee Canter & Associates Comer, J.P. (2004). *Leave No Child Behind: Preparing Today's Youth for Tomorrow's World*. Connecticut: Yale University Press. (Excerpted in Yale Medicine (Spring 2005): 24-29 and *Yale Alumni Magazine* (September/October 2004): 20-23.) Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press. Epstein, J. L., Salinas, K. C., & Van Voorhis, F. L. (2001). *Teachers*

					Involve Parents in Schoolwork (TIPS) manuals and prototype activities for the elementary and middle grades. Baltimore: Center on School, Family, and Community Partnerships, Johns Hopkins University. Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, family, and community partnerships: Your handbook for action* (2nd ed.). Thousand Oaks, CA: Corwin. National School Boards Association (1988) *First Teachers: Parental Involvement in the Public Schools.* Alexandria: VA, Rich, D. (1988) Parent Involvement in Education, the Schooling Practices That Mater Most Kathleen Cotton and Karen Reed Wikelund May 1989 http://www.nwrel.org/scpd/sirs/3/cu6.html
ELA	All Students including all sub-groups	Kindergarten Orientation	dministration, Teachers and Support Staff	Meeting Agendas, Sign-In Sheets, Minutes, Feedback/Evaluation Sheets	Collaboration in building partnerships between families and schools: The National Center for Early Development and Learning's Kindergarten Transition Intervention; Early Childhood Research Quarterly Volume 16, Issue 1, Spring 2001, Pages 117-132

					Locasle- Crouch, J. Mashburn, A. Downer, J., & Pianta, R. (2008) *Pre-kindergarten teacher's use of transition practices and children's adjustment to kindergarten.* Early Childhood Research Quarterly, 23, 124-139.
Math	All Students including all sub-groups	Kindergarten Orientation	dministration, Teachers and Support Staff	Meeting Agendas, Sign-In Sheets, Minutes, Feedback/Evaluation Sheets	Collaboration in building partnerships between families and schools: The National Center for Early Development and Learning's Kindergarten Transition Intervention; Early Childhood Research Quarterly Volume 16, Issue 1, Spring 2001, Pages 117-132 Locasle- Crouch, J. Mashburn, A. Downer, J., & Pianta, R. (2008) *Pre-kindergarten teacher's use of transition practices and children's adjustment to kindergarten.* Early Childhood Research Quarterly, 23, 124-139.
ELA and Math	All Students including all sub-groups	• Parental Involvement Contract and Communication • Parent Involvement Survey & Volunteer Sign-Up • Parent Workshops • Annual Title I Informational Meeting • Parent/Teacher Conferences	dministration, Teachers and Support Staff		Comer, J.P. (2004). Leave No Child Behind: *Preparing today's youth for tomorrow's world.* New Haven, CT: Yale University Press. Williams, D.L. & Chavkin, N.F. (1989). *Essential elements of strong parent involvement programs.* Educational Leadership, 47, 18-20 Canter, Lee. (1991). Parents On Your Side. Santa Monica, CA: Canter & Associates

		• Perception Surveys • Math Game Night • Literacy Night			Harris, Alma, & Goodall, Janet. 2007. Engaging Parents in Raising Achievement: Do Parents Know They Matter. Department for Children, Schools and Families, Research Report DCSF-RW004 Peressini, Dominic D. (1998), "What is the Fuss about involving Parents in Mathematic Education?", NCTM Epstein, J. L., Salinas, K. C., & Van Voorhis, F. L. (2001). Teachers Involve Parents in Schoolwork (TIPS) manuals and prototype activities for the elementary and middle grades. Baltimore: Center on School, Family, and Community Partnerships, Johns Hopkins University.

Use an asterisk to denote new programs.

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 parental involvement in 2014-2015 was identified by the staff in the need assessments. The connection between parent involvement and the priority problems identified in the needs assessment is to improve academic achievement and improve the school's culture and climate by gaining parent support and input on programs. We developed a Parental Involvement Committee which the committee has been working diligently to encourage parents to be involved in the school community. We have incorporated more meaningful family nights. We have conducted workshops for the parents in order to inform and instruct them in ways to assist their children with the NJASK.

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

   Parents are represented on the board of trustees and in our Title I schoolwide committee. Feedback from other parents is shared at meetings and modification made if necessary.

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

   Parents received and signed for the school-parent compact during Back to School Night. At this time, we reviewed the school-parent compact with the parents. The compact was also posted on the school website in both English and Spanish.

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

   Parents have the opportunity to provide input or make suggestions through the parent representatives on the board and the Title I committee. It is also posted on our website and all parents have access via email.

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

   During our Back to School night after the compact is reviewed with parents they sign and return an acknowledgment form.

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

   The procedures for informing parents about the school's improvement status is conducted via letters, reiterated at the Back to School Night Meeting, parent/teacher conferences and our school website.

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?

   The procedure for notifying parents that the district has not met their annual measurable objectives is via letter from the Lead Person/Executive Director given to the students and posted on our district website.

8. How will the school inform families and the community of the school's disaggregated assessment results?
   The procedures for informing parents about their child's assessment result are through parent teacher conference which occur three times a year. Parents of students who are experiencing difficulties are scheduled for pre-conferences updates and other one-on-one contact meetings prior to regularly scheduled conferences. Students in grades 3 – 8 receive NJASK student copies which are sent home to parents.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
   An interest meeting was held where family and community members who were interested joining the schoolwide title I team. Information will also be available for review.

10. How will the school inform families about the academic achievement of their child/children?
    Parents are informed regarding academic achievement through progress reports, report cards, teacher conferences and written correspondence.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?
    Parental Involvement funds will be utilized to conduct the following parent workshops: Literacy Night, Math Game Night, Supporting your Child for the NJ ASK, Supporting English Language Development, Back to School Night, etc. For some events refreshments will be provided.

Provide a separate response for each question.

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	54 100%	Selective hiring and ongoing professional development.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	N/A N/A	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	6 100%	All teacher assistants are encouraged to earn a degree in education.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0 0	

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

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
Teachers meet HQT qualifications consistent with Title II-A. The strategies used to attract and retain highly qualified staff include: on-line job postings, job fairs, teacher recommendation, and communication and referrals from viable colleagues. The school is a close knit community where staff is provided with ongoing professional development and support.	Principal Lead Person/Executive Director SBA