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

DISTRICT INFORMATION	SCHOOL INFORMATION
District: TRENTON	School: The Village Charter School
Chief School Administrator: DALE G. CALDWELL	Address: 101 Sullivan Way
Chief School Administrator's E-mail: dgcaldwell@villagecharter.org	Grade Levels: K through 8th Grade
Title I Contact: Dale G. Caldwell	Principal: KEOKE WOOTEN-JOHNSON
Title I Contact E-mail: dgcaldwell@villagecharter.org	Principal's E-mail: kwjohnson@villagecharter.org
Title I Contact Phone Number: 609-695-0110	Principal's Phone Number: 609-695-0110

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

❑X I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school 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.

KEOKE WOOTEN-JOHNSON 06/24/2015

Principal's Name **Principal's Signature** **Date**

Critical Overview Elements

- The School had four stakeholder engagement meetings.
- State/local funds comprised __92___% of the school's budget in 2014-2015.
- State/local funds will comprise $5,188,121 of the school's budget in 2014-2015.
- 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
Salary – Teacher	3A; 3B	Leveled Literacy/Wilson Reading Program	100-100	$64,800
Salaries – Teachers' Aides (3)	3A; 3B	Leveled Literacy	100-100	$97,022
Supplies	3A; 3B	Link-It Navigator	100-600	$19,934
Supplies	3A; 3B	Wilson Reading Program	100-600	$ 8,481
Fringe Benefits	3A; 3B	Leveled Literacy/Wilson Reading Program	200-300	$24,270
Administrative Cost	3A;3B	All of the above	200-300	$11,200
				$225,707

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

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 continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Primary Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Dale G. Caldwell	Administrator	Yes	Yes	Yes	
Keoke Wooten-Johnson	Administrator	Yes	Yes	Yes	
Mary Ellen O'Connor	Teacher	Yes	Yes	Yes	
Tamara Powell	Teacher	Yes	Yes	Yes	
Peggy Herrmann	Board/Parent/Community	Yes	Yes	Yes	
Donna Wellons	Parent/Community	Yes	Yes	Yes	
Kim Thompson	Board/Parent/Community	Yes	Yes	Yes	
Stephen Kitts	Board /Community	Yes	Yes	Yes	
Cindy Sussman	Board/Community	Yes	Yes	Yes	
Kris Schulte	Board/Community	Yes	Yes	Yes	
Theresa Twisdale	School Social Worker	Yes	Yes	Yes	
Lisa Hinton	School Guidance Counselor	Yes	Yes	Yes	
Sheila Glover	Board/Parent/Community	Yes	Yes	Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at different times of the year (e.g., fall and spring). List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment, Schoolwide Plan development, and the program evaluation below.

Date	Location	Topic	Agenda on File		Minutes on File	
July 24, 2014	The Village Charter School	School Improvement	**Yes**		**Yes**	
August 28, 2014	The Village Charter School	School Improvement	**Yes**		**Yes**	
September 25, 2014	The Village Charter School	School Improvement	**Yes**		**Yes**	
October 23, 2014	The Village Charter School	School Improvement	**Yes**		**Yes**	
November 20, 2013	The Village Charter School	School Improvement	**Yes**		**Yes**	
February 26, 2015	The Village Charter School	School Improvement	**Yes**		**Yes**	
March 26, 2015	The Village Charter School	School Improvement	**Yes**		**Yes**	
April 23, 2015	The Village Charter School	School Improvement	**Yes**		**Yes**	
May 28, 2015	The Village Charter School	School Improvement	**Yes**		**Yes**	
June 25, 2015	The Village Charter School	School Improvement	**Yes**		**Yes**	

*Add rows as necessary.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

School's Mission and Vision

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

What is the school's mission statement?	Our mission is to create a child-centered community of active learners where each child can and will succeed in ways that reflect his or her own unique attributes and interests.

What is the school's vision statement?	Our vision is to establish an academic environment centered around maximizing student academic proficiency. We are focused on creating a child and family centered environment that provides opportunities for learning during school and outside the regular school day.

SCHOOLWIDE COMPONENT: EVALUATION

*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 prior to 2014-2015)

1. Did the school implement the program as planned?

   Yes, the program was implemented as planned.

2. What were the strengths of the implementation process?

   The strengths included faculty buy-in, professional development opportunities, PARCC unit test preparation, student proficiency data-collection and analysis as well as the formation of Professional Learning Communities groups and planning around data. There was adequate time available for planning after the review of student proficiency data.

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

   The implementation of new technology (Linkit Navigator student proficiency assessments) was much smoother this year than last year. Technology bandwidth was a barrier in regards to computer start-up and loss of time. There were multiple barriers associated with data collection and coordination. The Staff data days afforded greater review of data. Implementation of the test was a challenge. In addition, staff needs more professional development around data usage.

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

   The added challenge of PARCC made this year difficult. Strength - Teacher commitment, professional development and the data analysis that became systemic in the building. Weakness – Time. Time for weekly planning. Time on task for computer programs used to collect data.

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

   Ultimately, the plan was discussed and presented to team leaders. It was then turn-keyed peer to peer, discussed at the education committee, board meetings, and with the faculty.

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

   The staff were eager to use the data in order to make instructional improvements in their lessons.

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

   The community had questions as to the reliability of the data, and the time outside of the classroom it required.

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

   The methods varied. We utilized both group and one-on-one sessions. The data from LinkIt was also used for individual instruction, as well as, small groups.

9. How did the school structure the interventions?

   The interventions were structured by small tiers. We incorporated the data into our RTI system.

10. How frequently did students receive instructional interventions?

The students are pulled daily for small group instruction.

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

The use of the Linkit Navigator proficiency assessment tool, netbooks, mimio white boards, as well as elmos.

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

Yes, Linkit Navigator helped us identify the academic proficiency needs of our students. In addition, when the student's netbooks were operable they were convenient for teachers and students when the labs were not available. The SuccessMaker program, as well as data collected from other web based programs, contributed to the successful remediation of at risk students while providing a challenge for our advanced students.

SCHOOLWIDE COMPONENT: EVALUATION

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.
Grade 4	24	PARCC Test	State Unit Tests and Linkit Navigator assessments were used to guide our remediation. In addition we implemented a Balanced Literacy Program, Differentiation based on data, after school tutoring, increased time in small groups following the RTI model, Study Island tutorial program, Saturday School, Breakfast Homework Club – student support for homework help, Tier III interventions were successfully implemented.	*The Balanced Literacy is now in grades K-8. It encompasses word work, writing, guided reading, and independent reading. *More professional development is still needed for true differentiation of instruction and how to use data effectively in relation to the common core. *The program targeted students who did not score proficient for two years on NJASK. *How to use data effectively in regards to Common Core have resulted in proficiency. *I&RS meetings provided additional support for teachers and students.
Grade 5	25	PARCC Test	State Unit Tests and Linkit Navigator assessments were used to guide our remediation. In addition we implemented a Balanced Literacy Program, Differentiation based on data, after school tutoring, increased time in small groups following the RTI model, Study Island tutorial program, Saturday School, Breakfast Homework Club – student support for homework help, Tier III interventions were successfully implemented.	*The Balanced Literacy is now in grades K-8. It encompasses word work, writing, guided reading, and independent reading. *More professional development is still needed for true differentiation of instruction and how to use data effectively in relation to the common core. *The program targeted students who did not score proficient for two years on NJASK. *How to use data effectively in regards to Common Core have resulted in proficiency. *I&RS meetings provided additional support for teachers and students.
Grade 6	26	PARCC Test	State Unit Tests and Linkit Navigator assessments were used to guide our remediation. In addition we implemented a Balanced Literacy Program, Differentiation	*The Balanced Literacy is now in grades K-8. It encompasses word work, writing, guided reading, and independent reading. *More professional development is still needed for true differentiation of instruction and how

			based on data, after school tutoring, increased time in small groups following the RTI model, Study Island tutorial program, Saturday School, Breakfast Homework Club – student support for homework help, Tier III interventions were successfully implemented.	to use data effectively in relation to the common core. *The program targeted students who did not score proficient for two years on NJASK. *How to use data effectively in regards to Common Core have resulted in proficiency. *I&RS meetings provided additional support for teachers and students.
Grade 7	17	PARCC Test	State Unit Tests and Linkit Navigator assessments were used to guide our remediation. In addition we implemented a Balanced Literacy Program, Differentiation based on data, after school tutoring, increased time in small groups following the RTI model, Study Island tutorial program, Saturday School, Breakfast Homework Club – student support for homework help, Tier III interventions were successfully implemented.	*The Balanced Literacy is now in grades K-8. It encompasses word work, writing, guided reading, and independent reading. *More professional development is still needed for true differentiation of instruction and how to use data effectively in relation to the common core. *The program targeted students who did not score proficient for two years on NJASK. *How to use data effectively in regards to Common Core have resulted in proficiency. *I&RS meetings provided additional support for teachers and students.
Grade 8	14	PARCC Test	State Unit Tests and Linkit Navigator assessments were used to guide our remediation. In addition we implemented a Balanced Literacy Program, Differentiation based on data, after school tutoring, increased time in small groups following the RTI model, Study Island tutorial program, Saturday School, Breakfast Homework Club – student support for homework help, Tier III interventions were successfully implemented.	*The Balanced Literacy is now in grades K-8. It encompasses word work, writing, guided reading, and independent reading. *More professional development is still needed for true differentiation of instruction and how to use data effectively in relation to the common core. *The program targeted students who did not score proficient for two years on NJASK. *How to use data effectively in regards to Common Core have resulted in proficiency. *I&RS meetings provided additional support for teachers and students.

SCHOOLWIDE COMPONENT: EVALUATION

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4	10	PARCC Test	State Unit Tests and Linkit Navigator assessments were used to guide our remediation. In addition we Implemented a Balanced Literacy Program, Differentiation based on data, after school tutoring, increased time in small groups following the RTI model, Study Island tutorial program, Saturday School, Breakfast Homework Club – student support for homework help, Tier III interventions were successfully implemented.	*More professional development is still needed for true differentiation of instruction and how to use data effectively in relation to the common core. *The program targeted students who did not score proficient for two years on NJASK. *How to use data effectively in regards to Common Core have resulted in proficiency. *I&RS meetings provided additional support for teachers and students.
Grade 5	18	PARCC Test	State Unit Tests and Linkit Navigator assessments were used to guide our remediation. In addition we Implemented a Balanced Literacy Program, Differentiation based on data, after school tutoring, increased time in small groups following the RTI model, Study Island tutorial program, Saturday School, Breakfast Homework Club – student support for homework help, Tier III interventions were successfully implemented.	*More professional development is still needed for true differentiation of instruction and how to use data effectively in relation to the common core. *The program targeted students who did not score proficient for two years on NJASK. *How to use data effectively in regards to Common Core have resulted in proficiency. *I&RS meetings provided additional support for teachers and students.
Grade 6	14	PARCC Test	State Unit Tests and Linkit Navigator assessments were used to guide our remediation. In addition we Implemented a Balanced Literacy Program, Differentiation based on data, after school tutoring, increased time in small groups following the RTI model, Study Island tutorial program, Saturday School, Breakfast Homework Club – student support for homework help, Tier III interventions were successfully implemented.	*More professional development is still needed for true differentiation of instruction and how to use data effectively in relation to the common core. *The program targeted students who did not score proficient for two years on NJASK. *How to use data effectively in regards to Common Core have resulted in proficiency. *I&RS meetings provided additional support for teachers and students.
Grade 7	23	PARCC Test	State Unit Tests and Linkit Navigator assessments were used to guide our remediation. In addition we Implemented a	*More professional development is still needed for true differentiation of instruction and how to use data effectively in relation to the common core.

			Balanced Literacy Program, Differentiation based on data, after school tutoring, increased time in small groups following the RTI model, Study Island tutorial program, Saturday School, Breakfast Homework Club – student support for homework help, Tier III interventions were successfully implemented.	*The program targeted students who did not score proficient for two years on NJASK. *How to use data effectively in regards to Common Core have resulted in proficiency. *I&RS meetings provided additional support for teachers and students.
Grade 8	18	PARCC Test	State Unit Tests and Linkit Navigator assessments were used to guide our remediation. In addition we Implemented a Balanced Literacy Program, Differentiation based on data, after school tutoring, increased time in small groups following the RTI model, Study Island tutorial program, Saturday School, Breakfast Homework Club – student support for homework help, Tier III interventions were successfully implemented.	*More professional development is still needed for true differentiation of instruction and how to use data effectively in relation to the common core. *The program targeted students who did not score proficient for two years on NJASK. *How to use data effectively in regards to Common Core have resulted in proficiency. *I&RS meetings provided additional support for teachers and students.

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.
Pre-Kindergarten	NA	NA	NA	NA
Kindergarten	12		Reading Recovery – Grade 1 Targeted remediation – Leveled Literacy Reading Program, small group instruction, Teacher Aides for overall Balanced Literacy Program, Study Island Tutorial Program, Differentiate Instruction	Intervention resulted in increased proficiency in regards to the ELA Program.

			and I&RS Committee for students and faculty resources.	
Grade 1	9		Reading Recovery – Grade 1 Targeted remediation – Leveled Literacy Reading Program, small group instruction, SuccessMaker Tutorial Program, Differentiate Instruction and I&RS Committee for students and faculty resources.	Intervention resulted in increased proficiency in regards to the ELA Program.
Grade 2	11		Reading Recovery – Grade 1 Targeted remediation – Leveled Literacy Reading Program, small group instruction, Teacher Aides for overall Balanced Literacy Program, SuccessMaker Tutorial Program, Differentiate Instruction and I&RS Committee for students and faculty resources.	Intervention resulted in increased proficiency in regards to the ELA Program.

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions provided ***did*** or ***did not*** result in proficiency.
Pre-Kindergarten	NA	NA	NA	NA
Kindergarten	8		SuccessMaker Tutorial Program, Differentiated Instruction and I&RS Committee for students and faculty resources.	Intervention resulted in increased proficiency in regards to the Math Program.
Grade 1	7		SuccessMaker Tutorial Program, Differentiated Instruction and I&RS Committee for students and faculty resources.	Intervention resulted in increased proficiency in regards to the Math Program.
Grade 2	7		SuccessMaker Tutorial Program, Differentiated Instruction and I&RS Committee for students and faculty resources.	Intervention resulted in increased proficiency in regards to the Math Program.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement **Implemented in 2013-2014**

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Linkit Navigator, SuccessMaker, Columbia Teacher's College Reading and Writing Program, R.T.I. Tiered Interventions, and Teacher Assessment Binders, Leveled Literacy Curriculum Revision	ELA	YES	Linkit Navigator Assessments, Success Maker Data Weekly Reports Student Writer's Workshop Journals and Portfolios Lesson Plans (with small groups outlined) Formative and Unit Test Common and Summative Assessments and Re-Test Forms	Success Maker reports show common strands of weakness and strength that help teachers individualize instruction in the classroom. Students are using strategies learned in Writer's Workshop and increasing their stamina for writing daily. Small group instruction takes place daily and allows for true differentiation and modification of instruction. Addressing areas of individual student weakness by re-teaching and with re-assessments has resulted in increased test scores on common assessments.
Linkit Navigator, Success Maker, R.T.I. Tiered Interventions, and Teacher Assessment Binders	Mathematics	YES	Linkit Navigator Assessments, Success Maker Data Weekly Reports Lesson Plans (with small groups outlined) Common and Summative Assessments and Re-Test Forms	Success Maker reports show common strands of weakness and strength that help teachers individualize instruction in the classroom. Small group instruction takes place daily and allows for true differentiation and modification of instruction. Addressing areas of individual student weakness by re-teaching and with re-assessments has resulted in increased test scores on common assessments.
Linkit Navigator, Success Maker, Columbia Teacher's College Reading and Writing Program, R.T.I. Tiered Interventions, I&RS Committee, and	Students with Disabilities	YES	Linkit Navigator Assessments, Success Maker Data Weekly Reports Student Writer's Workshop Journals and Portfolios Lesson Plans (with modifications listed and small	Success Maker reports show common strands of weakness and strength that help teachers individualize instruction in the classroom. Small group instruction takes place daily and allows for true differentiation and modification of instruction. Addressing areas of individual student weakness by re-teaching and with reassessments has resulted in increased test scores on

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
Teacher Assessment Binders, Leveled Literacy			groups outlined) Assessments and Re-Test Forms	common assessments. Increased test scores on the various assessments using modifications as prescribed by the IEP.
	Homeless/Migrant	N/A		
	ELLs	N/A		

Extended Day/Year Interventions **Implemented in 2013-2014 to Address Academic Deficiencies**

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Extended School Day Saturday School (gr. 3-8)	ELA	YES	Terra Nova Scores State Unit Tests Linkit Navigator Assessments Report Card – Quarter Grades	Grades K-2 Terra Nova grades improved and serve to create small groups, placement, and curricular changes. Village Charter School's NJASK sores were very good in Math (grades 4-8 having 50% or more proficient). We were relevantly consistent with the previous year's scores in grades 3-5 in ELA which led to making AYP. Village Charter School had great growth in grade eight ELA, with over 60% proficient.
Extended School Day Saturday School (gr. 3-8)	Mathematics	YES	Terra Nova Scores State Unit Tests Linkit Navigator Assessments Report Card – Quarter Grades	Grades K-2 Terra Nova grades improved and serve to create small groups, placement, and curricular changes. Village Charter School's NJASK sores were very good in Math (grades 4-8 having 50% or more proficient). We were relevantly consistent with the previous year's scores in grades 3-5 in ELA which led to making AYP. Village Charter School had with great growth in grade eight ELA, with over 60% proficient.
	Students with Disabilities			

SCHOOLWIDE COMPONENT: EVALUATION

	2	3	4	5
N/A	Homeless/Migrant			
N/A	ELLs			

Evaluation of 2013-2014 Interventions and Strategies

Professional Development **Implemented in 2013-2014**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Analyzing Data	ELA	YES	Linkit Navigator, DRA- results, Study Island Reports, Benchmark Assessments	All Teachers attended these workshops and reported positive feedback at team meetings. These sessions changed professional practice and was monitored during walk-throughs and observations.
Common Core Lesson Planning	ELA	YES	Linkit Navigator, DRA- results, Study Island Reports, Benchmark Assessments	All Teachers attended these workshops and reported positive feedback at team meetings. These sessions changed professional practice and was monitored during walk-throughs and observations.
Leveled Literacy Training	ELA	YES	Linkit Navigator, DRA- results, Study Island Reports, Benchmark Assessments	All Teachers attended these workshops and reported positive feedback at team meetings. These sessions changed professional practice and was monitored during walk-throughs and observations.
Pearson Reading Street Aligning to the CCSS	ELA	YES	Linkit Navigator, DRA- results, Study Island Reports, Benchmark Assessments	All Teachers attended these workshops and reported positive feedback at team meetings. These sessions changed professional practice and was monitored during walk-throughs and observations.
Pearson, Reader's Journey/Collections Aligning to the CCSS	ELA	YES	Linkit Navigator, DRA- results, Study Island Reports, Benchmark Assessments	All Teachers attended these workshops and reported positive feedback at team meetings. These sessions changed professional practice and was monitored during walk-throughs and observations.
ELA and the Common Core	ELA	YES	Linkit Navigator, DRA- results, Study Island Reports, Benchmark Assessments	All Teachers attended these workshops and reported positive feedback at team meetings. These sessions changed professional practice and was monitored during walk-throughs and observations.
Grasping Grammar	ELA	YES	Linkit Navigator, DRA- results, Study Island Reports, Benchmark Assessments	All Teachers attended these workshops and reported positive feedback at team meetings. These sessions changed professional practice and was monitored during walk-throughs and observations.

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
CRWP	ELA	YES	Linkit Navigator, DRA- results, Study Island Reports, Benchmark Assessments	All Teachers attended these workshops and reported positive feedback at team meetings. These sessions changed professional practice and was monitored during walk-throughs and observations.

Common Core Lesson Planning	Mathematics	YES	Linkit Navigator, Study Island Reports, Benchmark Assessments	All Teachers attended these workshops and reported positive feedback at team meetings. These sessions changed professional practice and was monitored during walk-throughs and observations.
Aligning Math to the CCSS	Mathematics	YES	Linkit Navigator, Study Island Reports, Benchmark Assessments	All Teachers attended these workshops and reported positive feedback at team meetings. These sessions changed professional practice and was monitored during walk-throughs and observations.
Math and the Common Core	Mathematics	YES	Linkit Navigator, Study Island Reports, Benchmark Assessments	All Teachers attended these workshops and reported positive feedback at team meetings. These sessions changed professional practice and was monitored during walk-throughs and observations.
Eight Mathematical Practices	Mathematics	YES	Linkit Navigator, Study Island Reports, Benchmark Assessments	All Teachers attended these workshops and reported positive feedback at team meetings. These sessions changed professional practice and was monitored during walk-throughs and observations.
Analyzing Data	Mathematics	YES	Linkit Navigator, Study Island Reports, Benchmark Assessments	All Teachers attended these workshops and reported positive feedback at team meetings. These sessions changed professional practice and was monitored during walk-throughs and observations.
	Students with Disabilities	N/A		
	Homeless/Migrant	N/A		
	ELLs	N/A		

SCHOOLWIDE COMPONENT: EVALUATION

Family and Community Engagement **Implemented in 2013-2014**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Parent Participation Opening Fun Night	ELA	YES	Sign -In Sheets Surveys	Exposed families to different types of music, interaction with other families, etc...
Parent Participation Orientation and Social	Mathematics	YES	Sign-in Sheets	Increased parent participation - 70 families attended
Community Forums		YES	Sign -In Sheets Surveys	18 families attended
Financial Literacy and College Planning (Credit Union, PNC Bank, Insurance)	Mathematics	YES	Sign -In Sheets Surveys	11 families attended
Math, Reading, Writing Literacy Night	Mathematics/ ELA	YES	Sign -In Sheets Surveys	Increased parent participation - 29 families atteneded
Family Night (Pajama Jam Movie Night) /CAP		NO	Sign -In Sheets Surveys	8 families that attended disinterested in subject matter
Healthy and Fit New Year with Parent Participation	Mathematics	YES	Sign -In Sheets Surveys	13 families attended
15 Min. Child Break	Mathematics/ ELA	YES	Sign -In Sheets Surveys	11 families. Parents thought workshop was very relevant and understandable.
PARCC and Terra Nova Test Preparation	Mathematics/ ELA	YES	Sign -In Sheets Surveys	10 families attended. Last year's results were discussed.
Family Fun Sports/Fun Night	Mathematics	YES	Sign -In Sheets Surveys	18 families attended
Science Fair	Mathematics/ Science	YES	Sign -In Sheets Surveys	10 families
Spring Festival /Parent Academy Awards Night	Mathematics/ ELA	YES	RSVP responses	11 families attended
	ELA	N/A		

SCHOOLWIDE COMPONENT: EVALUATION

Head of School's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

X☐ 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.

DALE G. CALDWELL		06/24/2015
Head of School's Name	**Head of School's Signature**	**Date**

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

X☐ 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.

KEOKE WOOTEN-JOHNSON		06/24/2015
Principal's Name	**Principal's Signature**	**Date**

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . 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 . . ."

2015-2016 Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2013-2014 Interventions and Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	State Unit Tests, Linkit Navigator, Spring and Winter Curricular Assessments, Terra Nova scores, PARCC scores, Reading Street and Reader's Journey Benchmark Tests, Linkit Data Reports, and R.T.I. Tiered Interventions Binders.	State Unit Tests, Linkit Navigator, Terra Nova andPARCC test results allow us to determine where instruction is either effective or ineffective. The weakest and strongest strands are analyzed by cohort and lesson plans are adjusted accordingly. Standardized test results also direct the professional development needs for teachers and paraprofessionals for the upcoming year. DRAs, Benchmark test, Success Maker data reports, Winter and Spring assessments help evaluate and track how the CCSS are being mastered per student and grade group. R.T.I Binders track flexible grouping for small group and one on one instruction.
Academic Achievement - Writing	State Unit Tests, Linkit Navigator, Terra Nova scores, PARCC scores, Columbia Writing Journals-Portfolios, Linkit assessments, and R.T.I. Tiered Interventions Binders.	State Unit Tests, Linkit Navigator, PARCC test results allow us to determine where instruction is either effective or ineffective. Student Writing Journals, Rubrics, and Portfolio Evaluation measure writing before and after formal instruction. These assessments guide small group instruction and allow for re-teaching of skills. R.T.I Binders track flexible grouping for small group and one on one instruction.
Academic Achievement - Mathematics	State Unit Tests, Linkit Navigator, Terra Nova scores, New Jersey Ask scores, Reading Street and Reader's Journey Benchmark Tests, Linkit Data Reports, and R.T.I. Tiered Interventions	State Unit Tests, Linkit Navigator, PARCC test results allow us to determine where instruction is either effective or ineffective. The weakest and strongest strands are analyzed by cohort and lesson plans are adjusted accordingly. Standardized test results also direct the professional development needs for teachers and paraprofessionals for the upcoming year. Benchmark test, Linkit data reports, Winter and Spring assessments

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Binders.	help evaluate and track how the CCSS are being mastered per student and grade group. R.T.I Binders track flexible grouping for small group and one on one instruction.
Family and Community Engagement	Sign-in Sheets, Back to School Night Parent Conference Rosters, Power School Parent Portal Activity, Weekly e-blast newsletters	State Unit Tests, Linkit Navigator, PARCC test results allow us to determine where instruction is either effective or ineffective. The weakest and strongest strands are analyzed by cohort and parent workshops and community activities are highlighted to support the academic programs.
Professional Development	Walk Through, Observations, Individual PDPs, Faculty Meeting Attendance, PD Surveys, and Columbia Teacher's College Reading and Writing Project, Grade Meeting Feedback, PLCs	Professional Development is offered on all current school initiatives; Reading Strategies, Best Practices, Standardized Testing Strategies, Differentiation of Instruction, and Common Core Alignment in ELA and Math. Grade/Team Meetings-across grade levels serve to analysis data and for sharing of researched based strategies. The instructional coaching and peer-observation model provide on-going, in-house PD that is sustainable.
Homeless	N/A	N/A
Students with Disabilities	State Unit Tests, Linkit Navigator, NJ ASK data, Monthly Sp. Education Instructional Reports – Modifications and Assessments I and RS Documentation Lesson Plans	State Unit Tests, Linkit Navigator, PARCC data, Monthly Sp. Education Instructional Reports –Modifications and Assessments I &RS Documentation Lesson Plans
English Language Learners	N/A	N/A
Economically Disadvantaged	Standardized Test Results Lunch Applications Attendance Data- Assemblies Student of the Month	83% of the school receives free or reduced lunch. However, all students at VCS are encouraged to participate in every social, academic and educational opportunity at the school.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Nominations	
School Climate and Culture	Staff Attendance Student Attendance Discipline Referrals School Culture Surveys Signed Parent Compacts	Based on collected samples, VCS implemented a mandatory "Morning Meeting" character education program, STAR recognition morning announcement s, "Everyday Present, Everyday On Time" monthly recognition assembly, "Student of the Month" lunch surprise, weekly girl's and boy's discussion groups with the school counselor, and a monthly grade group incentive program. Based on feedback from staff, the administration participates in celebrating teacher leadership and professional growth with Teacher and staff awards. Also added was an Honor Society for the elementary and middle school.
Leadership	Observation reports Staff meetings	The school leadership team has shown tremendous growth in the areas of assessing and implementing effective instructional practices, assessing professional growth needs, and sustaining a school climate conducive to learning. Data collection and analysis is still a major focus.
School-Based Youth Services	N/A	N/A

2014-2015 Needs Assessment Process
Narrative

1. What process did the school use to conduct its needs assessment?

   The need assessment from the previous year is discussed in conjunction with the data from individual grade levels and cluster groups using State Unit Tests, Linkit Navigator, Success Maker, the standardized test results. It is analyzed by the school's leadership team, then at team meetings, and finally presented to the Education Committee for questions and discussion. The needs assessment is then determined by the greatest need collectively, after analyzing additional resources such as; analysis of allotted instructional time, student attendance, and discipline referrals.

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

   The data from State Unit Tests, Linkit Navigator, and the standardized test is disaggregated on a student-by-student and cohort basis. In the beginning of the school year receiving teachers are given data for students entering their classes. The teachers are to look for strand weaknesses and strengths by looking at standardized test scores and report cards. They are instructed to use information for instructional planning. Additionally, student progress is monitored weekly using the tutorial program Success Maker, Unit Test, and school benchmark testing.

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? [1]

   The State Unit Tests, Linkit Navigator internal results are combined with the NJ ASK and Terra Nova scores (which are scored by outside sources) and the student SuccessMaker scores are compared in relation to them, additionally teachers complete analysis of Unit Test.

[1] Definitions taken from Understanding Research Methods" by Mildred Patten
Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

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

Professional development is needed in Language Arts Instruction, Math instruction and Balanced Literacy school wide, particularly in the areas of text complexity and making inferences.

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

The data analysis revealed that the professional development from the previous year was effectively implemented for regular education instruction, but there is room for improvement. There needs to be more focus on special education; modifications, teaching strategies and alignment with curricular assessments in Language Arts and Math. They need to be monitored and reinforced through coaching sessions and school PLC meetings.

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

They are identified in the beginning of the year by Linkit Navigator, Terra Nova scores, New Jersey ASK scores, Success Maker scores, DRAs, benchmark assessments, report cards, teacher recommendation and/or parent observations are used to compile the school Basic Skills list. Additionally, I&RS meetings are also held with the child's new teacher to determine specific interventions to address the needs of each student referred.

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

The I&RS team, teachers, parents, and referred outside agencies provide educational, social and emotional support to students referred. These cases are monitored by the school counselor and grade case leader. Students who are identified as basic skills students are also eligible for tutoring and support during breakfast homework club.

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

Not Applicable

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

The Village Charter School's School Social Worker has worked with homeless families to help them find shelter.

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?

The staff is primarily involved in curriculum revision, and they create baseline, mid-year and end of the year assessments for their students using the state model curriculum as a guiding resource. Grade group meetings, Team Meetings, and I&RS meetings are where data and best instructional practices are discussed. Teachers are also members of the school's SCIP team.

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

Pre-school students participate in the school's kindergarten round-up, where they are assessed, observed, and given a tour of the school. Parents also sit and conference with the leadership team of the school and the Student- Parent- Teacher Compact is reviewed. Middle School students participate in a summer orientation session. Middle School students going to High School are assisted by the school counselor with applications to Choice Programs as well as home district requirements. There is an emphasis in Secondary enrollment to Private Schools per the Education Committee's goals for the school year.

12. How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan?

The data is analyzed and reviewed by the staff, it includes benchmarks, state assessments, and I&RS data. Next, the professional development team is consulted in conjunction with the leadership team. Finally, staff recommendations and data are again analyzed and then presented to the Schoolwide committee with recommendations from the principal and the head of school.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

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

	#1	#2
Name of priority problem	Language Arts Literacy and Reading	Mathematics
Describe the priority problem using at least two data sources	45% of Students in Grades 3 through 8 are Proficient in LAL according to the 2013 NJASK Test. 53% of Students in Grades 3 through 8 are Proficient in LAL according to the 2014 Linkit Navigator Assessment.	58% of Students in Grades 3 through 8 are Proficient in Math according to the 2013 NJASK Test. 67% of Students in Grades 3 through 8 are Proficient in Math according to the 2014 Linkit Navigator Assessment.
Describe the root causes of the problem	Per CAPA REPORT: Curricular articulation regarding the academic and global "whole child" needs of students as they move from grade to grade is not fully addressed in regards to Common Core.	Per CAPA REPORT: Teachers cannot rely solely upon the curriculum to identify modifications needed for the non-average student in regards to Common Core.
Subgroups or populations addressed	All Students	All Students
Related content area missed	Writing	Reading comprehension
Name of scientifically research based intervention to address priority problems	Linkit Navigator, RTI, Flexible small group instruction, Balanced Literacy Program (Writers Workshop, DRAs, Reading Street, and Reader's Journey.)	Linkit Navigator, RTI, Flexible small group instruction, Everyday Math and Connected Math
How does the intervention align with the Common Core State Standards?	All programs are aligned to the CCSS as defined by New Jersey.	All programs are aligned to the CCSS as defined by New Jersey.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process

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

	#3	#4
Name of priority problem	Using data to improve learning	
Describe the priority problem using at least two data sources	Teachers must continue to use all required common assessments to plan and implement instruction. Use the data analysis from student strengths and weakness individually and collectively . Data sources are: unit test from state common core model.	
Describe the root causes of the problem	Data analysis and item analysis is newly implemented to drive instruction. This has hindered student achievement in the past particularly for at-risk students, and the Special Education population.	
Subgroups or populations addressed	All Students	
Related content area missed	ELA and Math	
Name of scientifically research based intervention to address priority problems	State Model Unit Assessments Use of formative and summative common assessments Success Maker data, DRAs Terra Nova / New Jersey Ask Weekly Grade Group Meetings	
How does the intervention align with the Common Core State Standards?	All programs are aligned to the CCS as defined by New Jersey.	

SCHOOLWIDE COMPONENT: Reform Strategies

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

2015-2016 Interventions to Address Student Achievement

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

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
LinkIt Navigator	Language Arts	All	Head of School/Principal	Formative Assessment test data, PARCC, Terra Nova, Linkit Navigator, State Unit Tests	What Works Clearinghouse: Using Student Achievement Data to Support Instructional Decision Making(2009)
LinkIt Navigator	Mathematics	All	Head of School/Principal	Student Portfolios, PARCC, Terra Nova, Linkit Navigator, State Unit Tests	Graves 1983, Calkins 1991, Kozlow & Bellamy 2003/2004
R.T.I. / Differentiated Instruction	ELA/MATH	At-Risk Students	Principal Coaches	Curriculum Benchmark Assessments Assessment Binders, Linkit Navigator, State Unit Tests	R.T I –Clearing House 2009 Response to Intervention An Alignment Guide for Do The Math – Marilyn Burns
Balanced Literacy	ELA	All	Teachers	DRAs, Linkit Navigator, State Unit Tests	Fountas &Pinnell 1999 Comprehension Strategy Instruction Harvey&Goudis 2000 Developmental Reading Assessment Reliability Study- Dr. E. Jane Williams (1999)
Basic Skills Teachers	ELA/MATH	At-Risk Students	Basic Skills Teacher	Student Unit Test, Benchmarks, Standardized test scores, DRAs, Linkit Navigator, State Unit Tests	R.T I –Clearing House 2009 Response to Intervention An Alignment Guide for Do The Math – Marilyn Burns Fountas &Pinnell 1999 Comprehension Strategy Instruction Harvey&Goudis 2000 Developmental Reading

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
					Assessment Reliability Study- Dr. E. Jane Williams (1999)
		Students with Disabilities	Teachers	Performance based on student growth objectives per IEP	RTI Clearing House

*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;					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Saturday School- Tutoring and Junior Achievement Academy	ELA	Grades 3-8	Saturday School Coordinator Head of School	Increased Linkit Navigator and Success Maker scores, and New Jersey Ask scores	Extended Day Programs – Catherine Dodd and Donald Wise 2002
Saturday School- Tutoring and Junior Achievement Academy	Mathematics	Grades 3-8	Saturday School Coordinator Head of School	Increased Linkit Navigator and Success Maker scores, and New Jersey Ask scores	Extended Day Programs – Catherine Dodd and Donald Wise 2002
		Homeless Migrant			
		ELLs			
		Students with Disabilities	Saturday School Coordinator	Increased Linkit Navigator and Success Maker scores, and New Jersey Ask scores	Tingey, B., & Simon, C. (2001). **Success Maker:** Evidence of effectiveness selected evaluation studies. Donnelly, L.

SCHOOLWIDE COMPONENT: Reform Strategies

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;					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
			Head of School		F. (2004). Year two results: Evaluation of the implementation and effectiveness of **Success Maker** during 2002-2003.

*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, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.					
Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Data Driven Decision Making	ELA	All	Consultant Principal Coaches	To increase percentage of students making Proficient category (ELA /Math) on NJ ASK by 10% at each grade level	What Works Clearinghouse: Using Student Achievement Data to Support Instructional Decision Making(2009)
Co-teaching/Inclusionary Practices and Strategies	ELA/MATH	All	Consultant Principal, Social Worker Coaches	To increase percentage of students making Proficient category (ELA/MATH) on NJ ASK by 10% at each grade level	*Marsh, J. A., Sloan-McCombs, J., Lockwood, J. R., Martorell, F., Gershwin, D., Naftel, S., Vi-Nhuan, L., Shea, M., Barney, H., & Crego, A. (2008).* Supporting literacy across the Sunshine State: A study of Florida middle school reading coaches. *Santa Monica, CA: The RAND Corporation.* Assisting Students Struggling with Mathematics: for Elementary and Middle Schools (2009)

SCHOOLWIDE COMPONENT: Reform Strategies

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.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Math Strategies	MATH	All	Coaches	To increase percentage of students making Proficient category (MATH) on NJ ASK by 10% at each grade level	Teaching Mathematics Through Problem Solving: NCTM J. Cai & F. Lester
		Homeless Migrant			
N/A		Students with Disabilities			
		Students with Disabilities			

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

*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 2014-2015 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?

   The review will be conducted primarily by the Head of School, Principal, the VCS Education Committee and the Schoolwide Planning Committee.

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

   Our primary barrier will be our ability to secure the necessary funds to implement all of the programs that we need to maximize student academic proficiency.

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

   We will obtain the necessary buy-in from key stakeholder by enhance the quality and frequency of our communication with the School Board, Parents and Teachers.

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

   We are utilizing Survey Monkey to gauge the perceptions of the staff.

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

   We are using Survey Monkey gauge the perceptions of teachers/community members. In addition, the Head of School is planning to engage the local neighborhood association.

6. How will the school structure interventions?

   The interventions will be designed based on the perceptions of the community, teachers and staff.

7. How frequently will students receive instructional interventions?

   We have made instructional interventions a priority at the school. We therefore ensure that students receive instructional interventions on a daily basis.

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

   We will use proven assessment and remediation programs like Linkit Navigator, Study Island and Net Books to support the schoolwide program.

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

   We will use proven assessment and remediation programs like Linkit Navigator and Study Island 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?

We will disseminate the results of the schoolwide program evaluation in regular meetings, Back to School Night and Parent Nights.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans 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

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
* Science Night	Math/Science	K-8	Teacher	Increased parent participation by 20%. Increased student achievement by 10%.	Examining the Relationship Between Parental Involvement & Student Motivation (Gonzalez-DeHass, Willems &Holbien: Educational Psychology Review)
*Basic Computer Literacy	ELA/Math	K-8	Teacher	Increased parent participation by 20%. Increased student achievement by 10%.	Examining the Relationship Between Parental Involvement & Student Motivation (Gonzalez-DeHass, Willems &Holbien: Educational Psychology Review)
*Healthy Eating	Math	K-8	Food Coordinator	Increased parent participation by 20%. Increased student achievement by 10%.	Increasing Children's Learning Opportunities in the Context of Family and Community Life- Carle J. Dunst and Mary Beth Bruder (1999)
Math, Reading, Writing Literacy Night	ELA/Math	K-8	Teacher	Increased parent participation by 20%. Increased student achievement by 10%.	Increasing Children's Learning Opportunities in the Context of Family and Community Life- Carle J. Dunst and Mary Beth Bruder (1999)
NJASK and Terra Nova Test	ELA/Math	K-8	Teacher	Increased parent participation by 20%.	Examining the Relationship Between Parental Involvement & Student

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Preparation				Increased student achievement by 10%.	Motivation (Gonzalez-DeHass, Willems &Holbien: Educational Psychology Review)
		Students with Disabilities			

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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?

   Parent Involvement is an integral part of a student's success in school. The more involved the parent, the more successful the student. The problems identified in the needs assessment are areas that are communicated to parents, that we are targeting for improvement. Study Island is a tool that parents are encouraged to supervise and work on with their children. They are also encouraged to partner with the school to reinforce expectations by continuously monitoring their child's (data) progress through Power School.

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

   It is distributed at Parent events for suggestions and feedback.

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

   Through the Web site and is included in the parent handbook.

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

   Requesting feedback from all representatives

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

   The student-parent compact is distributed at the beginning of the school year. The signed document is returned to school and filed.

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

   Families will receive reports through the Web site, at parent meetings, and regular e-blasts.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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

   Letters are distributed at Back-to-School Night and are sent to home to notify all families and the community.

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

   Board of Education meetings, through Parent meetings, and information is sent to homes

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

   Parents provide input through Parent Academy, and conferences. They are encouraged to join the committee and work on the plan.

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

    The Individual Student Results are given out at the first parent conference of the year. The results are discussed at that time with the teacher.

11. On what specific strategies will the school use its 2013-2014 parent involvement funds?

    Parent involvement will be used for planning and facilitating Parent monthly activities.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

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 section 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	**37** **100%**	Continue to offer high quality professional development, career growth opportunities, competitive salaries and a data driven approach to instruction.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	**0** **0%**	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	**4** **100%**	Continue to offer competitive salary, additional employment opportunities, and opportunities for professional development.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	**0** **0%**	

* The district must assign these 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

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. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
We plan to attract and retain highly qualified teachers by 1) Ensuring that all teachers receive high quality professional development; 2) Providing opportunities for career growth; 3) Paying competitive salaries; 4) Utilizing a data driven approach to instruction that appeals to the best teachers.	Board of Trustees Head of School Principal