

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2017-2018 TITLE I SCHOOLWIDE PLAN*

Gloucester City School District

Cold Springs School

CSS

COMPREHENSIVE NEEDS ASSESMENT Section 1: Stakeholder Engagement Committee **2016-2017**

Name	Stakeholder Group Representatives Choice from: Administrator Instr Staff Non Instr Staff Community Parent Student (Secondary)	Participated In Comprehensive Needs Assessment	Participated In Plan Development	Participated In Program Evaluation
Joseph Rafferty	Administrator	x	x	x
Elizabeth Curry, Ed.D	Administrator	x	x	x
Amy Francis	Administrator	x	x	x
Janet Kaufmann	Administrator	x		x
Karen Kessler	Administrator	x	x	x
Nancy Fiorini	Administrator	x	x	x
Carol Bangle	Parent/Family			x
Dee Driscoll	Instructional Staff		x	
Michele Spaventa	Instructional Staff	x	x	x

COMPREHENSIVE NEEDS ASSESMENT Section 1: Stakeholder Engagement Meetings **2016-2017**

Information from the Quarterly Meeting needs to be uploaded to show the above committee addressing the issues in this plan including review of data and priority problems.

Uploads	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Upload Meeting Minutes				
Upload Memos/ Invitational Flyers				
Upload Agendas				
Upload Sign In Sheets				

COMPREHENSIVE NEEDS ASSESMENT Section 2: DATA Collection Analysis for **2016-2017**

AREAS	MULTIPLE Measures Analyzed Select for each area below: <ul style="list-style-type: none"> • State Assessment • ACCESS for ELLs Test • Commercial or National Assessment • Teacher Generated Assessment • Academic Student Records • Surveys • Focus Group • Related Staff Records • Program Attendance • Other research-based data source 	Overall Measurable Results and Outcomes (The Maximum limit is 4000)
Academic Achievement - Reading	State Assessments Commercial or National Assessments Academic Student Records	<p>State Assessment 2016 results for ELA Grade 3 ELA, 37% of students were meeting or exceeding expectations Level 4</p> <p>Gates-MacGinitie reading results from 2016-2017 Grade 1: 40% (60 students) scored below grade level Grade 2: 50% (76 students) scored below grade level</p> <p>Lexia Results 75% of the students in grades 1-3 that used the Lexia Core5 program increased their reading level by one or more grade levels as measured by the Gates</p>
Academic Achievement - Writing	Commercial or National Assessments Teacher Generated Assessment	<p>Inspired Instruction data from writing prompts.</p> <p>Journeys online scoring of essays.</p>
Academic Achievement - Mathematics	State Assessments Commercial or National Assessments Teacher Generated Assessment	<p>State Assessment 2016 results for Mathematics Grade 3 Math, 42% of student were meeting or exceeding expectations Level 4</p>
Family & Community Engagement	Surveys Program Attendance	<p>93% of the parents who completed the survey indicated that they feel welcome in the school and that the school promotes parental involvement. Direct mailings,</p>

	<p>Inspired Instruction data from writing prompts.</p> <p>Journeys online scoring of essays.</p>	<p>phone calls, Facebook postings, and tweets are used to promote parent events. The district will continue these efforts to encourage parental involvement in the school and attendance at events.</p>
Professional Development	<p>Related Staff Records</p> <p>Program Attendance</p>	<p>95% of the instructional staff attended all district workshops. There were 5.5 days of training. In addition, two hour inservice programs took place on two other days. Training that took place throughout the year included global compliance on-line tutorials and training in the development of valid and reliable assessments. Professional Development focused on instructional strategies that assist teachers in meeting the NJ Student Learning Standards and closing the achievement gap on state assessments. McREL teacher evaluation training was attended by 100% of the teachers. All teachers completed pre and post self-assessments of their teaching.</p> <p>The Penn Literacy Network offered PLN 16, which focused on understanding and implementing formative assessment. This course was attended by 12 district participants, all of whom benefited from the program according as evidenced by the course evaluations.</p>
Leadership	<p>Related Staff Records</p> <p>Other Researched based data source</p>	<p>94% of the teachers at the Cold Springs School were rated as “Accomplished” or “Distinguished “on the McREL Teacher Evaluation System. On-going training for both teachers and administrators in the McREL Teacher Evaluation System took place and there was increased teacher-administrator dialogue. On-going training for both teachers and administrators focusing upon how to implement, assess, and recognize quality instruction took place.</p> <p>Building and district-wide data committees were established. Benchmark assessments for all content areas were developed (used</p>

		for formulation of SGOs and to inform instruction) took place. Work groups, such as DEAC and PLCs were formed. A district data base that will include data relative to teacher SGOs, benchmarks, etc. was created.
School Climate and Culture	Academic Student Records Survey	85% of parents surveyed agreed that the climate at Cold Springs School allows parents to freely communicate and address concerns. Cold Springs School fosters a school climate and culture that promotes a learning environment, connects learning to the real world, and provides students with the skills needed to be productive and socially responsible citizens.
Student Support Services	Academic Student Records Program Attendance	100% of the students made use of available student service programs which included the guidance office, SBYSP, Child Study team and after school programs
Student with Disabilities	State Assessments Commercial or National Assessments	State Assessment 2016 results for Students with Disabilities Grade 3 ELA, 9% of students were meeting or exceeding expectations Grade 3 Math, 13% of students will attain Level 4 Met Expectations or above
Economically Disadvantaged	State Assessments Commercial or National Assessments	State Assessment 2016 results for Economically Disadvantaged Grade 3 ELA, 28% of students were meeting or exceeding Level 4 Grade 3 Math, 33% of students were meeting or exceeding Level 4 Met Expectations or above

COMPREHENSIVE NEEDS ASSESMENT Section 3 Priority Problems and Interventions **2016-2017**

NAME OF PRIORITY PROBLEM	
1	English Language Arts
2	Mathematics
3	Instructional Strategies
4	Science

DESCRIBE THE PRIORITY PROBLEM using at least two data sources	
1	<p>English Language Arts Some students continue to be challenged in reading comprehension, analyzing text and text dependent questioning as measured by state assessments, benchmarks and reading and writing data cluster analysis.</p>
2	<p>Mathematics Some students exhibit a lack of proficiency in problem solving, number sense and have other gaps in necessary mathematical skills. This has been measured by state assessments, pre and post benchmarks, mid-term and final grades. Mathematical skills need to be maintained during the summer months.</p>
3	<p>Instructional Strategies There is a need for professional development in differentiated instruction, increased student engagement, formative assessments and college and career services (AVID) as evidenced by student data from SGO and state assessments.</p>
4	<p>Science There is a need for increased STEM education and college and career readiness as evidenced by benchmarks and state assessments.</p>

DESCRIBE the root causes OF PRIORITY PROBLEM	
1	<p>English Language Arts Student mobility rate for the district is 35%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps. In addition, 10% of the students are classified as homeless.</p>
2	<p>Mathematics Student mobility rate for the district is 35%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps. In addition, 10% of the students are classified as homeless.</p>
3	<p>Instructional Strategies Student mobility rate for the district is 35%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps. In addition, 10% of the students are classified as homeless.</p>
4	<p>Science</p>

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	Student mobility rate for the district is 35%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps. In addition, 10% of the students are classified as homeless.
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Subgroups or populations addressed	
1	ELA: All populations
2	Mathematics: All populations
3	Instructional Strategies: All populations
4	Science: All populations

Related content area missed (i.e., ELA, Mathematics)	
1	English Language Arts: Study Skills
2	Mathematics : STEM
3	Instructional Strategies: College and College Readiness
4	Science: STEM

Name of scientifically research based intervention to address PRIORITY PROBLEMS	
1	English Language Arts http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf#page=16 Improving Reading Comprehension, A Practice Guide http://www.doe.in.gov/sites/default/files/curriculum/research-based-approach.pdf Journeys http://lexialearning.com/uploads/page-body/MKRES12_Lexia_ResearchBrochure_F
2	Mathematics http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2 Assisting Students Struggling with Mathematics, A Practice Guide http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-6-8.pdf Go Math https://www.mheonline.com/mhmyma
3	Instructional Strategies http://www.mcrel.org/products-and-services/products/product-listing/product-21 Classroom Instruction That Works – Marzano with McREL How the arts help children to create healthy social scripts: Exploring the perceptions of elementary teachers Brouillette, L. (2010) - The researcher collected data i
4	Science http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/teachscience_120408.pdf What Works Clearing House, “Teaching Science as a Language: A Content-First Approach to Teaching Science” http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/science/2009-science-framework.pdf

	Science Framework
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How does the intervention align with the NJSLs?	
1	English Language Arts All strategies are directed toward achievement and improving students understanding of the NJSLs.
2	Mathematics All strategies are directed toward achievement and improving students understanding of the NJSLs.
3	Instructional Strategies All strategies are directed toward achievement and improving students understanding of the NJSLs.
4	Science All strategies are directed toward achievement and improving students understanding of the NJSLs.

CRITICAL OVERVIEW ELEMENTS

<ul style="list-style-type: none"> • The School held <u>4</u> (number) stakeholder engagement meetings • State/local funds to support the school were <u>\$7,954,211</u> which comprised 100% of the school's budget in 2016-2017. • State/local funds to support the school were <u>\$7,841,036</u> which comprised 100% of the school's budget in 2017-2018. • Title I funded programs/interventions/strategies/activities in 2017-2018 include the following: 				
Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item(s)	Approximate Cost
Summer Remediation	1 and 2	ELA and Mathematics	100-100	\$9720
Extended Year/ Extended Day	1 and 2	ELA and Mathematics	100-100	\$44,725
Professional Development	1, 2, 3, and 4	Instructional Strategies	200-300	\$29,733
Go Math and My Math Mathematics Program	2 and 3	Mathematics	100-600	\$8,000
21 st Century Life and Career Skills	1,2,3, and 4	All Strategies	100-100 and 100-600	\$1,000
Science/STE Activities/Skills	3 and 4	STEM Skills	100-600	\$1,500
Journeys Reading Program	1 and 3	ELA	100-600	\$7,500

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Family and Community Engagement	1,2,3 and 4	All Strategies	200-600	\$3.095
IXL	1,2,3 and 4	All Strategies	100-580	\$1,945
Tutors	1,2,3 and 4	All Strategies	100-100	\$260,000

EVALUATION of 2016-2017 Section 1: State Assessments – Partially Proficient

ELA	14-15	15-16	16-17	Interventions Provided	Successful
Grade 3	27	28		Pre and Post testing to identify deficiencies	YES
				Additional reading and writing classroom activities with reading coaches, differentiated instruction and Lexia reading	YES
				Additional two months before testing, students received additional instruction during the extended day program	YES
				Extended day and extended year programs	YES

Math	14-15	15-16	16-17	Interventions Provided	Successful
Grade 3	22	24		Pre and Post testing to identify deficiencies	YES
				Additional activities with math coach and differentiated instruction	YES
				Additional two months before testing, students received additional instruction during the extended day program	YES
				Extended day and extended year programs	YES

EVALUATION Section 2: Alternative Assessments – Not Tested Grades

ELA	14-15	15-16	16-17	Interventions Provided	Successful
PreK			*5%	*5% of all preschool students did not meet the required age in ELA on the Teaching Strategies Gold Continuum	YES
				Pre and Post testing to identify deficiencies	YES
				Additional activities with tutors, push-in assistance	YES
				Extended day and extended year programs	YES
ELA	14-15	15-16	16-17	Interventions Provided	Successful

K	NA	NA	*21%	*21% below grade level on the DIBELS Reading Assessment	YES
				Interventions: Differentiated instruction and Lexia reading	YES
				Additional activities with tutors, push-in assistance during small group reading	YES
				Homework Help, Extended day and extended year programs	YES
ELA	14-15	15-16	16-17	Interventions Provided	Successful
Grade 1			69*	*First years of LinkIt! Benchmark assessments to address areas of need (LinkIt! Level C) 69 students are below grade level on LinkIt! Benchmark C	YES
				Grouping students by skill for small group reading	YES
				Push-in assistance during reading groups	YES
				Differentiated instruction and/or Lexia reading	YES
ELA	14-15	15-16	16-17	Interventions Provided	Successful
Grade 2			109*	*First years of LinkIt! Benchmark assessments to address areas of need (LinkIt! Level C) 109* students are below grade level on LinkIt! Benchmark C	YES
				Grouping students by skill for small group reading	YES
				Push-in assistance during reading groups	YES
				Differentiated instruction and/or Lexia reading	YES

Math	14-15	15-16	16-17	Interventions Provided	Successful
PreK			*8	*8% of all preschool students did not meet the required age in Mathematics on the Teaching Strategies Gold Continuum Pre and post testing to identify deficiencies	YES
				Differentiated instruction and the introduction of math facts	YES
				Push-in Assistance	YES
				Extended day and extended year programs	YES
K	NA	NA	*3	*3 students are below grade level on math benchmarks	YES

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				Pre and Post testing to identify deficiencies	
				Differentiated instruction and introduction of math facts	YES
				Additional activities with tutors, push-in assistance during group math instruction	YES
				Extended day and extended year programs	YES
Grade1			*40	*First years of LinkIt! Benchmark assessments to address areas of need. 40* students are below grade level on LinkIt! / Pre and post testing to identify deficiencies	YES
				Differentiated instruction and introduction of math facts	YES
				Specific IXL skill areas	YES
				Extended day and extended year programs	YES
Grade 2			*40	*First years of LinkIt! Benchmark assessments to address areas of need. 40* students are below grade level on LinkIt! / Pre and post testing to identify deficiencies	YES
				Differentiated instruction and introduction of math facts	YES
				Specific IXL skill areas	YES
				Extended day and extended year programs	YES

EVALUATION of Interventions and Strategies

Section 1: 2016-2017 Interventions to Increase Student Achievement

Content	Group	Intervention	Effective	Documentation of Effectiveness Select for each area below: State Assessment ACCESS for ELLs Test Commercial or National Assessment Teacher Generated Assessment Academic Student Records Surveys Focus Group Relate Staff Records Program Attendance Other research-based data source	Measurable Outcomes (Must be quantifiable)
ELA	Students with Disabilities	Journeys Reading	YES	Teacher Generated Assessment	9% Level 4 Met or Exceeded Expectations/ Students with Disabilities Student Growth Objectives
		Lexia Reading	YES	Teacher Generated Assessment	9% Level 4 Met or Exceeded Expectations/ Students with Disabilities Student Growth Objectives
		Horizons Reading	YES	Teacher Generated Assessment	9% Level 4 Met or Exceeded Expectations/ Students with Disabilities Student Growth Objectives
		Tutoring	YES	Teacher Generated Assessment	9% Level 4 Met or Exceeded Expectations/ Students with Disabilities Student Growth Objectives
Math		My Math	YES	Teacher Generated Assessment	13% Level 4 Met or Exceeded

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	Students with Disabilities				Expectations/Students with Disabilities Student Growth Objectives
		Pearson Math	YES	Teacher Generated Assessment	13% Level 4 Met or Exceeded Expectations/Students with Disabilities Student Growth Objectives
		IXL	YES	Teacher Generated Assessment	13% Level 4 Met or Exceeded Expectations/Students with Disabilities Student Growth Objectives
		Tutoring	YES	Teacher Generated Assessment	13% Level 4 Met or Exceeded Expectations/Students with Disabilities Student Growth Objectives
ELA	Economically Disadvantaged	Journeys Reading	YES	Teacher Generated Assessment	28% Level 4 Met or Exceeded Expectations/ Economically Disadvantaged Student Growth Objectives
		Lexia Reading	YES	Teacher Generated Assessment	28% Level 4 Met or Exceeded Expectations/ Economically Disadvantaged Student Growth Objectives
		Horizons Reading	YES	Teacher Generated Assessment	28% Level 4 Met or Exceeded Expectations/ Economically Disadvantaged Student Growth Objectives
		Tutoring	YES	Teacher Generated Assessment	28% Level 4 Met or Exceeded Expectations/

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					Student Growth Objectives Economically Disadvantaged
Math	Economically Disadvantaged	My Math	YES	Teacher Generated Assessment	33% Level 4 Met or Exceeded Expectations/ Economically Disadvantaged Student Growth Objectives
		Pearson Math	YES	Teacher Generated Assessment	33% Level 4 Met or Exceeded Expectations/ Economically Disadvantaged Student Growth Objectives
		IXL	YES	Teacher Generated Assessment	33% Level 4 Met or Exceeded Expectations/ Economically Disadvantaged Student Growth Objectives
		Tutoring	YES	Teacher Generated Assessment	33% Level 4 Met or Exceeded Expectations/ Economically Disadvantaged Student Growth Objectives

EVALUATION of Interventions and Strategies Section 2: 2016-2017 Extended Day/Year Interventions

Content	Group	Intervention	Effective	Documentation of Effectiveness (see list in the above table)	Measurable Outcomes (Must be quantifiable)
ELA		Ext Year Summer School	YES	Teacher Generated Assessment	9% Level 4 Met or Exceeded Expectations/

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	Students with Disabilities				Students with Disabilities Student Growth Objectives
		Homework Help	YES	Teacher Generated Assessment	9% Level 4 Met or Exceeded Expectations/ Students with Disabilities Student Growth Objectives
		Remediation	YES	Teacher Generated Assessment	9% Level 4 Met or Exceeded Expectations/ Students with Disabilities Student Growth Objectives
		Enrichment	YES	Teacher Generated Assessment	9% Level 4 Met or Exceeded Expectations/ Students with Disabilities Student Growth Objectives
Math	Students with Disabilities	Ext Year Summer School	YES	Teacher Generated Assessment	13% Level 4 Met or Exceeded Expectations/ Students with Disabilities Student Growth Objectives
		Homework Help	YES	Teacher Generated Assessment	13% Level 4 Met or Exceeded Expectations/ Students with Disabilities Student Growth Objectives
		Remediation	YES	Teacher Generated Assessment	13% Level 4 Met or Exceeded Expectations Students with Disabilities Student Growth Objectives

		Enrichment	YES	Commercial or National Test	13% Level 4 Met or Exceeded Expectations Students with Disabilities Student Growth Objectives
ELA	Economically Disadvantaged	Ext Year Summer School	YES	Teacher Generated Assessment	28% Level 4 Met or Exceeded Expectations/ Economically Disadvantaged Student Growth Objectives
		Homework Help	YES	Teacher Generated Assessment	28% Level 4 Met or Exceeded Expectations/ Economically Disadvantaged Student Growth Objectives
		Remediation	YES	Teacher Generated Assessment	28% Level 4 Met or Exceeded Expectations/ Economically Disadvantaged Student Growth Objectives
		Enrichment	YES	Teacher Generated Assessment	28% Level 4 Met or Exceeded Expectations/ Economically Disadvantaged Student Growth Objectives
Math	Economically Disadvantaged	Ext Year Summer School	YES	Teacher Generated Assessment	33% Level 4 Met or Exceeded Expectations/ Econ Disadvantage Student Growth Objectives
		Homework Help	YES	Teacher Generated Assessment	33% Level 4 Met or Exceeded Expectations/ Econ Disadvantage

					Student Growth Objectives
		Remediation	YES	Teacher Generated Assessment	33% Level 4 Met or Exceeded Expectations/ Econ Disadvantage Student Growth Objectives
		Enrichment	YES	Teacher Generated Assessment	33% Level 4 Met or Exceeded Expectations/ Econ Disadvantage Student Growth Objectives

EVALUATION of Interventions and Strategies Section 3: 2016-2017 Prof Development

Content	Group	Intervention	Effective	Documentation of Effectiveness (see list in the above table)	Measurable Outcomes (Must be quantifiable)
ELA	Students with Disabilities	Penn Literacy Network: Reading and writing strategies and mentoring	YES	Teacher Generated Assessment	9% Level 4 Met or Exceeded Expectations/ Students with Disabilities
		Inspired Instruction: NJSL and PARCC	YES	Teacher Generated Assessment	9% Level 4 Met or Exceeded Expectations/ Students with Disabilities
		Professional Learning Communities	YES	Teacher Generated Assessment	9% Level 4 Met or Exceeded Expectations/ Students with Disabilities

		Engaged Instruction: Teacher Mentoring, Instructional Strategies	YES	Teacher Generated Assessment	9% Level 4 Met or Exceeded Expectations/ Students with Disabilities
Math	Students with Disabilities	Penn Literacy Network: Reading and writing strategies and mentoring	YES	Teacher Generated Assessment	13% Level 4 Met or Exceeded Expectations/ Students with Disabilities
		Inspired Instruction: NJSL and PARCC	YES	Teacher Generated Assessment	13% Level 4 Met or Exceeded Expectations/ Students with Disabilities
		Professional Learning Communities	YES	Teacher Generated Assessment	13% Level 4 Met or Exceeded Expectations/ Students with Disabilities
		Engaged Instruction: Teacher Mentoring, Instructional Strategies	Yes	Teacher Generated Assessment	13% Level 4 Met or Exceeded Expectations/ Students with Disabilities
ELA	Econ Disadv	Penn Literacy Network: Reading and writing strategies and mentoring	YES	Teacher Generated Assessment	28% Level 4 Met or Exceeded Expectations/ Economically Disadvantaged Student Growth Objectives
		Inspired Instruction: NJSL and PARCC	YES	Teacher Generated Assessment	28% Level 4 Met or Exceeded Expectations/ Economically Disadvantaged Student Growth Objectives

		Professional Learning Communities	YES	Teacher Generated Assessment	28% Level 4 Met or Exceeded Expectations/ Economically Disadvantaged Student Growth Objectives
		Engaged Instruction: Teacher Mentoring, Instructional Strategies	YES	Teacher Generated Assessment	28% Level 4 Met or Exceeded Expectations/ Economically Disadvantaged Student Growth Objectives
Math	Econ Disadv	Penn Literacy Network: Reading and writing strategies and mentoring	YES	Teacher Generated Assessment	13% Level 4 Met or Exceeded Expectations/ Economically Disadvantaged Student Growth Objectives
		Inspired Instruction: NJSL and PARCC	YES	Teacher Generated Assessment	13% Level 4 Met or Exceeded Expectations/ Economically Disadvantaged Student Growth Objectives
		Professional Learning Communities	YES	Teacher Generated Assessment	13% Level 4 Met or Exceeded Expectations/ Economically Disadvantaged Student Growth Objectives
		Engaged Instruction: Teacher Mentoring, Instructional Strategies	YES	Teacher Generated Assessment	13% Level 4 Met or Exceeded Expectations/ Economically Disadvantaged Student Growth Objectives

EVALUATION of Interventions and Strategies Section 4: 2016-2017 Family and Community Engagement

Content	Group	Intervention	YES	Program Attendance	Measurable Outcomes (Must be quantifiable)
ELA	Students with Disabilities	Back To School Nights	YES	Program Attendance	Increased attendance by 4%
		Parent Teacher Conferences	YES	Program Attendance	Increased attendance by 4%
		Key Communicators	YES	Program Attendance	Increased attendance by 4%
		Workshops	YES	Program Attendance	Increased attendance by 4%
Math	Students with Disabilities	Back-To-School Nights	YES	Program Attendance	Increased attendance by 4%
		Parent Teacher Conferences	YES	Program Attendance	Increased attendance by 4%
		Key Communicators	YES	Program Attendance	Increased attendance by 4%
		Workshops	YES	Program Attendance	Increased attendance by 4%
ELA	Econ Disadv	Back To School Nights	YES	Program Attendance	Increased attendance by 4%
		Parent Teacher Conferences	YES	Program Attendance	Increased attendance by 4%
		Key Communicators	YES	Program Attendance	Increased attendance by 4%
		Workshops	YES	Program Attendance	Increased attendance by 4%
Math	Econ Disadv	Back To School Nights	YES	Program Attendance	Increased attendance by 4%
		Parent Teacher Conferences	YES	Program Attendance	Increased attendance by 4%
		Key Communicators	YES	Program Attendance	Increased attendance by 4%
		Workshops	YES	Program Attendance	Increased attendance by 4%

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Reform Strategies Section 1: 2017-2018 Interventions to Address Student Achievement

Content	Target Pop	Inventions	Person Responsible -Admin -Inst. Staff Non-Inst Staff, - Parent, - Student -Com Member	Indicators of Success (Measurable Eval Outcomes)	Research Supporting Interventions
ELA	Students with Disabilities	Journeys	Admins -Inst. Staff	-Linkit Predictor Form B will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf#page=16 Improving Reading Comprehension, A Practice Guide http://www.doe.in.gov/sites/default/files/curriculum/research-based-approach.pdf Journeys
		Lexia Reading	Admins -Inst. Staff	-Linkit Predictor Form B will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	https://www.evidenceforessa.org/programs/reading/elementary/lexia http://lexialearning.com/uploads/page-body/MKRES12_Lexia_ResearchB_rochure_FINAL.pdf
		Horizon's Reading Program	Admins -Inst. Staff	-Linkit Predictor Form B will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	http://www.readinghorizons.com/documents/research/dip-research-packet2014.pdf

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		Tutoring	Administrators -Inst. Staff	-Linkit Predictor Form B will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf#page=16 Improving Reading Comprehension, A Practice Guide http://www.doe.in.gov/sites/default/files/curriculum/research-based-approach.pdf
Math	Students with Disabilities	My Math Grades K-2	Administrators -Inst. Staff	-Linkit Predictor Form B will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2 Assisting Students Struggling with Mathematics, A Practice Guide http://www.hmhco.com/~/media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-6-8.pdf
		Tutoring	Administrators -Inst. Staff	-Linkit Predictor Form B will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	https://www.mheonline.com/mh/mymath/wp-content/themes/souffle/PDFS/research-base.pdf My Math
		IXL	Administrators	-Linkit Predictor Form B will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	http://eu.ixl.com/membership/school/researchfoundations
		Special math activities to increase proficiency : Math Man introduces the weekly math problem	-Inst. Staff	-Linkit Predictor Form B will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2 Assisting Students Struggling with Mathematics, A Practice Guide http://www.hmhco.com/~/media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-6-8.pdf
ELA	Economically Disadvantaged	Journeys	Administrators -Inst. Staff	-Linkit Predictor Form B will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf#page=16 Improving Reading Comprehension, A Practice Guide

					http://www.doe.in.gov/sites/default/files/curriculum/research-based-approach.pdf Journeys
		Lexia Reading	Administrators -Inst. Staff	-Linkit Predictor Form B will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	http://lexialearning.com/uploads/page-body/MKRES12_Lexia_ResearchB_rochure_FINAL.pdf
		Reading Horizons	Administrators -Inst. Staff	-Linkit Predictor Form B will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	http://www.readinghorizons.com/documents/research/dip-research-packet2014.pdf
		Special math activities to increase proficiency : Math Man introduces the weekly math problem	Administrators -Inst. Staff	-Linkit Predictor Form B will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf#page=16 Improving Reading Comprehension, A Practice Guide http://www.doe.in.gov/sites/default/files/curriculum/research-based-approach.pdf
Math	Economically Disadvantaged	My Math Grades	Administrators -Inst. Staff	-Linkit Predictor Form B will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2 Assisting Students Struggling with Mathematics, A Practice Guide http://www.hmhco.com/~/media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-6-8.pdf
		My Math Grades 4-6	Administrators -Inst. Staff	-Linkit Predictor Form B will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	https://www.mheonline.com/mhmymath/wp-content/themes/souffle/PDFS/research-base.pdf My Math
		IXL	Administrators -Inst. Staff	-Linkit Predictor Form B will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	http://eu.ixl.com/membership/school/researchfoundations

		Tutoring	Admini stors -Inst. Staff	-Linkit Predictor Form B will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2 Assisting Students Struggling with Mathematics, A Practice Guide http://www.hmhco.com/~/media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-6-8.pdf
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Reform Strategies: Section 2: 2017-2018 Extended Day/Year Interventions to Address Student Achievement

Cont ent	Target Pop	Inventions	Person Respons ible -Admin -Inst. Staff -Non-Ins Staff, -Parent, -Stud -Com Mem	<i>-Indicators of Success (Measurable Eval Outcome)</i>	<i>Research Supporting Interventions</i>
ELA	Students with Disabiliti es	Ext. Year Program	-Admin -Inst. Staff	-Increase attendance in program by 4%	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
		Homework Help	-Admin -Inst. Staff	-Increase attendance in program by 4%	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
		Remediation	-Admin -Inst. Staff	-Increase attendance in program by 4%	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 Structuring Out of School Time to Improve Academic Achievement, A Practice Guide

		Enrichment	-Admin -Inst. Staff	-Increase attendance in program by 4%	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
Math	Students with Disabilities	Ext Year Program	-Admin -Inst. Staff	-Increase attendance in program by 4%	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
		Homework Help	-Admin -Inst. Staff	-Increase attendance in program by 4%	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
		Remediation	-Admin -Inst. Staff	-Increase attendance in program by 4%	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
		Enrichment	-Admin -Inst. Staff	-Increase attendance in program by 4%	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
ELA	Economically Disadvantaged	Ext Year Program	Admin -Inst. Staff	-Increase attendance in program by 4%	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
		Homework Help	Admin -Inst. Staff	-Increase attendance in program by 4%	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
		Remediation	Admin	-Increase attendance in program by 4%	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10

			-Inst. Staff		Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
		Enrichment	Admin -Inst. Staff	-Increase attendance in program by 4%	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
Math	Economically Disadvantaged	Ext Year Program	Admin -Inst. Staff	-Increase attendance in program by 4%	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
		Homework Help	Admin -Inst. Staff	-Increase attendance in program by 4%	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
		Remediation	Admin -Inst. Staff	-Increase attendance in program by 4%	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
		Enrichment	Admin -Inst. Staff	-Increase attendance in program by 4%	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 Structuring Out of School Time to Improve Academic Achievement, A Practice Guide

Reform Strategies Section 3: 2017-2018 PD to Address Student Achievement and Priority Problems

Content	Target Pop	Inventions	Person Responsible	DATA	Research Supporting Interventions
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			-Admin -Inst. Staff -Non-InstStaff, -Parent, -Stud -Com Mem		
ELA	Students with Disabilities	Penn Literacy Network: Reading and writing strategies and mentoring	-Admin -Inst. Staff	-Students will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	Using Student Achievement Data to Support Instructional Decision Making, A Practice http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf Improving Adolescent Literacy: Effective Classroom and Intervention Practices, A Practice Guide https://ies.ed.gov/ncee/wwc/PracticeGuide/8
		Inspired Instruction: NJSL and PARCC	-Admin -Inst. Staff	-Students will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	Using Student Achievement Data to Support Instructional Decision Making, A Practice
		Professional Learning Communities (PLCs)	-Admin -Inst. Staff	-Students will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf
		Engaged Instruction: Teacher Mentoring, Instructional Strategies	-Admin -Inst. Staff	-Students will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	Improving Adolescent Literacy: Effective Classroom and Intervention Practices, A Practice Guide
Math	Students with Disabilities	Penn Literacy Network: Reading and writing strategies and mentoring	-Admin -Inst. Staff	-Students will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	https://ies.ed.gov/ncee/wwc/PracticeGuide/8

		Inspired Instruction: NJSLS and PARCC	-Admin -Inst. Staff	-Students will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	Using Student Achievement Data to Support Instructional Decision Making, A Practice
		Professional Learning Communities (PLCs)	-Admin -Inst. Staff	-Students will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf
		Engaged Instruction: Teacher Mentoring, Instructional Strategies	-Admin -Inst. Staff	-Students will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	Improving Adolescent Literacy: Effective Classroom and Intervention Practices, A Practice Guide
ELA	Economically Disadvantaged	Penn Literacy Network: Reading and writing strategies and mentoring	-Admin -Inst. Staff	-Students will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	https://ies.ed.gov/ncee/wwc/PracticeGuide/8
		Inspired Instruction: NJSLS and PARCC	-Admin -Inst. Staff	-Students will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	Using Student Achievement Data to Support Instructional Decision Making, A Practice
		Professional Learning Communities (PLCs)	-Admin -Inst. Staff	-Students will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf
		Engaged Instruction: Teacher Mentoring, Instructional Strategies	-Admin -Inst. Staff	-Students will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	Improving Adolescent Literacy: Effective Classroom and Intervention Practices, A Practice Guide
Math	Economically Disadvantaged	Penn Literacy Network: Reading and writing strategies	-Admin -Inst. Staff	-Students will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	https://ies.ed.gov/ncee/wwc/PracticeGuide/8

	and mentoring			
	Inspired Instruction: NJSLS and PARCC	-Admin -Inst. Staff	-Students will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	Using Student Achievement Data to Support Instructional Decision Making, A Practice
	Professional Learning Communities (PLCs)	-Admin -Inst. Staff	-Students will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf
	Engaged Instruction: Teacher Mentoring, Instructional Strategies	-Admin -Inst. Staff	-Students will show a 4% growth in meeting expectations -SGOs (set by 11/2017)	Improving Adolescent Literacy: Effective Classroom and Intervention Practices, A Practice Guide

Family and Community Engagement 2017

Content	Target Pop	Strategies	Person Resp	Ind Of Success	Research
ELA	Students with Disabilities	Parent Meeting including Back-to-School Night, Workshops, Parent-Teacher Conferences -Key Communicators	Admin Instru Staff Non Instru Staff Parents	4% increase in attendance from previous year	Parental Involvement: Title I, Part A Parental Involvement
Math	Students with Disabilities	Parent Meeting including Back-to-School Night, Workshops, Parent-Teacher Conferences -Key Communicators	Admin Instru Staff Non Instru Staff Parents	4% increase in attendance from previous year	Parental Involvement: Title I, Part A Parental Involvement

ELA	Economically Disadv	Parent Meeting including Back-to-School Night, Workshops, Parent-Teacher Conferences -Key Communicators	Admin Instru Staff Non Instr Staff Parents	4% increase in attendance from previous year	Parental Involvement: Title I, Part A Parental Involvement Parental Involvement: Title I, Part A Parental Involvement
Math	Economically Disadv	Parent Meeting including Back-to-School Night, Workshops, Parent-Teacher Conferences -Key Communicators	Admin Instru Staff Non Instr Staff Parents	4% increase in attendance from previous year	Parental Involvement: Title I, Part A Parental Involvement Parental Involvement: Title I, Part A Parental Involvement

Highly Effective Teachers/Highly Qualified Paraprofessional

Instructional paraprofessionals in a schoolwide program must meet the qualifications required under ESEA 1119

	Number and Percent	Description of Strategy to Retain HQ Staff
Instructional Paraprofessionals who meet the qualifications required by ESEA (education, passing score on ParaPro Test)	41	Professional Development and Support
	100%	

Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, passing score on ParaPro test)*	0	NA
	0	

2017-2018 Schoolwide: Highly Effective Teachers

Although recruiting and retaining effective 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 recruit and retain effective teachers.

Description of strategies to attract effective teachers to high= need schools

Professional development aligned to district goals, curriculum alignment, advanced technology, administrative support for all new teachers, McREL teacher evaluation system, teacher pre and post self-assessments.

Individuals Responsible: Administrators

Professional development aligned to district goals, curriculum alignment, advanced technology, administrative support for all new teachers, McREL teacher evaluation system, teacher pre and post self-assessments.

PRINCIPAL CERTIFICATION

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

Signature on File

Karen Kessler, Principal