

**NEW JERSEY DEPARTMENT OF EDUCATION**

**OFFICE OF TITLE I**



**2017-2018 TITLE I SCHOOLWIDE PLAN\***

**Gloucester City School District**

**Gloucester City High School**

**GCHS**

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	<b>x</b>	<b>x</b>	<b>x</b>
Elizabeth Curry, Ed.D	Administrator	<b>x</b>	<b>x</b>	<b>x</b>
Amy Francis	Administrator	<b>x</b>	<b>x</b>	<b>x</b>
Janet Kaufmann	Administrator	<b>x</b>		<b>x</b>
Sean Gorman	Administrator	<b>x</b>	<b>x</b>	<b>x</b>
Sarah Foley	Administrator	<b>x</b>	<b>x</b>	<b>x</b>
Lynda Spingler	Parents/Family			<b>x</b>
Nancy Forini	Instructional Staff	<b>x</b>	<b>x</b>	<b>x</b>
Michele Spaventa	Instructional Staff	<b>x</b>	<b>x</b>	
Debbie Harris	Instructional Staff		<b>x</b>	<b>x</b>

**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 ASSESSMENT Section 2 DATA Collection Analysis for **2016-2017**

<b>AREAS</b>	<b>MULTIPLE Measures Analyzed</b> Select for each area below: <ul style="list-style-type: none"> <li>• State Assessment</li> <li>• ACCESS for ELLs Test</li> <li>• Commercial or National Assessment</li> <li>• Teacher Generated Assessment</li> <li>• Academic Student Records</li> <li>• Surveys</li> <li>• Focus Group</li> <li>• Related Staff Records</li> <li>• Program Attendance</li> <li>• Other research-based data source</li> </ul>	<b>Overall Measurable Results and Outcomes</b> (The Maximum limit is 4000)
Academic Achievement - Reading	State Assessments Commercial or National Assessments Academic Student Records	<p><b>State Assessment 2016 results for ELA</b> Grade 7 ELA, 54% of the students met or exceeded expectations Grade 8 ELA, 49% of the students met or exceeded expectations Grade 9 ELA, 27% of the students met or exceeded expectations Grade 10 ELA, 27% of the students met or exceeded expectations Grade 11 ELA, 11% of the students met or exceeded expectations</p> <p><b>Linkit Results for ELA</b> Grade 7 ELA, LinkIt Form B (post assessment) 41% of the students met or exceeded expectations Grade 8 ELA, LinkIt Form B (post assessment) 50%</p>
Academic Achievement - Writing	Commercial or National Assessments	Linkit Results Inspired instruction data from writing prompts. Journeys online scoring of essays.
Academic Achievement - Mathematics	State Assessments Commercial or National Assessments Academic Student Records	State Assessment 2016 results for Mathematics Grade 7 Math, 34% of the students met or exceeded expectations Grade 8 Math, 8% of the students met or exceeded expectations

		<p>Algebra I, 40% of the students met or exceeded expectations                      Geometry, 24% of the students met or exceeded expectations                      Algebra II, 9% of the students met or exceeded expectations</p> <p><b>Linkit Results for Math</b>                      Grade 7 Math, LinkIt Form B (post assessment) 52% of the students met or exceeded expectations                      Grade 8 Math, LinkIt Form B (post assessment) 38% of the students met or exceeded expectations                      Grade 8 Algebra I 40%                      Grade 8 Geometry 51%                      Grade 8 Algebra II 30%</p>
<p>Family &amp; Community Engagement</p>	<p>Surveys                      Program Attendance</p>	<p>80% of the parents who completed the survey indicated that they feel welcome in the school and that the school promotes parental involvement. Direct mailings, 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>
<p>Professional Development</p>	<p>Related Staff Records                      Surveys</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 participants, all of whom benefited from the program according as evidenced by the course evaluations.</p>
Leadership	<p>Related Staff Records Other Researched based data source</p>	<p>94% of the teachers at the Gloucester City High 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. Building and district-wide data committees were established. Benchmark assessments for all content areas were developed (used 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.</p>
School Climate and Culture	<p>Academic Student Records Surveys</p>	<p>80% of parents surveyed agreed that Gloucester City High School has a climate which enables addressing concerns and freely speaking at meetings. Gloucester City High 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.</p>
Student Support Services	<p>Academic Student Records Program Attendance</p>	<p>100% of the students made use of available student service programs which included the guidance office, SBYSP, Child Study team and after school programs</p>

<p>Student with Disabilities</p>	<p>State Assessments Commercial or National Assessments</p>	<p>State Assessments Spring 2016 for Students with Disabilities Grade 7 ELA, 5% of the students met or exceeded expectations Grade 8 ELA, 7% of the students met or exceeded expectations Grade 9 ELA, 8% of the students met or exceeded expectations Grade 10 ELA, 4% of the students met or exceeded expectations Grade 11 ELA, 13% of the students met or exceeded expectations  Algebra I, 8% of the students met or exceeded expectations</p>
<p>Economically Disadvantaged</p>	<p>State Assessments Commercial or National Assessments</p>	<p>State Assessments Spring 2016 for Students with Disabilities Grade 7 ELA, 48% of the students met or exceeded expectations Grade 8 ELA, 45% of the students met or exceeded expectations Grade 9 ELA, 20% of the students met or exceeded expectations Grade 10 ELA, 18% of the students met or exceeded expectations Grade 11 ELA, 9% of the students met or exceeded expectations  Grade 7 Math, 30% of the students met or exceeded expectations Grade 8 Math 4% of the students met or exceeded expectations Algebra I, 37% of the students met or exceeded expectations Geometry, 14% of the students met or exceeded expectations Algebra II, 12% of the students met or exceeded expectations</p>

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

<p>NAME OF PRIORITY PROBLEM</p>
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1	English Language Arts
2	Mathematics
3	Instructional Strategies including training for new AP courses
4	Science

DESCRIBE THE PRIORITY PROBLEM using at least two data sources	
1	<p><b>English Language Arts</b> 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. (Last sentence doesn't fit into the space allowed online: These students scored below grade level on reading comprehension and writing skills).</p>
2	<p><b>Mathematics</b> Some students exhibit a lack of proficiency in problem solving, number sense and have other gaps in necessary mathematical skills. This is measured by assessments, benchmarks and student records. Mathematical skills need to be maintained during the summer months.</p>
3	<p><b>Instructional Strategies</b> 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 SGOs.</p>
4	<p><b>Science</b> There is a need for increased STEM education the increased skills needed for career readiness as evidenced by benchmarks and state assessments.</p>

DESCRIBE the root causes OF PRIORITY PROBLEM	
1	<p><b>English Language Arts</b> 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. The chronic absentee rate at the high school is 15%.</p>
2	<p><b>Mathematics</b> 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. The chronic absentee rate at the high school is 15%.</p>
3	<p><b>Instructional Strategies</b> 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. The chronic absentee rate at the high school is 15%.</p>
4	<p><b>Science</b> 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. The chronic absentee rate at the high school is 15%.</p>

Subgroups or populations addressed	
1	<b>ELA:</b> All populations
2	<b>Mathematics:</b> All populations
3	<b>Instructional Strategies:</b> All populations
4	<b>Science:</b> All populations

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

Name of scientifically research based intervention to address PRIORITY PROBLEMS	
1	<p>English Language Arts</p> <p><a href="https://www.gse.upenn.edu/pln/sites/gse.upenn.edu/pln/files/Evidence%20Sup%20Best%20Practices%20-%20Botel.pdf">https://www.gse.upenn.edu/pln/sites/gse.upenn.edu/pln/files/Evidence%20Sup%20Best%20Practices%20-%20Botel.pdf</a></p> <p>Penn Literacy Network for reading, writing and comprehension</p> <p><a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf</a></p> <p>Improving Adolescent Literacy: Effective Classroom and Interv</p>
2	<p>Mathematics</p> <p><a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2</a></p> <p>Assisting Students Struggling with Mathematics</p> <p><a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=20">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=20</a></p> <p>Teaching strategies for Improving Algebra Knowledge in Middle and High School Students</p> <p><a href="http://eu.ixl.com/membership/school/researchfoundations">http://eu.ixl.com/membership/school/researchfoundations</a></p> <p>IXL M</p>
3	<p>Instructional Strategies</p> <p><a href="http://www.mcrel.org/products-and-services/products/product-listing/product-21">http://www.mcrel.org/products-and-services/products/product-listing/product-21</a></p> <p>Classroom Instruction That Works – Marzano with McREL</p> <p><a href="http://www.mcrel.org/products-and-services/products/product-listing/product-21">http://www.mcrel.org/products-and-services/products/product-listing/product-21</a></p> <p>Classroom Instruction That Works – Marzano with McREL</p> <p>How the arts help children to cr</p>
4	<p>Science</p> <p><a href="http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/teachscience_120408.pdf">http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/teachscience_120408.pdf</a></p> <p>What Works Clearing House, “Teaching Science as a Language: A Content-First Approach to Teaching Science”</p> <p><a href="http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/science/2009-science-framework.pdf">http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/science/2009-science-framework.pdf</a></p> <p>Science Framework</p>

How does the intervention align with the NJSLs?	
1	<p>English Language Arts</p> <p>All strategies are directed toward achievement and improving students understanding of the NJSLs.</p>



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 as well as college and career readiness.
4	Science All strategies are directed toward achievement and improving students understanding of the NJSLs.

### CRITICAL OVERVIEW ELEMENTS

<ul style="list-style-type: none"> <li>The School held <b>4</b> (number) stakeholder engagement meetings</li> <li>State/local funds to support the school were <b>\$10,278,806</b> which comprised 100% of the school's budget in 2016-2017.</li> <li>State/local funds to support the school were <b>\$9,010,597</b> which comprised 100% of the school's budget in 2017-2018.</li> <li>Title I funded programs/interventions/strategies/activities in 2017-2018 include the following:</li> </ul>				
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	\$42,000
Extended Year/ Extended Day	1 and 2	ELA and Mathematics	100-100	\$44,275
Journeys Reading Program	1 and 3	ELA and Instructional Strategies	100-600	\$7,500
Go Math and My Math Mathematics Program	2 and 3	Mathematics	100-600	\$8,500
AVID	1,2,3 and 4	All Strategies	200-100 and 200-590	\$28,411
Science/STEM Activities/Skills	3 and 4	STEM Skills	100-600	\$15,000
Science/STEM Activities/Skills	3 and 4	STEM Skills	400-731	\$14,400
Professional Development	1, 2 3 and 4	Instructional Strategies	200-300	\$39,733
Family and Community Engagement	1,2,3 and 4	All Strategies	200-600	\$3,095
21 <sup>st</sup> Century Life and Career Skills	1,2,3 and 4	All Strategies	100-100 and 100-600	\$1,000

IXL	1,2,3 and 4	All Strategies	100-580	\$1,945
Project Lead the Way	1,2,3 and 4	All Strategies	100-610	\$15,000
Training for new AP courses	1,2,3 and 4	All Strategies	100-100 and 200-580	\$2,700

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

ELA	14-15	15-16	16-17	Interventions Provided	Successful
Grade 7	33	14		Linkit! Benchmark Assessment	YES
				Academic Support	YES
				Extended day program included two months of extra instruction before testing	YES
				Extended year program	YES
Grade 8	19	16		Linkit! Benchmark Assessment	YES
				Academic Support	YES
				Extended day program included two months of extra instruction before testing	YES
				Extended year program	YES
Grade 9	31	28		Linkit! Benchmark Assessment	YES
				Academic Support	YES
				Extended day program included two months of extra instruction before testing	YES
				Extended year program	YES

Math	14-15	15-16	16-17	Interventions Provided	Successful
Grade 7	30	29		Linkit! Benchmark Assessment	YES
				Academic Support	YES
				Extended day program included two months of extra instruction before testing	YES
				Extended year program	YES
Grade 8	13	*24		Linkit! Benchmark Assessment	YES

6/27/2017

				Academic Support	YES
				Extended day program included two months of extra instruction before testing	YES
				Extended year program *The intervention was successful these numbers represent the student who did not score high enough to take Algebra. Over 50% of the students took Algebra.	YES
Grade 9	*99	*76		Linkit! Benchmark Assessment	YES
				Academic Support	YES
				Extended day program included two months of extra instruction before testing	YES
				Extended year program *These scores include both Algebra and Geometry	YES

Above number for grade 9 is higher than other grades with geometry and algebra are added

**EVALUATION** Section 2: Alternative Assessments – Not Tested Grades

ELA	14-15	15-16	16-17	Interventions Provided	Successful
Grade 12			32	Linkit! Benchmark Assessment *2016-17 was the first year that Linkit benchmarking was used.	YES
				Academic Support	YES
				Extended day program included two months of extra instruction before testing	YES
				Extended year program	YES

Math	14-15	15-16	16-17	Interventions Provided	Successful
Grade 12			10	Linkit! Benchmark Assessment *2016-17 was the first year that Linkit benchmarking was used.	YES
				Academic Support	YES

				Extended day program included two months of extra instruction before testing	YES
				Extended year program	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 ( <b>Must be quantifiable</b> )
ELA	Students with Disabilities	PARCC review classes	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
		Power English	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4

					Bubble students move from Level 3 to Level 4
		LinkIt! Benchmarks A and C	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
		Cross Curricular Coach	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
Math	Students with Disabilities	PARCC review classes	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
		Power Math	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
		LinkIt! Benchmarks A and C Cross Curricular Coach	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
		STEM Activities	YES	Commercial or National Test	4% of students move from Level 1 to Level 2

					4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
ELA	Economically Disadvantaged	PARCC review classes	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
		Power English	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
		LinkIt! Benchmarks A and C	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
		Cross Curricular Coach	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
Math	Economically Disadvantaged	PARCC review classes	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4

		Power Math	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
		Linkit! Benchmarks Ba and C  Cross Curricular Coach	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
		STEM Activities	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4

**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 ( <b>Must be quantifiable</b> )
ELA	Students with Disabilities	Ext Year Summer School	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
		Homework Help	YES	Commercial or National Test	4% of students move from Level 1 to Level 2

					4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
		Remediation	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
		Enrichment	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
Math	Students with Disabilities	Ext Year Summer School	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
		Homework Help	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
		Remediation	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4



		Enrichment	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
ELA	Economically Disadvantaged	Ext Year Summer School	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
		Homework Help	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
		Remediation	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
		Enrichment	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
Math	Economically Disadvantaged	Ext Year Summer School	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4

					Bubble students move from Level 3 to Level 4
		Homework Help	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
		Remediation	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4
		Enrichment	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 5% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4

**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 <b>(Must be quantifiable)</b>
ELA	Students with Disabilities	Penn Literacy Network: Reading and writing strategies and mentoring	YES	Commercial or National Test	4% of students move from Level 1 to Level 2 4% of students move from Level 2 to Level 3 4% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4 Student Growth Objectives

		Inspired Instruction: NJSLS and PARCC	YES	Commercial or National Test	SAME AS ABOVE
		Professional Learning Communities	YES	Commercial or National Test	SAME AS ABOVE
		Engaged Instruction: Teacher Mentoring, Instructional Strategies	YES	Commercial or National Test	SAME AS ABOVE
Math	Students with Disabilities	Penn Literacy Network: Reading and writing strategies and mentoring	YES	Commercial or National Test	SAME AS ABOVE
		Inspired Instruction: NJSLS and PARCC	YES	Commercial or National Test	SAME AS ABOVE
		Professional Learning Communities	YES	Commercial or National Test	SAME AS ABOVE
		Engaged Instruction: Teacher Mentoring, Instructional Strategies	YES	Commercial and National Test	SAME AS ABOVE
ELA	Econ Disadvan	Penn Literacy Network: Reading and writing strategies and mentoring	YES	Commercial or National Test	SAME AS ABOVE
		Inspired Instruction: NJSLS and PARCC	YES	Commercial or National Test	SAME AS ABOVE
		Professional Learning Communities	YES	Commercial or National Test	SAME AS ABOVE
		Engaged Instruction: Teacher Mentoring, Instructional Strategies	YES	Commercial or National Test	SAME AS ABOVE

Math	Econ Disadvan	Penn Literacy Network: Reading and writing strategies and mentoring	YES	Commercial or National Test	SAME AS ABOVE
		Inspired Instruction: NJSLS and PARCC	YES	Commercial or National Test	SAME AS ABOVE
		Professional Learning Communities	YES	Commercial or National Test	SAME AS ABOVE
		Engaged Instruction: Teacher Mentoring, Instructional Strategies	YES	Commercial or National Test	SAME AS ABOVE

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

Content	Group	Intervention	YES	Program Attendance	Measurable Outcomes <b>(Must be quantifiable)</b>
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 including PARCC	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 including PARCC	YES	Program Attendance	Increased attendance by 4%

6/27/2017

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 including PARCC	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 including PARCC	YES	Program Attendance	Increased attendance by 4%

2017-2018

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

Content	Target Pop	Inventions	Person Responsible -Admin -Inst. Staff Non-Instu Staff, -Parent, -Student -Com Member	Indicators of Success (Measureable Eval Outcomes)	Research Supporting Interventions
ELA	Students with Disabilities	Journeys Reading Program (Grades 7-12)	Administrators -Inst. Staff	-SGOs (set by 11/2017)	Journeys Research Base brochure at HMH Efficacy. <a href="https://www.hmhco.com/classroom/evaluate-and-sample/hmh-efficacy">https://www.hmhco.com/classroom/evaluate-and-sample/hmh-efficacy</a> 2 Randomized Control Trial (RCT) (2013) report at HMH Efficacy.

6/27/2017

					<p><a href="https://www.hmhco.com/classroom/evaluate-and-sample/hmh-efficacy">https://www.hmhco.com/classroom/evaluate-and-sample/hmh-efficacy</a>  3 TX Quasi-Experimental Study (2014) at HMH Efficacy.  <a href="https://www.hmhco.com/classroom/evaluate-and-sample/hmh-efficacy">https://www.hmhco.com/classroom/evaluate-and-sample/hmh-efficacy</a>  4 Journeys Pilot Study (2014) at HMH Efficacy.  <a href="https://www.hmhco.com/classroom/evaluate-and-sample/hmh-efficacy">https://www.hmhco.com/classroom/evaluate-and-sample/hmh-efficacy</a>  5 Journeys Pre-test/Post-test Study (2016) at HMH Efficacy.  <a href="https://www.hmhco.com/classroom/evaluate-and-sample/hmh-efficacy">https://www.hmhco.com/classroom/evaluate-and-sample/hmh-efficacy</a></p>
		<p>Professional Development including Linkit! Benchmark and Adv. Placement teachers</p>	<p>Administrators -Inst. Staff</p>	<p>-SGOs (set by 11/2017)</p>	<p><a href="http://Linkit! Benchmarks learning.com/uploads/page-body/MKRES12_Linkit! Benchmarks ResearchBrochure_FINAL.pdf">http://Linkit! Benchmarks learning.com/uploads/page-body/MKRES12_Linkit! Benchmarks ResearchBrochure_FINAL.pdf</a>  Lex  <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_0826_08.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_0826_08.pdf</a>  Improving Adolescent Literacy: Effective Classroom and Intervention Practices</p>
		<p>AVID</p>	<p>Administrators -Inst. Staff</p>	<p>-SGOs (set by 11/2017)</p>	<p><a href="http://www.readinghorizons.com/documents/research/dip-research-packet2014.pdf">http://www.readinghorizons.com/documents/research/dip-research-packet2014.pdf</a>  <a href="http://www.avid.org/">http://www.avid.org/</a>  AVID Works. How Do We Know This?  For over 35 years, AVID (Advancement Via Individual Determination) has provided educators nationwide a proven solution for systematically increasing academic rigor and creating engaging learning environments,</p>

					accelerating the performance of underrepresented students and delivering results schoolwide.
		Tutoring	Administrators -Inst. Staff	-SGOs (set by 11/2017)	<a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf#page=16">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf#page=16</a> Improving Reading Comprehension, A Practice Guide <a href="http://www.doe.in.gov/sites/default/files/curriculum/research-based-approach.pdf">http://www.doe.in.gov/sites/default/files/curriculum/research-based-approach.pdf</a>
Math		GoMath (Resource aligned to NJSLs grades 7 and 8) and academic support	Administrators -Inst. Staff	-SGOs (set by 11/2017)	<a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2</a> Assisting Students Struggling with Mathematics, A Practice Guide <a href="http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-6-8.pdf">http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-6-8.pdf</a>
		Professional Development including Linkit! Benchmark and Adv. Placement teachers	Administrators -Inst. Staff	SGO (set by 11/2017)	<a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2</a> Assisting Students Struggling with Mathematics, A Practice Guide <a href="http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-6-8.pdf">http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-6-8.pdf</a>
		AVID	Administrators -Inst. Staff -Non Instr Staff	-SGOs (set by 11/2017)	<a href="http://www.readinghorizons.com/documents/research/dip-research-packet2014.pdf">http://www.readinghorizons.com/documents/research/dip-research-packet2014.pdf</a> <a href="http://www.avid.org/">http://www.avid.org/</a> AVID Works. How Do We Know This? For over 35 years, AVID (Advancement Via Individual

					Determination) has provided educators nationwide a proven solution for systematically increasing academic rigor and creating engaging learning environments, accelerating the performance of underrepresented students and delivering results schoolwide.
		IXL	Administrators -Inst. Staff	-SGOs (set by 11/2017)	<a href="http://eu.ixl.com/membership/school/researchfoundations">http://eu.ixl.com/membership/school/researchfoundations</a>
ELA	Economically Disadvantaged	Journeys Common Core Reading Program (Grades 7-12)	Administrators -Inst. Staff	-SGOs (set by 11/2017)	Journeys Research Base brochure at HMH Efficacy. <a href="https://www.hmhco.com/classroom/evaluate-and-sample/hmh-efficacy">https://www.hmhco.com/classroom/evaluate-and-sample/hmh-efficacy</a> see more above in stud w/ disab
		Professional Development including Linkit! Benchmark and Adv. Placement teachers	Administrators -Inst. Staff	-SGOs (set by 11/2017)	<a href="http://Linkit! Benchmarks learning.com/uploads/page-body/MKRES12 Linkit! Benchmarks ResearchBrochure FINAL.pdf">http://Linkit! Benchmarks learning.com/uploads/page-body/MKRES12 Linkit! Benchmarks ResearchBrochure FINAL.pdf</a>
		AVID	Administrators -Inst. Staff	-Linkit Predictor Form B will show a 5% growth in meeting expectations	<a href="http://www.readinghorizons.com/documents/research/dip-research-packet2014.pdf">http://www.readinghorizons.com/documents/research/dip-research-packet2014.pdf</a> <a href="http://www.avid.org/AVID Works. How Do We Know This?">http://www.avid.org/AVID Works. How Do We Know This?</a> For over 35 years, AVID (Advancement Via Individual Determination) has provided educators nationwide a proven solution for systematically increasing academic rigor and creating engaging learning environments, accelerating the performance of underrepresented students and delivering results schoolwide.



		Tutoring	Administrators -Inst. Staff	-SGOs (set by 11/2017)	<a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf#page=16">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf#page=16</a>  Improving Reading Comprehension, A Practice Guide <a href="http://www.doe.in.gov/sites/default/files/curriculum/research-based-approach.pdf">http://www.doe.in.gov/sites/default/files/curriculum/research-based-approach.pdf</a>
Math	Economically Disadvantaged	GoMath (Resource aligned to NJSL grades 7 and 8)	Administrators -Inst. Staff	-Linkit Predictor Form B will how a 5% growth in meeting expectations	<a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2</a> Assisting Students Struggling with Mathematics, A Practice Guide <a href="http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-6-8.pdf">http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-6-8.pdf</a>
		Professional Development including Linkit! Benchmark and Adv. Placement teachers	Administrators -Inst. Staff	-SGOs (set by 11/2017)	<a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2</a> Assisting Students Struggling with Mathematics, A Practice Guide <a href="http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-6-8.pdf">http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-6-8.pdf</a>
		AVID and Tutoring	SGOs (set by 11/2017)	SGOs (set by 11/2017)	<a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2</a> Assisting Students Struggling with Mathematics, A Practice Guide <a href="http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-6-8.pdf">http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-6-8.pdf</a>

					<p><a href="http://www.readinghorizons.com/documents/research/dip-research-packet2014.pdf">http://www.readinghorizons.com/documents/research/dip-research-packet2014.pdf</a>  <a href="http://www.avid.org/">http://www.avid.org/</a>                  AVID Works. How Do We Know This?                  For over 35 years, AVID (Advancement Via Individual Determination) has provided educators nationwide a proven solution for systematically increasing academic rigor and creating engaging learning environments, accelerating the performance of underrepresented students and delivering results schoolwide.</p>
		IXL	SGOs (set by 11/2017)	SGOs (set by 11/2017)	<a href="http://eu.ixl.com/membership/school/researchfoundations">http://eu.ixl.com/membership/school/researchfoundations</a>

**Reform Strategies: Section 2: 2017-2018 Extended Day/Year Interventions to Address Student Achievement**

Content	Target Pop	Inventions	Person Responsible	Indicators of Success (Measureable Evaluation Outcomes)	Research Supporting Interventions
ELA	Students with Disabilities	Extended Year (summer school)	Admin -Inst. Staff	- SGO (set by 11/2017)	<a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10</a> Structuring Out of School Time to Improve Academic Achievement, A Practice Guide

6/27/2017

		Extended Day: Homework Help	Admin -Inst. Staff	- SGO (set by 11/2017)	<a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10</a> Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
		Remediation	Admin -Inst. Staff	- SGO (set by 11/2017)	<a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10</a> Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
		Enrichment	Admin -Inst. Staff	- SGO (set by 11/2017)	<a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10</a> Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
Math	Students with Disabilities	Extended Year (summer school)	Admin -Inst. Staff	- SGO (set by 11/2017)	<a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10</a> Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
		Extended Day: Homework Help	Admin	- SGO (set by 11/2017)	<a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10</a> Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
		Remediation	-Inst. Staff	- SGO (set by 11/2017)	<a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10</a> Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
		Enrichment	Admin -Inst. Staff	SGO (set by 11/2017)	<a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10</a> Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
ELA	Economically	Extended Year	Admin	SGO (set by 11/2017)	<a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10</a>

	Disadvantaged	(summer school)	-Inst. Staff		Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
		Extended Day: Homework Help	Admin -Inst. Staff	SGO (set by 11/2017)	<a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10</a> Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
		Remediation	Admin -Inst. Staff	SGO (set by 11/2017)	<a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10</a> Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
		Enrichment	Admin -Inst. Staff	SGO (set by 11/2017)	<a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10</a> Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
Math	Economically Disadvantaged	Extended Year (summer school)	Admin -Inst. Staff	SGO (set by 11/2017)	<a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10</a> Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
		Extended Day: Homework Help	Admin -Inst. Staff	SGO (set by 11/2017)	<a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10</a> Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
		Remediation	Admin -Inst. Staff	SGO (set by 11/2017)	<a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10</a> Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
		Enrichment	Admin -Inst. Staff	- SGO (set by 11/2017)	<a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10</a>

					Structuring Out of School Time to Improve Academic Achievement, A Practice Guide
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**Reform Strategies** Section 3: 2017-2018 PD to Address Student Achievement and Priority Problems

Content	Target Pop	Inventions	Person Responsible -Admin -Inst. Staff -Non-InstStaff, -Parent, -Stud -Com Mem	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Interventions
ELA	Students with Disabilities	Penn Literacy Network	Admin -Inst. Staff	-SGOs (set by 11/2017)	Using Student Achievement Data to Support Instructional Decision Making, A Practice <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a> Improving Adolescent Literacy: Effective Classroom and Intervention Practices, A Practice Guide <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/8">https://ies.ed.gov/ncee/wwc/PracticeGuide/8</a>
		Inspired Instruction NJSLS	Admin -Inst. Staff	SGOs (set by 11/2017)	Using Student Achievement Data to Support Instructional Decision Making, A Practice <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a> Improving Adolescent Literacy: Effective Classroom and Intervention Practices, A Practice Guide <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/8">https://ies.ed.gov/ncee/wwc/PracticeGuide/8</a>

6/27/2017

		Engaged Instruction: Teacher Mentoring, Instructional Strategies	Admin -Inst. Staff	-SGOs (set by 11/2017)	Using Student Achievement Data to Support Instructional Decision Making, A Practice <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a> Improving Adolescent Literacy: Effective Classroom and Intervention Practices, A Practice Guide <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/8">https://ies.ed.gov/ncee/wwc/PracticeGuide/8</a>
		AVID, PLCs and Data Analysis	Admin -Inst. Staff	SGOs (set by 11/2017)	Using Student Achievement Data to Support Instructional Decision Making, A Practice <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a> Improving Adolescent Literacy: Effective Classroom and Intervention Practices, A Practice Guide <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/8">https://ies.ed.gov/ncee/wwc/PracticeGuide/8</a>
Math	Students with Disabilities	Penn Literacy Network	Admin -Inst. Staff	-SGOs (set by 11/2017)	Using Student Achievement Data to Support Instructional Decision Making, A Practice <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a> Improving Adolescent Literacy: Effective Classroom and Intervention Practices, A Practice Guide <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/8">https://ies.ed.gov/ncee/wwc/PracticeGuide/8</a>
		Inspired Instruction NJLS	Admin -Inst. Staff	SGOs (set by 11/2017)	Using Student Achievement Data to Support Instructional Decision Making, A Practice <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a>

					Improving Adolescent Literacy: Effective Classroom and Intervention Practices, A Practice Guide <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/8">https://ies.ed.gov/ncee/wwc/PracticeGuide/8</a>
		Engaged Instruction: Teacher Mentoring, Instructional Strategies	Admin -Inst. Staff	-SGOs (set by 11/2017)	Using Student Achievement Data to Support Instructional Decision Making, A Practice <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a> Improving Adolescent Literacy: Effective Classroom and Intervention Practices, A Practice Guide <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/8">https://ies.ed.gov/ncee/wwc/PracticeGuide/8</a>
		AVID, PLCs and Data Analysis	Admin -Inst. Staff	SGOs (set by 11/2017)	Using Student Achievement Data to Support Instructional Decision Making, A Practice <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a> Improving Adolescent Literacy: Effective Classroom and Intervention Practices, A Practice Guide <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/8">https://ies.ed.gov/ncee/wwc/PracticeGuide/8</a>
ELA	Economically Disadvantaged	Penn Literacy Network	Admin -Inst. Staff	-SGOs (set by 11/2017)	Using Student Achievement Data to Support Instructional Decision Making, A Practice <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a> Improving Adolescent Literacy: Effective Classroom and Intervention Practices, A Practice Guide <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/8">https://ies.ed.gov/ncee/wwc/PracticeGuide/8</a>

		Inspired Instruction NJLS	Admin -Inst. Staff	SGOs (set by 11/2017)	Using Student Achievement Data to Support Instructional Decision Making, A Practice <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a> Improving Adolescent Literacy: Effective Classroom and Intervention Practices, A Practice Guide <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/8">https://ies.ed.gov/ncee/wwc/PracticeGuide/8</a>
		Engaged Instruction: Teacher Mentoring, Instructional Strategies	Admin -Inst. Staff	-SGOs (set by 11/2017)	Using Student Achievement Data to Support Instructional Decision Making, A Practice <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a> Improving Adolescent Literacy: Effective Classroom and Intervention Practices, A Practice Guide <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/8">https://ies.ed.gov/ncee/wwc/PracticeGuide/8</a>
		AVID, PLCs and Data Analysis	Admin -Inst. Staff	SGOs (set by 11/2017)	Using Student Achievement Data to Support Instructional Decision Making, A Practice <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a> Improving Adolescent Literacy: Effective Classroom and Intervention Practices, A Practice Guide <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/8">https://ies.ed.gov/ncee/wwc/PracticeGuide/8</a>
Math	Economically Disadvantaged	Penn Literacy Network	Admin -Inst. Staff	-SGOs (set by 11/2017)	Using Student Achievement Data to Support Instructional Decision Making, A Practice <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a>



					<p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices, A Practice Guide</p> <p>Using Student Achievement Data to Support Instructional Decision Making, A Practice</p> <p><a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ddd_m_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ddd_m_pg_092909.pdf</a></p> <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices, A Practice Guide</p> <p><a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/8">https://ies.ed.gov/ncee/wwc/PracticeGuide/8</a></p>
		Inspired Instruction NJLS	Admin -Inst. Staff	SGOs (set by 11/2017)	<p>Using Student Achievement Data to Support Instructional Decision Making, A Practice</p> <p><a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ddd_m_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ddd_m_pg_092909.pdf</a></p> <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices, A Practice Guide</p> <p><a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/8">https://ies.ed.gov/ncee/wwc/PracticeGuide/8</a></p>
		Engaged Instruction: Teacher Mentoring, Instructional Strategies	Admin -Inst. Staff	-SGOs (set by 11/2017)	<p>Using Student Achievement Data to Support Instructional Decision Making, A Practice</p> <p><a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ddd_m_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ddd_m_pg_092909.pdf</a></p> <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices, A Practice Guide</p> <p><a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/8">https://ies.ed.gov/ncee/wwc/PracticeGuide/8</a></p>
		AVID, PLCs and Data Analysis	Admin -Inst. Staff	-SGOs (set by 11/2017)	<p>Using Student Achievement Data to Support Instructional Decision Making, A Practice</p>

					<a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a> Improving Adolescent Literacy: Effective Classroom and Intervention Practices, A Practice Guide <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/8">https://ies.ed.gov/ncee/wwc/PracticeGuide/8</a>
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**Family and Community Engagement 2017**

<b>Content</b>	<b>Target Pop</b>	<b>Strategies</b>	<b>Person Resp</b>	<b>Ind Of Success</b>	<b>Research</b>
ELA	Students with Disabilities	Parent Meetings 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
Math	Students with Disabilities	Parent Meetings 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
ELA	Economically Disadv	Parent Meetings including Back-to-School Night, Workshops,	Admin Instru Staff Non Instr Staff Parents	4% increase in attendance from previous year	Parental Involvement: Title I, Part A Parental Involvement Parental

		Parent-Teacher Conferences -Key Communicators			Involvement: Title I, Part A Parental Involvement
Math	Economically Disadv	Parent Meetings 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)	11 100%	Professional development aligned to district goals, curriculum alignment, advanced technology and administrative support
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, passing score on ParaPro test)*	0 0	NA

### **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**

**Individuals Responsible:** Superintendent, Director of Curriculum, Principal

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

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Signature on file

Sean Gorman, Principal