NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2016-2017 TITLE I SCHOOLWIDE PLAN*
Gloucester City School District
Gloucester City Junior-Senior High School

*This plan is only for Title I schoolwide programs that are ***not*** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: GLOUCESTER CITY SCHOOL DISTRICT	School: Gloucester City Jr-Sr High School
Chief School Administrator: JOSEPH G. RAFFERTY	Address: 1300 Market Street
Chief School Administrator's E-mail: jrafferty@gcsd.k12.nj.us	Grade Levels: 7-12
Title I Contact: Patty Null	Principal: Sean Gorman
Title I Contact E-mail: pnull@gcsd.k12.nj.us	Principal's E-mail: sgorman@gcsd.k12.nj.us
Title I Contact Phone Number: 856 456-7000 ext.1505	Principal's Phone Number: 856 456-7000 EXT. 1514

Principal's Certification

The following certification must be made by the principal of the school.Please Note:A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

X❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of theSchoolwide Plan. As an active member of the planning committee, I provided input forthe school's ComprehensiveNeeds Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Sean Gorman	On File	June 15, 2016
Principal's Name (Print)	**Principal's Signature**	**Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held six (number) of stakeholder engagement meetings.
- State/local funds to support the school were $11,764,046, which comprised100%of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 10,278,806 which will comprise100%of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2016-2017 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	$42,000
Extended Day/Extended Year	#1 and #2	ELA and Mathematics	100-100	$44,275
Journeys Reading Program	#1 and #3	ELA	100-600	$7500
Go Math and My Math Mathematics Program	#2 and #3	Mathematics	100-600	$8500
21st Century Life and Career Skills	#1, #2, #3, and #4	All Strategies	100-100 & 100-600	$1000
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	$3095

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

ESEA* §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.
Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee.Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures.**Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan. ***Add lines as necessary***.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Joseph G. Rafferty	Superintendent	X	X	x	On File
Elizabeth Curry, EdD	Director of Curriculum	X	X	X	On File
Nina Longer	Director of Special Education	X	X	X	On File
Janet Kauffmann	Director of Technology	X	X	X	On File
Sean Gorman	Administration/Principal	X	X	X	On File
Sarah Foley	Administration/Asst. Principal	X	X	X	On File
Linda Spingler	Parent	X	X	X	On File
Kate Kearney	District Coach	X	X	X	On File
Kevin Fahy	Math Teacher/Coach	X	X	X	On File
Patty Null	Grant Coordinator	X	X	X	On File

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

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment,Schoolwide Plandevelopment, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
August 11, 2015	Curriculum and Instruction Office	Program Evaluation Review of Data	X			No Formal Minutes
September 8, 2015	Curriculum and Instruction Office	Program Evaluation Review of Data	X			No Formal Minutes
October 13, 2015	Curriculum and Instruction Office	Schoolwide Plan Development	X			No Formal Minutes
December 8, 2015	Curriculum and Instruction Office	Program Evaluation	X			No Formal Minutes
February 9, 2016	Curriculum and Instruction Office	Comprehensive Needs Assessment Schoolwide Plan Development	X			No Formal Minutes
May 10, 2016	Curriculum and Instruction Office	Comprehensive Needs Assessment Schoolwide Plan Development	X			No Formal Minutes

***Add rows as necessary**.

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

School's Mission

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

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

What is the school's mission statement?	The educational process of the Gloucester City Public School District is the embodiment of visionary leadership, involved community, and individual needs. It is characterized by a holistic approach, by technological innovation, and by the development of socially responsible citizens. All students in the Gloucester City School District will be able to demonstrate the skills as outlined in the New Jersey Core Curriculum Content Standards and the Common Core State Standards. The students of the Gloucester City Schools will become contributing members of a changing economy and be prepared and committed to lifelong learning.

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

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

Evaluation of 2015-2016 Schoolwide Program*

(For schools approved to operate a Schoolwide program in 2015-2016, or earlier)

1. Did the school implement the program as planned? *Yes*

2. What were the strengths of the implementation process? *Our strengths come from our sustained professional development including assessment and evaluation, curriculum, and research-based instructional strategies designed to increase student achievement from our professional development providers: Penn Literacy Network, Engaged Instruction, ClassLink, Standards Solution and the McREL evaluation process.*

3. What implementation challenges and barriers did the school encounter*? During the 2015-2016 school year the staff was faced with several new initiatives. The high school English teachers implemented a new ELA program; junior and senior high teachers assessed student achievement with pre and post benchmark assessments, all areas implemented an assessment redesign of midterms and finals to reflect the Core Curriculum and PARCC, implemented reading strategies in all content areas, reviewed grading policies and analyzed student data.*

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? *Through our NCLB funding, the district was able to maintain coaches and tutors in ELA and mathematics classes in junior and senior high classrooms. The coaches continue to work with students and teachers on meeting the demands of the Common Core State Standards, implementing research-based strategies that increase student achievement, and meeting the needs of all students. Through the district and NCLB fundsteachers continue to participate in Penn Literacy Network reading, writing and mathematics courses.*

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? *Buy-in was obtained via the School Leadership Council, Professional Learning Communities, faculty meetings, department meetings, grade level meetings, professional development, student product reviews and student data analysis.*

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

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? *Through staff surveys and Workshop Evaluations the perceptions of the staff were generally positive. Our staff members work well together and are diligent in creating a learning environment where all students are engaged.*

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? *In a parental survey 88% of the parents feel that the school promotes family involvement and 88% think the school provides the support their child needs in order to be successful. The Gloucester City community views the junior/senior high programs as an asset for the school district and the community. Our evaluation and curriculum activities are presented to the community at board meetings and information is posted on our district web site.*

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? *Methods of delivery for programs include small group instruction for skills and content, cooperative learning groups, individualized instruction, extended day and extended year programs all focusing on the Core Curriculum.*

9. How did the school structure the interventions? *After the analysis of student achievement data interventions were designed and implemented for specific skills and students. Pre and posttests, benchmark assessments, Gates-MacGinitie Reading scores, state assessment results, student grades, and teacher input were all used to identify and structure the appropriate interventions.*

10. How frequently did students receive instructional interventions? *Our students receive daily instructional interventions; the teachers examine daily lesson assessments to determine when immediate interventions are necessary. The uses of formative assessments help teachers inform their instruction. Instructional interventions are also determined through the I & RS and guidance counselors.*

11. What technologies did the school use to support the program? *Each student in grades 9-12 has a NetBook (laptop), all teachers have access to laptop labs, a computer-based program is used for reading remediation, Smartboards are used for instruction including: internet lessons, Moodle, Google Classroom, technology related activities provided by program vendors and programs like Discovery Education.*

12. Did the technology contribute to the success of the program, and if so, how? *Technology has allowed us to take advantage of all of the support materials available in the ELA and mathematics programs that meet the CCSS. A combination of effective teaching and the use of technology contribute to the success of the programs utilized in the classroom.*

****Provide a separate response for each question.***

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

Evaluation of 2015-2016 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2014-2015	2015-2016	Interventions Provided	Describe why the interventions ***did* or *did not*** result in proficiency (Be specific for each intervention).
Grade 7	**Spring 2015** 11 Students Did Not Meet Expectations 33 Students Partially Met Expectations 35 Students Approached Meeting Expectations	N/A	Extended day and extended year programs Additional reading and writing classroom activities with reading coaches, pre testing and post testing to identify deficiencies, differentiated instruction and Lexia reading. Additionally, two months before testing, students received additional instruction during the extended day program.	During the 2015-2016 SY, the district began using LinkIt Forms A & B, which mirrors the PARCC assessment. Part A (pre-test) is given to the students in September and Form B is administered in January. The results from LinkIt is a predictor of how the student will perform on the PARCC assessments. It narrows down student deficiencies and identifies those “bubble” students. Each teacher is given a copy of the results with the needed student interventions. Results of the 2016 PARCC will or will not show if this new intervention was successful
Grade 8	**Spring 2015** 3 Students Did Not Meet Expectations 19 Students Partially Met Expectations 33 Students Approached	N/A	Extended day and extended year programs Additional reading and writing classroom activities with reading coaches, pre testing and post testing to identify deficiencies, differentiated instruction and Lexia reading. Additionally two months before testing, students received additional instruction during the extended day program.	During the 2015-2016 SY, the district began using LinkIt Forms A & B, which mirrors the PARCC assessment. Part A (pre-test) is given to the students in September and Form B is administered in January. The results from LinkIt is a predictor of how the student will perform on the PARCC assessments. It narrows down student deficiencies and identifies those “bubble” students. Each teacher is given a copy of the results with the needed student interventions.

	Meeting Expectations			Results of the 2016 PARCC will or will not show if this new intervention was successful
Grade 9	**Spring 2015** 16 Students Did Not Meet Expectations 31 Students Partially Met Expectations 35 Students Approached Meeting Expectations	N/A	Extended day and extended year programs Additional reading and writing classroom activities with reading coaches, pre testing and post testing to identify deficiencies, and differentiated instruction. Additionally two months before testing, students received additional instruction during the extended day program. PARCC review classes are built into the students' schedule.	During the 2015-2016 SY, the district began using LinkIt Forms A & B, which mirrors the PARCC assessment. Part A (pre-test) is given to the students in September and Form B is administered in January. The results from LinkIt is a predictor of how the student will perform on the PARCC assessments. It narrows down student deficiencies and identifies those "bubble" students. Each teacher is given a copy of the results with the needed student interventions. Results of the 2016 PARCC will or will not show if this new intervention was successful
Grade 10	**Spring 2015** 25 Students Did Not Meet Expectations 34 Students Partially Met Expectations 22 Students Approached Meeting Expectations	N/A	Extended day and extended year programs Additional reading and writing classroom activities with reading coaches, pre testing and post testing to identify deficiencies, and differentiated instruction. Additionally, two months before testing, students received additional instruction during the extended day program. PARCC review classes are built into the students' schedule.	During the 2015-2016 SY, the district began using LinkIt Forms A & B, which mirrors the PARCC assessment. Part A (pre-test) is given to the students in September and Form B is administered in January. The results from LinkIt is a predictor of how the student will perform on the PARCC assessments. It narrows down student deficiencies and identifies those "bubble" students. Each teacher is given a copy of the results with the needed student interventions. Results of the 2016 PARCC will or will not show if this new intervention was successful
Grade 11	**Spring 2015** 15 Students Did Not Meet Expectations	N/A	Extended day and extended year programs Additional reading and writing classroom activities with reading coaches, pre testing and post testing to identify deficiencies, and differentiated instruction.	During the 2015-2016 SY, the district began using LinkIt Forms A & B, which mirrors the PARCC assessment. Part A (pre-test) is given to the students in September and Form B is administered in January. The results from LinkIt is a predictor of how the student will perform on

	23 Students Partially Met Expectations 39 Students Approached Meeting Expectations		Additionally, two months before testing, students received additional instruction during the extended day program. PARCC review classes are built into the students' schedule.	the PARCC assessments. It narrows down student deficiencies and identifies those "bubble" students. Each teacher is given a copy of the results with the needed student interventions. Results of the 2016 PARCC will or will not show if this new intervention was successful

Mathematics	2014-2015	2015-2016	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Grade 7	**Spring 2015** 15 Students Did Not Meet Expectations 30 Students Partially Met Expectations 40 Students Approached Meeting Expectations	N/A	Extended day and extended year programs Additional activities with math coaches, pre testing and post testing to identify deficiencies, and differentiated instruction. Math tutoring provided to partially proficient students. Additionally, two months before testing, students received additional instruction during the extended day program.	During the 2015-2016 SY, the district began using LinkIt Forms A & B, which mirrors the PARCC assessment. Part A (pre-test) is given to the students in September and Form B is administered in January. The results from LinkIt is a predictor of how the student will perform on the PARCC assessments. It narrows down student deficiencies and identifies those "bubble" students. Each teacher is given a copy of the results with the needed student interventions. Results of the 2016 PARCC will or will not show if this new intervention was successful
Grade 8	**Spring 2015** 15 Students Did Not Meet Expectations 13 Students Partially Met Expectations	N/A	Extended day and extended year programs Additional activities with math coaches, pre testing and post testing to identify deficiencies, and differentiated instruction. Math tutoring provided to partially proficient students. Additionally, two months before testing, students received additional instruction during the extended day program.	During the 2015-2016 SY, the district began using LinkIt Forms A & B, which mirrors the PARCC assessment. Part A (pre-test) is given to the students in September and Form B is administered in January. The results from LinkIt is a predictor of how the student will perform on the PARCC assessments. It narrows down student deficiencies and identifies those "bubble" students. Each teacher is given a copy of the results with the needed student interventions.

	22 Students Approached Meeting Expectations			Results of the 2016 PARCC will or will not show if this new intervention was successful
Algebra I	**Spring 2015** 22 Students Did Not Meet Expectations 47 Students Partially Met Expectations 29 Students Approached Meeting Expectations	N/A	Extended day and extended year programs Additional activities with math coaches, pre testing and post testing to identify deficiencies, and differentiated instruction. Additionally, two months before testing, students received additional instruction during the extended day program. PARCC review classes are built into the students' schedule.	During the 2015-2016 SY, the district began using LinkIt Forms A & B, which mirrors the PARCC assessment. Part A (pre-test) is given to the students in September and Form B is administered in January. The results from LinkIt is a predictor of how the student will perform on the PARCC assessments. It narrows down student deficiencies and identifies those "bubble" students. Each teacher is given a copy of the results with the needed student interventions. Results of the 2016 PARCC will or will not show if this new intervention was successful
Geometry	**Spring 2015** 11 Students Did Not Meet Expectations 52 Students Partially Met Expectations 21 Students Approached Meeting Expectations	N/A	Extended day and extended year programs Additional activities with math coaches, pre testing and post testing to identify deficiencies, and differentiated instruction. Additionally, two months before testing, students received additional instruction during the extended day program. PARCC review classes are built into the students' schedule.	During the 2015-2016 SY, the district began using LinkIt Forms A & B, which mirrors the PARCC assessment. Part A (pre-test) is given to the students in September and Form B is administered in January. The results from LinkIt is a predictor of how the student will perform on the PARCC assessments. It narrows down student deficiencies and identifies those "bubble" students. Each teacher is given a copy of the results with the needed student interventions. Results of the 2016 PARCC will or will not show if this new intervention was successful
Algebra II	**Spring 2015** 70 Students Did Not	N/A	Extended day and extended year programs	During the 2015-2016 SY, the district began using LinkIt Forms A & B, which mirrors the PARCC assessment. Part A (pre-test) is given to the

	Meet Expectations 41 Students Partially Met Expectations 14 Students Approached Meeting Expectations		Additional activities with math coaches, pre testing and post testing to identify deficiencies, and differentiated instruction. Additionally, two months before testing, students received additional instruction during the extended day program. PARCC review classes are built into the students' schedule.	students in September and Form B is administered in January. The results from LinkIt is a predictor of how the student will perform on the PARCC assessments. It narrows down student deficiencies and identifies those "bubble" students. Each teacher is given a copy of the results with the needed student interventions. Results of the 2016 PARCC will or will not show if this new intervention was successful

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

Evaluation of 2015-2016 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2014 -2015	2015 -2016	Interventions Provided	Describe why the interventions*did* or *did not* result in proficiency (Be specific for each intervention).
Grade 9	N/A	N/A	ALL STUDENTS ARE NOW TESTED	
Grade 10	N/A	N/A	ALL STUDENTS ARE NOW TESTED	

Mathematics	2014 -2015	2015 -2016	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 9	N/A	N/A	ALL STUDENTS ARE NOW TESTED	
Grade 10	N/A	N/A	ALL STUDENTS ARE NOW TESTED	

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

Evaluation of 2015-2016 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2015-2016**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	PARCC review classes, Power English depending on PARCC 8 scores, extended day/year, Lexia reading	N/A	State Assessment results Gates-MacGinitie Reading Test LinkIt Forms A & B SGO results	ESEA Waiver Annual Progress Targets 5% of students move from Level I to Level 2 5% 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 (as assessed through LinkIt) Student Growth Objectives
Math	Students with Disabilities	PARCC review classes, Power Math depending on PARCC 8 scores, extended day/year, additional tutoring was provided	N/A	State Assessment results Benchmark Assessments LinkIt Forms A & B SGO results	ESEA Waiver Annual Progress Targets 5% of students move from Level I to Level 2 5% 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 (as assessed through LinkIt) Student Growth Objectives
ELA	Economically Disadvantaged	PARCC review classes, Power English depending on PARCC 8 scores, extended day/year, Lexia reading	N/A	State Assessment results Gates-MacGinitie Reading Test LinkIt Forms A & B SGO results	ESEA Waiver Annual Progress Targets 5% of students move from Level I to Level 2 5% 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 (as assessed through LinkIt) Student Growth Objectives
Math	Economically Disadvantaged	PARCC review classes, Power Math depending on PARCC 8 scores, extended day/year,	N/A	State Assessment results Benchmark Assessments LinkIt Forms A & B	ESEA Waiver Annual Progress Targets 5% of students move from Level I to Level 2 5% of students move from Level 2 to Level 3

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		additional tutoring was provided		SGO results	5% of students move from Level 3 to Level 4 Bubble students move from Level 3 to Level 4 (as assessed through LinkIt) Student Growth Objectives
ELA	White	HSPA review classes, Power English depending on PARCC 8 scores, extended day/year, Lexia reading	N/A	State Assessment results Gates-MacGinitie Reading Test LinkIt Forms A & B SGO results	ESEA Waiver Annual Progress Targets 5% of students move from Level I to Level 2 5% 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 (as assessed through LinkIt) Student Growth Objectives
Math	White	HSPA review classes, Power Math depending on PARCC 8 scores, extended day/year, additional tutoring was provided	N/A	State Assessment results Benchmark Assessments LinkIt Forms A & B SGO results	ESEA Waiver Annual Progress Targets 5% of students move from Level I to Level 2 5% 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 (as assessed through LinkIt) Student Growth Objectives

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

***Extended Day/Year Interventions*– Implemented in 2015-2016 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Extended Day Program Extended Year (summer school) Homework Help Remediation Enrichment	N/A	State Assessment results Gates-MacGinitie Reading Test LinkIt Forms A & B SGO results	ESEA Waiver Annual Progress Targets 5% of students move from Level I to Level 2 5% 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 (as assessed through LinkIt) Student Growth Objectives
Math	Students with Disabilities	Extended Day Program Extended Year (summer school) Homework Help Remediation Enrichment	N/A	State Assessment results Benchmark Assessments LinkIt Forms A & B SGO results	ESEA Waiver Annual Progress Targets 5% of students move from Level I to Level 2 5% 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 (as assessed through LinkIt) Student Growth Objectives
ELA	Economically Disadvantaged	Extended Day Program Extended Year (summer school) Homework Help Remediation Enrichment	N/A	State Assessment results Gates-MacGinitie Reading Test LinkIt Forms A & B SGO results	ESEA Waiver Annual Progress Targets 5% of students move from Level I to Level 2 5% 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 (as assessed through LinkIt) Student Growth Objectives
Math	Economically Disadvantaged	Extended Day Program Extended Year (summer school) Homework Help	N/A	State Assessment results Benchmark Assessments LinkIt Forms A & B SGO results	ESEA Waiver Annual Progress Targets 5% of students move from Level I to Level 2 5% of students move from Level 2 to Level 3

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Remediation Enrichment			5% of students moved from Level 3 to Level 4 Bubble students move from Level 3 to Level 4 (as assessed through LinkIt) Student Growth Objectives
ELA	White	Extended Day Program Extended Year (summer school) Homework Help Remediation Enrichment	N/A	State Assessment results Gates-MacGinitie Reading Test LinkIt Forms A & B SGO results	ESEA Waiver Annual Progress Targets 5% of students move from Level I to Level 2 5% 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 (as assessed through LinkIt) Student Growth Objectives
Math	White	Extended Day Program Extended Year (summer school) Homework Help Remediation Enrichment	N/A	State Assessment results Benchmark Assessments LinkIt Forms A & B SGO results	ESEA Waiver Annual Progress Targets 5% of students move from Level I to Level 2 5% 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 (as assessed through LinkIt) Student Growth Objectives

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

Evaluation of 2015-2016 Interventions and Strategies

Professional Development **– Implemented in 2015-2016**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	**Penn Literacy Network**Reading and writing strategies and mentoring **Standards Solution** Common Core State Standards and PARCC **Professional Learning Communities**	N/A	Teacher Attendance Workshop Evaluations SGO results Benchmark Assessments Pre-post Tests	ESEA Waiver Annual Progress Targets 5% of students move from Level I to Level 2 5% 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 (as assessed through LinkIt) Student Growth Objectives
Math	Students with Disabilities	**Penn Literacy Network** Math Mentoring **Engaged Instruction** Common Core State Standards and PARCC **Professional Learning Communities**	N/A	Teacher Attendance Workshop Evaluations SGO results Benchmark Assessments Pre-post Tests	ESEA Waiver Annual Progress Targets 5% of students move from Level I to Level 2 5% 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 (as assessed through LinkIt) Student Growth Objectives
ELA	Economically Disadvantaged	**Penn Literacy Network** Reading and writing strategies and mentoring **Standards Solution** Common Core State Standards and PARCC **Professional Learning Communities**	N/A	Teacher Attendance Workshop Evaluations SGO results Benchmark Assessments Pre-post Tests	ESEA Waiver Annual Progress Targets 5% of students move from Level I to Level 2 5% 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 (as assessed through LinkIt) Student Growth Objectives
Math	Economically Disadvantaged	**Penn Literacy Network** Math Mentoring **Engaged Instruction**	N/A	Teacher Attendance Workshop Evaluations	ESEA Waiver Annual Progress Targets 5% of students move from Level I to Level 2

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Common Core State Standards and PARCC **Professional Learning Communities**		SGO results Benchmark Assessments Pre-post Tests	5% 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 (as assessed through LinkIt) Student Growth Objectives
ELA	White	**Penn Literacy Network** Reading and writing strategies and mentoring **Standards Solution** Common Core State Standards and PARCC **Professional Learning Communities**	N/A	Teacher Attendance Workshop Evaluations SGO results Benchmark Assessments Pre-post Tests	ESEA Waiver Annual Progress Targets 5% of students move from Level I to Level 2 5% 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 (as assessed through LinkIt) Student Growth Objectives
Math	White	**Penn Literacy Network** Math Mentoring **Engaged Instruction** Common Core State Standards and PARCC **Professional Learning Communities**	N/A	Teacher Attendance Workshop Evaluations SGO results Benchmark Assessments Pre-post Tests	ESEA Waiver Annual Progress Targets 5% of students move from Level I to Level 2 5% 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 (as assessed through LinkIt) Student Growth Objectives

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

Family and Community Engagement **Implemented in 2015-2016**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Back-to-School Night Parent/Teacher Conferences Key Communicators PARCC Workshop	Yes	Parent Notification Parent Attendance	Increase attendance by 5%
Math	Students with Disabilities	Back-to-School Night Parent/Teacher Conferences Key Communicators PARCC Workshop	Yes	Parent Notification Parent Attendance	Increase attendance by 5%
ELA	Economically Disadvantaged	Back-to-School Night Parent/Teacher Conferences AP Parent Workshop Key Communicators PARCC Workshop	Yes	Parent Notification Parent Attendance	Increase attendance by 5%
Math	Economically Disadvantaged	Back-to-School Night Parent/Teacher Conferences AP Parent Workshop Key Communicators PARCC Workshop	Yes	Parent Notification Parent Attendance	Increase attendance by 5%
ELA	White	Back-to-School Night Parent/Teacher Conferences AP Parent Workshop Key Communicators PARCC Workshop	Yes	Parent Notification Parent Attendance	Increase attendance by 5%

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	White	Back-to-School Night Parent/Teacher Conferences AP Parent Workshop Key Communicators PARCC Workshop	Yes	Parent Notification Parent Attendance	Increase attendance by 5%

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

Principal's Certification

The following certification must be completedby the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Sean Gorman	On File	June 15, 2016
Principal's Name (Print)	**Principal's Signature**	**Date**

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

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2016-2017 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2016-2017

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement Reading	State Assessment results Trends in cohorts, economically disadvantaged, special education and white subgroups Gates-MacGinitie Reading results Lexia	**State Assessment 2015 results for ELA** Grade 7 ELA, 34% of the students met or exceeded expectations Grade 8 ELA, 52% of the students met or exceeded expectations Grade 9 ELA, 31% of the students met or exceeded expectations Grade 10 ELA, 34% of the students met or exceeded expectations Grade 11 ELA, 41% of the students met or exceeded expectations Grade 7 ELA, LinkIt Form B (post assessment) 14% of the students met or exceeded expectations Grade 8 ELA, LinkIt Form B (post assessment) 25% of the students met or exceeded expectations
Academic Achievement Writing	State Assessment results Trends in cohorts, economically disadvantaged, special education and white subgroups Writing samples	Standards Solution data from writing prompts. Journeys online scoring of essays.
Academic Achievement Mathematics	State Assessment results	**State Assessment 2015 results for Mathematics** Grade 7 Math, 32% of the students met or exceeded expectations Grade 8 Math, 54% of the students met or exceeded expectations

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Trends in cohorts, economically disadvantaged, special education and white subgroups Math benchmark assessments	Algebra I, 32% of the students met or exceeded expectations Geometry, 3% of the students met or exceeded expectations Algebra II, 9% of the students met or exceeded expectations Grade 7 ELA, LinkIt Form B (post assessment) 15% of the students met or exceeded expectations Grade 8 ELA, LinkIt Form B (post assessment) 5% of the students met or exceeded expectations
Family and Community Engagement	Parent Survey Back-to-School night Classified student parent group Key Communicators AP Parent Workshop Community Health and Literacy	Parental involvement continues to be a challenge. Direct mailings, phone calls, Facebook postings, and tweets go out to the community.
Professional Development	**Penn Literacy Network** (PLN) PD **Standard Solutions** **Engaged Instruction** **Penn Literacy Network course**PLN1 **McREL**teacher evaluation professional development	95% of the instructional staff attended all district workshops. Our PD focused on instructional strategies that assist teachers in meeting the CCSS and closing the achievement gap on state assessments. McREL teacher evaluation program was attended by 100% of the teachers. All teachers completed a pre and post self-assessment of their teaching. The Penn Literacy Network offered PLN 1, which focused on the PLN Frameworks of The Five Reading, Writing, Talking Processes and The Four Lenses of Learning. This course was attended by nine participants, all of whom benefited from the course according to their course evaluations. **see attached chart of PD and Instructional strategies
Leadership	Classroom Walk-throughs Professional Development Committee School Leadership Committee	On-going training for both teachers and administrators focusing upon how to implement, assess, and recognize quality instruction.On-going training for both teacher and administrators in the McREL Teacher Evaluation System. Increased teacher-administrator dialogue.

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	McREL Teacher Evaluation Training	The establishment of building and district-wide data committees. The on-going creation of benchmark assessments for all content areas (used for formulation of SGOs and to inform instruction) The formation of work groups such as DEAC and PLCs. Teacher training in the development of valid and reliable assessments. Creation of a district data base that will include data relative to teacher SGOs, benchmarks, etc.
School Climate and Culture	SLC Surveys Discipline Records Attendance Records Positive Behavior Program Character Education Positive Outcomes Counseling Services	The Gloucester City Junior-Senior High 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.
School-Based Youth Services	N/A	
Students with Disabilities	Extended Day/Year Program State Assessment results Trends in cohorts, economically disadvantaged, special education and white subgroups Math benchmark assessments Gates-MacGinitie Reading results	**State Assessments Spring 2015 for Students with Disabilities** Grade 7 ELA, 10% of the students met or exceeded expectations Grade 8 ELA, 7% of the students met or exceeded expectations Grade 9 ELA, 17% of the students met or exceeded expectations Grade 10 ELA, 4% of the students met or exceeded expectations Grade 11 ELA, 11% of the students met or exceeded expectations Grade 7 Math, 7% of the students met or exceeded expectations Grade 8 Math 18% of the students met or exceeded expectations Algebra I, 3% of the students met or exceeded expectations Geometry, 0% of the students met or exceeded expectations Algebra II, 0% of the students met or exceeded expectations

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Economically Disadvantaged	Extended Day/Year Program State Assessment results Trends in cohorts, economically disadvantaged, special education and white subgroups Math benchmark assessments Gates-MacGinitie Reading results	**State Assessments Spring 2015 for Students with Disabilities** Grade 7 ELA, 33% of the students met or exceeded expectations Grade 8 ELA, 41% of the students met or exceeded expectations Grade 9 ELA, 32% of the students met or exceeded expectations Grade 10 ELA, 31% of the students met or exceeded expectations Grade 11 ELA, 43% of the students met or exceeded expectations Grade 7 Math, 30% of the students met or exceeded expectations Grade 8 Math 40% of the students met or exceeded expectations Algebra I, 20% of the students met or exceeded expectations Geometry, 2% of the students met or exceeded expectations Algebra II, 7% of the students met or exceeded expectations
White	Extended Day/Year Program State Assessment results Trends in cohorts, economically disadvantaged, special education and white subgroups Math benchmark assessments Gates-MacGinitie Reading results	**State Assessments Spring 2015 for Students with Disabilities** Grade 7 ELA, 37% of the students met or exceeded expectations Grade 8 ELA, 53% of the students met or exceeded expectations Grade 9 ELA, 36% of the students met or exceeded expectations Grade 10 ELA, 39% of the students met or exceeded expectations Grade 11 ELA, 44% of the students met or exceeded expectations Grade 7 Math, 35% of the students met or exceeded expectations Grade 8 Math 57% of the students met or exceeded expectations Algebra I, 29% of the students met or exceeded expectations Geometry, 4% of the students met or exceeded expectations Algebra II, 12% of the students met or exceeded expectations

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

2016-2017 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? *The 2015-2016 Needs Assessment was reviewed and the current Needs Assessment was distributed. After the surveys were completed the committee determined each school's priority problems for the 2016-2017 school year.*

2. What process did the school use to collect and compile data for student subgroups? *All student data is housed electronically and can be sorted and analyzed to look for students' needs and trends. The School Leadership Committees (SLC) reviewed the assessment data and discussed areas of concern regarding curriculum and programs. Each grade level teacher reviewed student data as well as the benchmark data to determine areas of need. Administration reviewed the student and teacher data in an effort to find trends and areas of the curriculum that need improvement.*

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? *Data was collected from various sources and the information was sorted into emergent themes, such as mathematics, English Language Arts, or instructional skills and strategies. The data was triangulated and the key areas in which all or the majority of participants identified was established.*

4. What did the data analysis reveal regarding classroom instruction? *Professional development is needed in differentiated instruction, using data to group students by skill and content, aspects and components of a new mathematics program, and student use of technology.*

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? *More professional development is needed that assists teachers in meeting the CCSS and closing the achievement gap for all students. The new teacher contract includes an additional day of professional development.*

6. How does the school identify educationally at-risk students in a timely manner? *The following assessment data and student information is reviewed, analyzed and individual plans are designed that meet the needs of the student: Benchmark assessments in*

mathematics and English Language Arts, Gates-MacGinitie Reading Test, state assessment results, report cards, progress reports, and teacher and counselor recommendations.

7. How does the school provide effective interventions to educationally at-risk students? *Educationally at-risk students are offered extended day services and the school continues to monitor student progress and modify class assignments as needed.*

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

9. How does the school address the needs of homeless students? *All students are included and are offered the same services as our general student population.*

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? *Monthly SLC meetings and department head meetings provide opportunities for stakeholders to review and discuss appropriate plans. During teacher in-service days at the beginning of the school year, the teachers begin to examine student data, this process continues throughout the school year.*

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? *Transition programs occur between preschool and Kindergarten, 3rd grade to 4th grade (elementary to middle school), 6th grade to 7th grade (middle school to junior high school) and 8th grade to 9th grade (junior high to high school).The 6th grade students are included in several Junior High activities throughout the year. They attend the school play with the Junior High students, receive a tour of the building, and are invited to other functions, such as the Academic Awards. There is a moving up ceremony for the 8th grade students entering the high school next year.*

12. How did the school select the priority problems and root causes for the 2015-2016schoolwide plan? *Priority problems were identified by the stakeholders (teachers, grade level teams, and departments) with discussion centered on student achievement data. The SLC discussed the student achievement data and looked for gaps in achievement or trends. The problem areas are prioritized and ranked and discussed with the district's administrators.*

Provide a separate response for each question.

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

2016-2017 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	English Language Arts	Mathematics
Describe the priority problem using at least two data sources	Low achievement in ELA on state assessments Low Student Growth Objectives results Pre and post benchmark assessments Below grade level results on Gates-MacGinitie Reading Test Cluster analysis data in reading and writing	Low achievement in mathematics for Sp. Ed. students Low Student Growth Objectives results for Sp. Ed. students Pre and post mathematics assessments Mid-term and final grades Cluster analysis data in mathematics, lacking basic skills and number sense
Describe the root causes of the problem	Need for differentiated instruction Need to meet the ELA CCSS Below grade level on reading comprehension and writing skills	Lack of proficiency in problem solving Mathematical skills need to be maintained over the summer
Subgroups or populations addressed	All populations, particularly 7th and 8th grade and special education students	All populations, particularly high school and special education students
Related content area missed (i.e., ELA, Mathematics)	N/A	N/A
Name of scientifically research based intervention to address priority problems	**https://www.gse.upenn.edu/pln/sites/gse.upenn.edu.pln/files/Evidence%20Sup%20Best%20Practices%20-%20Botel.pdf** **Penn Literacy Network** for reading, writing and comprehension http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf **Improving Adolescent Literacy: Effective Classroom and Intervention Practices**	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2 **Assisting Students Struggling with Mathematics** http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=20 **Teaching strategies for Improving Algebra Knowledge in Middle and High School Students** http://eu.ixl.com/membership/school/researchfoundations **IXL Math**

	http://lexialearning.com/uploads/page-body/MKRES12_Lexia_ResearchBrochure_FINAL.pdf **Lexia**	
How does the intervention align with the Common Core State Standards?	All strategies are directed toward achievement and improving students understanding of the Common Core State Standards.	All strategies are directed toward achievement and improving students understanding of the Common Core State Standards.

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

2015-2016 Comprehensive Needs Assessment Process

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

	#3	#4
Name of priority problem	Instructional Strategies	Science
Describe the priority problem using at least two data sources	Low achievement on state assessments Low Student Growth Objectives results Pre and post benchmark assessments Teachers requested additional professional development on differentiated instruction	Low achievement on NJ ASK Science Low Student Growth Objectives results Pre and post benchmark assessments
Describe the root causes of the problem	Need for differentiated instruction Increased student engagement and formative assessments Using student data from assessments to design student growth objectives	Need for differentiated instruction Increased student engagement and formative assessments Need increased STEM activities
Subgroups or populations addressed	All student populations	All student populations
Related content area missed (i.e., ELA, Mathematics)	N/A	N/A
Name of scientifically research based intervention to addresspriority problems	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 in the form of interviews from twelve first through fourth grade inner-city teachers who had participated in arts integrated lessons with their	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 for the 2009 National Assessment of Educational Progress

	classes, to describe the impact arts learning had on developing students&rs… The arts and achievement in at-risk youth: Findings from four longitudinal studies. Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2012) - This study examines the relationship between participation in the arts and academic and civic outcomes for teenagers and young adults. The researchers analyze data from four large-scale, longitudinal, national data sets to examine how a student's level …Writing with their whole being: A cross study analysis of children's writing from five classrooms using process Crumpler, T., & Schneider, J. J. (2002) - Researchers used a cross-study analysis to synthesize the results of five individual studies to determine how drama contributes to students' literacy processes. The researchers also investigated what student's writing reveals about their students	
How does the intervention align with the Common Core State Standards?	All strategies are directed toward achievement and improving students understanding of the Common Core State Standards	All strategies are directed toward achievement and improving students understanding of the Common Core State Standards and the Next Generation Science Standards

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

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

2016-2017 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B)strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	*Journeys* Common Core Reading Program (Grades 7-12) Lexia	Director of Curriculum Principal	ESEA Waiver Annual Progress Targets Students show a 5% growth in meeting expectations SGOs (set by 11/2016)	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf **Improving Adolescent Literacy: Effective Classroom and Intervention Practices** http://lexialearning.com/uploads/page-body/MKRES12_Lexia_ResearchBrochure_FINAL.pdf **Lexia**
Math	Students with Disabilities	*Go Math* Resource aligned to CCSS grades 7 & 8 Tutoring	Director of Curriculum Principal	ESEA Waiver Annual Progress Targets Students show an 8% growth in meeting expectations SGOs (set by 11/2016)	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2 **Assisting Students Struggling with Mathematics** http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=20 **Teaching strategies for Improving Algebra Knowledge in Middle and High School Students** http://eu.ixl.com/membership/school/researchfoundations **IXL Math**
ELA	Economically Disadvantaged	*Journeys* Common Core Reading Program (Grades 7-12) Lexia	Director of Curriculum Principal	ESEA Waiver Annual Progress Targets Students show a 5% growth in meeting expectations SGOs (set by 11/2016)	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf **Improving Adolescent Literacy: Effective Classroom and Intervention Practices** http://lexialearning.com/uploads/page-body/MKRES12_Lexia_ResearchBrochure_FINAL.pdf **Lexia**
Math	Economically Disadvantaged	*Go Math* Resource aligned	Director of Curriculum	ESEA Waiver Annual Progress Targets	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2 **Assisting Students Struggling with Mathematics**

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

ESEA §1114(b)(I)(B)strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		to CCSS grades 7 & 8 Tutoring	Principal	Students show an 8% growth in meeting expectations SGOs (set by 11/2016)	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=20 **Teaching strategies for Improving Algebra Knowledge in Middle and High School Students** http://eu.ixl.com/membership/school/researchfoundations **IXL Math**
ELA	White	*Journeys* Common Core Reading Program (Grades 7-12) Lexia	Director of Curriculum Principal	ESEA Waiver Annual Progress Targets Students show a 5% growth in meeting expectations SGOs (set by 11/2016)	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf **Improving Adolescent Literacy: Effective Classroom and Intervention Practices** http://lexialearning.com/uploads/page-body/MKRES12_Lexia_ResearchBrochure_FINAL.pdf **Lexia**
Math	White	*Go Math* Resource aligned to CCSS grades 7 & 8 Tutoring	Director of Curriculum Principal	ESEA Waiver Annual Progress Targets Students show an 8% growth in meeting expectations SGOs (set by 11/2016)	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2 **Assisting Students Struggling with Mathematics** http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=20 **Teaching strategies for Improving Algebra Knowledge in Middle and High School Students** http://eu.ixl.com/membership/school/researchfoundations **IXL Math**

***Use an asterisk to denote new programs*.**

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

2016-2017 Extended Learning Time and Extended Day/Year Interventionsto Address Student Achievement

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Extended Day Program Extended Year (summer school) Homework Help Remediation Enrichment	Director of Curriculum Program Coordinator	ESEA Waiver Annual Progress Targets Students show a 5% growth in meeting expectations SGOs (set by 11/2016)	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 **Structuring Out of School Time to Improve Academic Achievement**
Math	Students with Disabilities	Extended Day Program Extended Year (summer school) Homework Help Remediation Enrichment	Director of Curriculum Program Coordinator	ESEA Waiver Annual Progress Targets Students show an 8% growth in meeting expectations SGOs (set by 11/2016)	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 **Structuring Out of School Time to Improve Academic Achievement**
ELA	Economically Disadvantaged	Extended Day Program Extended Year (summer school) Homework Help Remediation Enrichment	Director of Curriculum Program Coordinator	ESEA Waiver Annual Progress Targets Students show a 5% growth in meeting expectations SGOs (set by 11/2016)	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 **Structuring Out of School Time to Improve Academic Achievement**
Math	Economically Disadvantaged	Extended Day Program	Director of Curriculum	ESEA Waiver Annual Progress Targets	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 **Structuring Out of School Time to Improve Academic Achievement**

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Extended Year (summer school) Homework Help Remediation Enrichment	Program Coordinator	Students show an 8% growth in meeting expectations SGOs (set by 11/2016)	
ELA	White	Extended Day Program Extended Year (summer school) Homework Help Remediation Enrichment	Director of Curriculum Program Coordinator	ESEA Waiver Annual Progress Targets Students show a 5% growth in meeting expectations SGOs (set by 11/2016)	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 **Structuring Out of School Time to Improve Academic Achievement**
Math	White	Extended Day Program Extended Year (summer school) Homework Help Remediation Enrichment	Director of Curriculum Program Coordinator	ESEA Waiver Annual Progress Targets Students show an 8% growth in meeting expectations SGOs (set by 11/2016)	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 **Structuring Out of School Time to Improve Academic Achievement**

***Use an asterisk to denote new programs**.

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

2016-2017 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	**Penn Literacy Network** Reading and writing strategies and mentoring **Standards Solution** CCSS and PARCC **Engaged Instruction** Differentiated instruction **LinkIt** Data Analysis **PLCs**	Director of Curriculum Principal	ESEA Waiver Annual Progress Targets Students show a 5% growth in meeting expectations SGOs (set by 11/2016)	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/20072004.pdf **Organizing Instruction and Study to Improve Student Learning, A Practice Guide** http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf **Using Student Achievement Data to Support Instructional Decision Making**http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf **Improving Adolescent Literacy: Effective Classroom and Intervention Practices**
Math	Students with Disabilities	**Penn Literacy Network** Math Mentoring grades 7-12 **Engaged Instruction** Differentiated instruction **LinkIt** Data Analysis **PLCs**	Director of Curriculum Principal	ESEA Waiver Annual Progress Targets Students show an 8% growth in meeting expectations SGOs (set by 11/2016)	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/20072004.pdf **Organizing Instruction and Study to Improve Student Learning, A Practice Guide** http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf **Using Student Achievement Data to Support Instructional Decision Making**
ELA	Economically Disadvantaged	**Penn Literacy Network** Reading and writing strategies and mentoring	Director of Curriculum Principal	ESEA Waiver Annual Progress Targets Students show a 5% growth in meeting expectations	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/20072004.pdf **Organizing Instruction and Study to Improve Student Learning, A Practice Guide**

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

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Standards Solution CCSS and PARCC **Engaged Instruction** Differentiated instruction **LinkIt** Data Analysis **PLCs**		SGOs (set by 11/2016)	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf **Using Student Achievement Data to Support Instructional Decision Making**http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf **Improving Adolescent Literacy: Effective Classroom and Intervention Practices**
Math	Economically Disadvantaged	**Penn Literacy Network** Math Mentoring grades 7-12 **Engaged Instruction** Differentiated instruction **LinkIt** Data Analysis **PLCs**	Director of Curriculum Principal	ESEA Waiver Annual Progress Targets Students show an 8% growth in meeting expectations SGOs (set by 11/2016)	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/20072004.pdf **Organizing Instruction and Study to Improve Student Learning, A Practice Guide** http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf **Using Student Achievement Data to Support Instructional Decision Making**
ELA	White	**Penn Literacy Network** Reading and writing strategies and mentoring **Standards Solution** CCSS and PARCC **Engaged Instruction** Differentiated instruction **LinkIt**	Director of Curriculum Principal	ESEA Waiver Annual Progress Targets Students show a 5% growth in meeting expectations SGOs (set by 11/2016)	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/20072004.pdf **Organizing Instruction and Study to Improve Student Learning, A Practice Guide** http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf **Using Student Achievement Data to Support Instructional Decision Making**http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf

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

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Data Analysis **PLCs**			**Improving Adolescent Literacy: Effective Classroom and Intervention Practices**
Math	White	**Penn Literacy Network** Math Mentoring grades 7-12 **Engaged Instruction** Differentiated instruction **LinkIt** Data Analysis **PLCs**	Director of Curriculum Principal	ESEA Waiver Annual Progress Targets Students show an 8% growth in meeting expectations SGOs (set by 11/2016)	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/20072004.pdf **Organizing Instruction and Study to Improve Student Learning, A Practice Guide** http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf **Using Student Achievement Data to Support Instructional Decision Making**

***Use an asterisk to denote new programs**.

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

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

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2016-2017 school year)

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

1. Who will be responsible for evaluating the schoolwide program for 2016-2017? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? *Evaluation of the schoolwide plan for 2016-2017 will be conducted by the NCLB Committee, the ScIP Committee, the Building Data Committee and the School Leadership Council. The schoolwide plan will be evaluated quarterly.*

2. What barriers or challenges does the school anticipate during the implementation process? *The greatest challenge next year is preparing to combine programs for the new 4-8 building. As we begin to align the 4th -6th and the 7th and 8th grade we must consider scheduling, staffing, work assignments, highly qualified status, and the logistics of teaming in a new school.*

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? *Buy-in from all stakeholders will be obtained through transparency during planning, implementation, and reflecting in addition to staff input from focus groups and PLCs.*

4. What measurement tool(s) will the school use to gauge the perceptions of the staff? *To gauge the perceptions of the staff the school will use surveys and feedback from focus groups and PLCs.*

5. What measurement tool(s) will the school use to gauge the perceptions of the community? *We will rely on community surveys and our key communicators to gauge the perceptions of the community.*

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

6. How will the school structure interventions? *Interventions will be structured during the day and after school. This will include small group and individualized instruction.*

7. How frequently will students receive instructional interventions? *Interventions will take place daily, several times per week, or weekly depending upon students need.*

8. What resources/ technologies will the school use to support the schoolwide program? *All available resources, including volunteers, I & RS, and PLC's, will be used to support the schoolwide program.*

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? *The school will use benchmark assessments, SGO results, quarterly assessments, midterms, finals, and teacher observations to measure the effectiveness of the interventions.*

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? *Intervention effectiveness results will be shared at staff meetings, community meetings, the School Leadership Council, and will be posted on the school website.*

Provide a separate response for each question.

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

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the communities, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2016-2017 Family and Community Engagement Strategiesto Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Back-to-School Night Parent/Teacher Conferences Key Communicators PARCC Workshops AP Workshops	Superintendent Director of Curriculum Principals Guidance Counselor	5% increase in attendance from the previous year	Parental Involvement: Title I, Part A **Parental Involvement**
Math	Students with Disabilities	Back-to-School Night Parent/Teacher Conferences Key Communicators PARCC Workshops AP Workshops	Superintendent Director of Curriculum Principals Guidance Counselor	5% increase in attendance from the previous year	Parental Involvement: Title I, Part A **Parental Involvement**
ELA	Economically Disadvantaged	Back-to-School Night Parent/Teacher Conferences Key Communicators PARCC Workshops AP Workshops	Superintendent Director of Curriculum Principals Guidance Counselor	5% increase in attendance from the previous year	Parental Involvement: Title I, Part A **Parental Involvement**
Math	Economically Disadvantaged	Back-to-School Night Parent/Teacher Conferences Key Communicators PARCC Workshops AP Workshops	Superintendent Director of Curriculum Principals Guidance Counselor	5% increase in attendance from the previous year	Parental Involvement: Title I, Part A **Parental Involvement**

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	White	Back-to-School Night Parent/Teacher Conferences Key Communicators PARCC Workshops AP Workshops	Superintendent Director of Curriculum Principals Guidance Counselor	5% increase in attendance from the previous year	Parental Involvement: Title I, Part A **Parental Involvement**
Math	White	Back-to-School Night Parent/Teacher Conferences Key Communicators PARCC Workshops AP Workshops	Superintendent Director of Curriculum Principals Guidance Counselor	5% increase in attendance from the previous year	Parental Involvement: Title I, Part A **Parental Involvement**

***Use an asterisk to denote new programs**.

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

2016-2017 Family and Community EngagementNarrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment*? Parent programs are identified and presented based on a combined criterion of need and parental interest. Parental opportunities are identified through administrative discussions, staff recommendations and parent request. All Parent Involvement meetings revolve around improving parenting skills by creating a more informed parent in supporting their child academically, socially, and emotionally.*

2. How will the school engage parents in the development of the written parent involvement policy? *The parent involvement policy is reviewed and discussed each year during the open forum board meeting in September.*

3. How will the school distribute its written parent involvement policy? *The policy will be given to students to take home and it will be posted on the district web site.*

4. How will the school engage parents in the development of the school-parent compact? *This process is done through the key communicators.*

5. How will the school ensure that parents receive and review the school-parent compact? *The school compact is given to the students to take home. The parents sign and return the compact, indicating that they have read and understand it. The compact is also posted on the school web site.*

6. How will the school report its student achievement data to families and the community? *Student achievement data is reported during the monthly public meetings (through the Director of Curriculum) and it is posted on the district web site. Individual student achievement data is mailed home and discussed individually at parent-teacher conferences.*

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? *Student achievement data is reported during the monthly public meetings.*

8. How will the school inform families and the community of the school's disaggregated assessment results? *The schools disaggregated assessment results are discussed at SLC meetings and are posted on the web site.*

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

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? *Parents are invited and included in the monthly SLC meetings, the Fall Focus group meetings and the Key communicators meetings. At each of these venues NCLB is explained by district administration, informing the participants of the importance of stakeholder input. Parent stakeholder input is also included throughout the Schoolwide Plan where applicable.*

10. How will the school inform families about the academic achievement of their child/children? *Parents have access to ClassRoll where their student's grades are posted. Letters are mailed home to the parent from the school principal with a copy of the student's academic achievement (report card). Individual student achievement results are discussed during parent-teacher conferences.*

11. On what specific strategies will the school use its 2016-2017 parent involvement funds? *Parent Involvement funds will be used for Career Fair Workshops with parents, Advanced Placement meetings with parents, Academic Awards Night, PARCC night with parents, Key communicators groups, and Global Connect for all parents/community members to inform them regarding all school and academic activities.*

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF*ESEA*§(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	85	
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	17	
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	
	0	

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

SCHOOLWIDE: HIGHLY QUALIFIED STAFF*ESEA*§(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
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 Director of Curriculum Superintendent