NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

CDS Code: 301-Career and Innovation Academy of Orange (CIAO)
2014-2015 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION

DISTRICT INFORMATION	SCHOOL INFORMATION
District: ORANGE TOWNSHIP PUBLIC SCHOOLS	School: CAREER AND INNOVATION ACADEMY OF ORANGE (CIAO)
Chief School Administrator: RONALD C. LEE	Address: 123 CLEVELAND ST., ORANGE, NJ 07050
Chief School Administrator's E-mail: leeronal@orange.k12.nj.us	Grade Levels: 9-12
Title I Contact: FAY POLEFKA	Principal: JASON BELTON
Title I Contact E-mail: polefkfa@orange.k12.nj.us	Principal's E-mail: beltonja@orange.k12.nj.us
Title I Contact Phone Number: (973) 677-4015 ext 6076	Principal's Phone Number: (973) 677-4500 EXT. 1701

Principal's Certification

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

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

Jason Belton   *Jason Belton*   June 30, 2014

_____   _____   _____

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

Critical Overview Elements

- The School had **20** (number) of stakeholder engagement meetings.

- State/local funds comprised _____% of the school's budget in 2013-2014.

- State/local funds will comprise $126,367.00 of the school's budget in 2014-2015.

- Title I funded programs/interventions/strategies/activities in 2014-2015 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Vocab/Sp City	Goal 1	ELA low 9-12	20-231-200-600-L-00	$350
Parent Participation	Goal 1-3	All Parents	20-231-200-600-4-00	$2,287
Learning.com	Goal 1 -3	At Risk students	20-231-200-600-L-00	$150

SCHOOLWIDE COMPONENT: EVALUATION

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

Stakeholder/Schoolwide Committee

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

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Jason Belton	Principal	YES	YES	YES	
Nicolas Balios	PE Teacher/SMT	YES	YES	YES	
Kristen Pascale	English Teacher/SMT	YES	YES	YES	
Valerie Best	Alternative Program Consultant	YES	YES	YES	
Dr. Clyde Griffith	Science Teacher	YES	YES	YES	
Vincent Vigoritta	Math Teacher	YES	YES	YES	

SCHOOLWIDE COMPONENT: EVALUATION

Stakeholder/Schoolwide Committee Meetings

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
9-24-13	CIAO	SMT	Yes	No	Yes	No
10-15-13	CIAO	SMT				
11-19-13	CIAO	SMT				
12-17-13	CIAO	SMT				
01-21-14	CIAO	SMT				
02-11-14	CIAO	SMT				
03-18-14	CIAO	SMT				
04-08-14	CIAO	SMT				
05-20-14	CIAO	SMT				
06-17-14	CIAO	SMT				

*Add rows as necessary.

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

What is the school's mission statement?	**Our mission is to provide each student with a well-rounded educational program leading to college or career paths, which will foster economic independence and social responsibility in the twenty-first century.**

In service of this mission, students will be provided with:

- A highly personalized learning experience, defined by an individual learning plan, daily mentoring, internship possibilities, and rigorous academics based on student interest.

- A guiding partnership between students, parents, teacher-advisors, mentors, and the community that provides a learning context appropriate to support our mission.

- Real world learning experiences via hands-on projects that guide learning across the content areas and volunteer experiences in and out of their community.

- A vibrant, flexible learning environment that provide ample opportunities for success by differentiating instruction to address student learning styles, abilities, and interests.

- Opportunities to graduate from high school.

SCHOOLWIDE COMPONENT: EVALUATION

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

Evaluation of 2013-2014 Schoolwide Program
(For schools approved to operate a schoolwide program prior to 2014-2015)

1. Did the school implement the program as planned?
   This was second year of the CIAO building and the use of the Big Picture Program. The academic program at CIAO was not implemented with the amount of success we expected to achieve. The Big Picture Program called for real world learning and more professional development will be needed for the entire staff to implement it effectively. Professional development was provided in all core program areas, including unpacking the Common Core State Standards, Study Island, and Model Curriculum. Additionally, teacher schedules were developed to ensure that common planning time occurred to support each teacher with delivering instruction and programs effectively.

2. What were the strengths of the implementation process?

   The overall strength in the implementation process was the ability to provide each teacher with common planning and high-quality professional development in the priority areas. This allowed each individual teacher and classroom to establish common procedures and plans that met the needs of all learners. The implementation of internships which allowed many students to discover their interest in and out of the class was highly effective as well.

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

   A barrier during the implementation process was the difficulty of correctly merging the state mandates with Big Picture strategies. All staff members were more familiar with the Big Picture Program and its objectives.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
   An apparent strength in the implementation of the program was the consistency in unpacking the Common Core State Standards, and the utilization of Study Island in CIAO. This allowed for common language across grade levels and standardization of the required assessments. Other strengths were a small learning community, beginnings of personalized learning, and building professional relationships within the community.
   Our challenge was effectively using our data to improve instruction.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
   The buy-in from all stakeholders continues to be an on-going task within the school. The CIAO staff worked diligently at improving the integration of the Common Core State Standards with the Big Picture program. Parents were not as supportive as we would have liked and we are still addressing this problem. There is a strong collaboration with law enforcement, juvenile justice systems and juvenile treatment centers. When appropriate, agencies reached out to us for information and we asked for support.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
   Staff perceptions of the program continue to be positive and geared towards student success and achievement. Staff Surveys were used to measure team morale and perceptions. District and in-house surveys were both revealing.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
   The community still thinks of CIAO as an alternative school and views it as a punitive program as opposed to an institution of opportunity. Parents were asked twice this year to conduct surveys. Both revealed that parents were unaware of their students academic program and that the school and district policy were too tough.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)
   All learning and instructional strategies were used to deliver each program in an effective manner. The traditional methods were employed with sufficient differentiation and independent project-based learning which the program deems as necessary. Big Picture Programming was implemented thru school visitations and on site Professional development. The staff focused on creating lesson plans that appealed to the multiple intelligences. This was crucial to the integration of the Big Picture philosophy.

9. How did the school structure the interventions?

Interventions were structured by the classroom teacher, as needed, based on a review of data from teacher, school, and district assessments. Additionally, the use of differentiated instruction and project based learning allowed for teachers to scaffold learning and activities. All successes and best practices were discussed during Common Planning.

10. How frequently did students receive instructional interventions?

Instructional interventions were a part of the daily routine of teachers, as differentiation of instruction is a required delivery method in classrooms. More intensive interventions were also provided, through small group and one-to-one tutoring. With small class sizes teachers were able to intervene and assist students continuously.

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

Technology is a vital part of the academic program. The use of different software and internet-based programs, Study Island, Genesis Lesson Planner, Genesis Grade book, and more, allowed teachers to expand learning beyond the textbook. There is access to netbooks, a computer lab, and Smart- Boards.

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

Technology has contributed to the success of the program. It allows teachers to enhance and differentiate instruction in all academic areas. It allows students to interact with different elements of classroom content, by using different learning software and technological devices. It reinforced individualized instruction and the value of instructional time.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 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	2012-2013	2013-2014	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11	4	3	One-to-One Tutoring Differentiated Instruction HSPA Instructional Course	HSPA instruction was effective because 50% of testers passed the state assessment. Three out of six students were partially proficient.
Grade 12	0	5	AHSA Instructional Course	2013-2014 Some students took AHSA , ELA or HSPA during the school year while other students couldn't fit these courses into their schedules. A lack of good academic standing, credit deficiencies and attendance issues were additional factors. Five students were partially proficient.

SCHOOLWIDE COMPONENT: EVALUATION

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9				All students are offered opportunity to attend the after-school tutoring and credit recovery. However, although strongly encouraged, only a few of our students attended the program and some attend with irregularity.
Grade 10				
Grade 11	10	5	One-to-One Tutoring Differentiated Instruction HSPA Instructional Course	HSPA instructional course was not offered to student because of scheduling conflicts and course requirements needed. Five out of six students were partially proficient
Grade 12	4	9	One-to-One Tutoring Differentiated Instruction ASHA Instructional Course	Students entered with "inconsistent" attendance and scheduling issues.

Evaluation of 2013-2014 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	2012-2013	2013-2014	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10	4		Individualized instruction based on pre-testing	Programming was ineffective due to lack of consistency. 8 of 8 were partially proficient in unit assessments.

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency.
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 Interventions and Strategies

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

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Study Island	ELA			
Read 180	ELA	No	Usage and SRI	0% Useage
	Mathematics			
	Students with Disabilities			

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

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
After School Tutoring	ELA	No	Attendance	0%
After School Tutoring	Mathematics	No	Attendance	0%
Saturday Tutoring	ALL	Yes	Suspension and attendance	% decrease % attendance increase
After School Tutoring	Students with Disabilities	Yes	Suspension and attendance	% decrease % attendance increase

Evaluation of 2013-2014 Interventions and Strategies

Professional Development Implemented in 2013-2014

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
District Reading and Writing Best Practices.	ELA			
District Math Best Practices.	Mathematics			
Big Picture	All			

Family and Community Engagement Implemented in 2013-2014

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
	ELA			
	Mathematics			

Principal's Certification

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

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

Jason Belton   *Jason Belton*   June 30 2014

_____   _____   _____

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

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

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

2014-2015 Needs Assessment Process
Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Benchmark, District Reading assessment,Read 180	Students were unsuccessful in district benchmarks.
Academic Achievement - Writing	District Writing Assessment ,Portfolios	80% were able to obtain a 4 on a holistic Rubric.
Academic Achievement - Mathematics	District benchmarks	
Family and Community Engagement	The Big Picture Model was followed	50% of students obtained internships.
Professional Development	District offered PD.	90% attendance by staff
Homeless	N/A	N/A
Students with Disabilities	Students were provided with support through special services and teaching modalities to address their specific needs. Utilization of Read 180 and Study Island for reinforcement of	75% of students achieved profeiceny in Read 180 assessment. 50% of studnets who participated in read 180 were successful
English Language Learners		
Economically Disadvantaged	N/A	N/A

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
School Climate and Culture	Positive behavior reward initiative.	90% of students received awards
Leadership	Parent Survey Staff Survey	Bi-Annual Surveys will be administered to analyze perception of school culture to show an increase of 10% with effective rating.
School-Based Youth Services	I&RS Team Data Counseling Data	Analysis of data trends

2013-2014 Needs Assessment Process
Narrative

1. What process did the school use to conduct its needs assessment? **During the 2013-2014 school year, CIAO administrators, teachers, support staff, and students, met regularly and discussed issues that needed to be addressed such as: school climate, attendance, time on task, facilities and resources, empowerment, leadership, community engagement, professional development, new teacher support, mentoring, curriculum, instruction, and formative and summative assessments. The summary of the results clearly identified the priority areas of the school.**

2. What process did the school use to collect and compile data for student subgroups? **The principal, social worker, phys. ed. teacher and Big Picture representative analyzed the data from HSPA reports. We collected data through Genesis and Testing. Study Island and Model Curriculum Assessment results, are our base line data since the launch of the CIAO program in September 2012.**

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? [1] **The collection methods for Study Island and Model Curriculum Assessment were statistically sound however Study Island was not used effectively. Going forward a Study Island schedule must be implemented as well as monitoring results of assessments expeditiously. Additional using Smart responder technology will provide immediate feedback.**

4. What did the data analysis reveal regarding classroom instruction? **The data revealed the inconsistencies between what was taught and what students actually learned. It also revealed that all academic initiatives must be driven by data.**

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?
Professional development is needed to improve school wide planning and instruction as well as creating effective questioning and discussion techniques.

6. How does the school identify educationally at-risk students in a timely manner? **At-risk students are identified through a variety of methods early in the school year. Newly enrolled students who enter after the start of the school year are given an assessment of skills to determine placement. Staff review student standardized test data, classroom behavior and assessments upon enrollment.**

7. How does the school provide effective interventions to educationally at-risk students? **Newly enrolled students are given an assessment of skills . Students are given many opportunities for one-on-one assistance in ELA and Math class and our staff is given a list of strategies for every student in order to ensure that modifications are met. Additionally, students who continue to struggle after receiving extended services are referred to the I&RS team for additional recommendations. We also provide socio-emotional counseling to support the academic process.**

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

9. How does the school address the needs of homeless students? **N/A**

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? **After providing the assessment results, articulation occurred during common planning time, staff meeting and SMT Meetings. Teachers were charged with determining cross curricular teaching strategies that would improve the instructional program for their particular students.**

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school? **Orientation for new students and parents was conducted.**

12. How did the school select the priority problems and root causes for the 2013-2014 school wide plan? **Teachers were surveyed and asked about some of the academic/ instructional concerns that would need to be implemented in order to move CIAO forward. School goals were developed based on information obtained directly from walkthroughs and observations.**

2014-2015 Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

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

	#1	#2
Name of priority problem	CLOSING THE ACHIEVEMENT GAP – Grades 9-12 LANGUAGE ARTS LITERACY AND STUDENTS WITH DISABILITIES	Closing the achievement Gap-Attendance
Describe the priority problem using at least two data sources	Students are not mastering the CCSS in LAL in Grades 9-12 as measured by 42 %HSPA and < 10% proficient Benchmarks.	Low passing scores on State Assessments due to chronic absences (70 % via Genesis)
Describe the root causes of the problem	Continuous need for job-embedded coaching, demonstration, and mentoring in best practices language arts instructional techniques. Writing must be infused across the curriculum and all genres must be practiced regularly.	Students have a high level of social, economic and emotional issues that have to be dealt with prior to participating in instruction. Integration of Big Picture w/District Curriculum still not seamless.
Subgroups or populations addressed	Partially Proficient – General Education, Special Education Students	Partially Proficient – General Education, Special Education Students
Related content area missed	Language Arts	All content Areas
Name of scientifically research based intervention to address priority problems	Differentiated Instruction Reading Comprehension Strategies Study Island Read 180 Model Curriculum Assessments	Adherence to the Big Picture Model
How does the intervention align with the Common Core State Standards?	All programs and strategies are directly aligned with CCSS indicators.	All programs and strategies are directly aligned with CCSS indicators.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Closing the achievement gap in Math – Grades 9-12.	
Describe the priority problem using at least two data sources	**less than 1% of students were proficient on the NJ Model Curriculum Assessment** **100% of students were partially proficient on the HSPA - mathematics**	
Describe the root causes of the problem	Instructional practices need to see a major paradigm shift from teaching to learning with outcomes being clearly identified. Instructional methodologies must align with current best practices, and must be infused with the skills and content necessary to meet the state standards. All content teachers need further professional development in content, as well as comprehension strategies.	
Subgroups or populations addressed	Partially Proficient – General Education, Special Education Students	
Related content area missed	Mathematics	
Name of scientifically research based intervention to address priority problems	Differentiated Instruction Pre/Post Assessments from Study Island NJ Model Curriculum Assessments	
How does the intervention align with the Common Core State Standards?	All programs and strategies are directly aligned with CCSS indicators.	

SCHOOLWIDE COMPONENT: Reform Strategies

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

2014-2015 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success** **(Measurable Evaluation Outcomes)**	**Research Supporting Intervention** **(from IES Practice Guide or What Works Clearinghouse)**
Study Island	LAL Math	All Students	Content Teachers, Administrator	Pre/Post Reports and Benchmarks	Aligned to the CCSS http://www.studyisland.com/web/results/research/
Data Analysis to Drive Instruction	All	All teachers; monthly All students	building administration district supervisors	Lesson Plan Assessments Benchmark Assessments Project-based Assessments Interdisciplinary Thematic Projects Formative Assessments	"Digging Deeper into the Data: Tracey Severns (2009) "Data Analysis for Comprehensive Schoolwide Improvement: Victoria L. Bernhardt (1998)
Read 180	LAL	Student with Disabilities	Special Education Teachers	APA, System 44, NJASK Pre/Post Assessments	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=571 What Works Clearinghouse

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

2014-2015 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

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

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
*After/Before School Clubs	All Areas	GRADES 9-12	Teachers Principal	Pre/Post Assessments	"Structuring out-of-school time to Improve Academic Achievement." What works clearinghouse, July 2009.
*After School Academy	All Areas	GRADES 9-12	Teachers Principal	Pre/Post Assessments	"Structuring out-of-school time to Improve Academic Achievement." What works clearinghouse, July 2009.

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

2014-2015 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 <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
SMART Responders for assessments, Class Dojo	All	Teachers	Technology Coordinator	Lesson Units, End of Unit Assessments	www.classdojo.com http://betaclassroom.wordpress.com/class-dojo-review/
Creating Individualized Program Plans	Math / ELA	Teachers	Building Administrator	Students obtaining 75% or better on Pre and Post Assessments	NAEA Exemplary practices in Alternative Education. Indicators of quality programming. Exemplary Practive 5.0 – Curriculum and instruction; January 2009
Read 180	ELA	ELA Teachers	Director of ELA and Testing	Pre/Post Assessments	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=571
Classroom Management	ALL	Teachers, Paraprofessionals, Administrators, Parents	Administration District	Observations, Evaluations and School Climate	Winning Strategies for Classroom Management, Carol Cummings
Meeting the Needs of Alternative Students	ALL	ALL	Principal (Jason Belton) Valerie Best (Consultant)	Graduation Rate Attendance Rate HSPA/PARCC results	

*Use an asterisk to denote new programs.

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

Evaluation of School wide Program
(For schools approved to operate a school wide program beginning in the 2014-2015 school year)

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

1. Who will be responsible for evaluating the school wide program for 2014-2015? Will the review be conducted internally (by school staff), or externally? **The school's SMT,ScIP and Data teams will be responsible for evaluating the school wide program.**

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

   We anticipate that there will be lack of parent "buy in" for our programs involving parent participation.

   We anticipate that there will be a lack of "Alternative Education specific" Professional Development offered in the district.

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

   We will obtain buy-in through monitoring "needs assessments" and creating a scheduled timeline for the implementation of programs and through collaborative planning.

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

   We will use staff surveys and regular staff meetings.

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

    We will use surveys and school based programs offered for the community.

6. How will the school structure interventions?

    All teachers will be required to collaborate with administration and stakeholders to structure proposed interventions regarding their content area. (Lesson Plans). During the school day we will utilize Read 180 and provide after school tutoring.

7. How frequently will students receive instructional interventions?

    Students will receive instructional interventions through Read 180 45 min daily, 1 hour after school tutoring and Saturday tutoring 9-12.

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

    We will use Netbooks, Smart Technology and ClassDojo.com to support the school wide program. Also, utilization od Sp/VocaCity, Discovery. Brain PoP, Read 180, cognitive tutor and Acellus.

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

    We will use pre and post assessment data from all students requiring intervention.

10. How will the school disseminate the results of the school wide program evaluation to its stakeholder groups?

    Results will be disseminated via Genesis reports, quarterly data review, newsletters and district updates and reports.

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that school wide plans contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the school wide program.

2014-2015 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Parent Advisory Board	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	National Association of PTOs http://www.ptotoday.com/
Open House	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Career Day	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Honor Roll Ceremonies	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
P/T Conferences	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Science Fair	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Family Health Fair	Priority Areas	Parents Guardians	All Stakeholders	Increase in Parental Awareness and Student Achievement	http://njms.rutgers.edu/education/student_affairs/student_life/student_organizations.cfm#34

2014-2015 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? **Research has shown that strong home-school collaboration results in higher grades, test scores, and graduation rates, better school attendance, increased motivation, and better self-esteem (University of Michigan).**

2. How will the school engage parents in the development of the written parent involvement policy? S**urvey parents on what should parent involvement policy state. We will also include a parent representative on the SMT.**

3. How will the school distribute its written parent involvement policy? **It will be distributed on the first day of school with the handbook and code of conduct. It is also published on the schools website.**

4. How will the school engage parents in the development of the school-parent compact? **Parents will discuss the role of each identified stakeholder.**

5. How will the school ensure that parents receive and review the school-parent compact? **The school-parent compact is distributed the first day of school with emergency cards, lunch application forms, parent handbook, and student handbook. Homeroom teachers are responsible for collecting the signed forms and contacting parent who do not return them.**

6. How will the school report its student achievement data to families and the community? **Back to School Night; Parent/Teacher Conferences; School Newsletter sent out monthly; school website; Parent Notices sent out weekly; Orange Transcript/Star Ledger Newspaper articles; New Jersey School Report; Progress Reports; District Website; School and District phone blasts.**

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III? **A letter is sent home to notify parents when the district has not met their AMAO. However, the district has met its AMAO for the past three years; therefore, this notification has not been required of the district.**

8. How will the school inform families and the community of the school's disaggregated assessment results? **CIAO sends home quarterly newsletters regarding student outcomes.**

9. How will the school involve families and the community in the development of the Title I School wide Plan? **A parent representative will serve on the School Management Team.**

10. How will the school inform families about the academic achievement of their child/children? **Individual Student data is reported to parents via the child and at parent conferences. Additionally, parents have access to the Parent Portal in Genesis to review information daily about their child's progress.**

11. On what specific strategies will the school use its 2013-2014 parent involvement funds? **Workshops with guests, parents & students on current health issues (asthma, high blood pressure, diabetics); Saturday workshop with breakfast and have experts, physician, nurses etc. conduct different prevention and interventions strategies; Cooking healthy (class for parents). Demonstrations on meal preparations, with inexpensive strategies on preparing healthy foods. We will purchase food and parents' can take some home, and make a cookbook at the end of sessions.**

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

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that school wide plans contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the school wide program.

2014-2015 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Parent Advisory Board	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	National Association of PTOs http://www.ptotoday.com/
Open House	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Career Day	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Honor Roll Ceremonies	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
P/T Conferences	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Science Fair	Priority Areas	Parents Guardians	All stakeholders	Increase in Parental Awareness and Student Achievement	Michigan Department of Education http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf
Family Health Fair	Priority Areas	Parents Guardians	All Stakeholders	Increase in Parental Awareness and Student Achievement	**TBD**

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

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

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

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A		
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)		
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*		

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

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

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

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