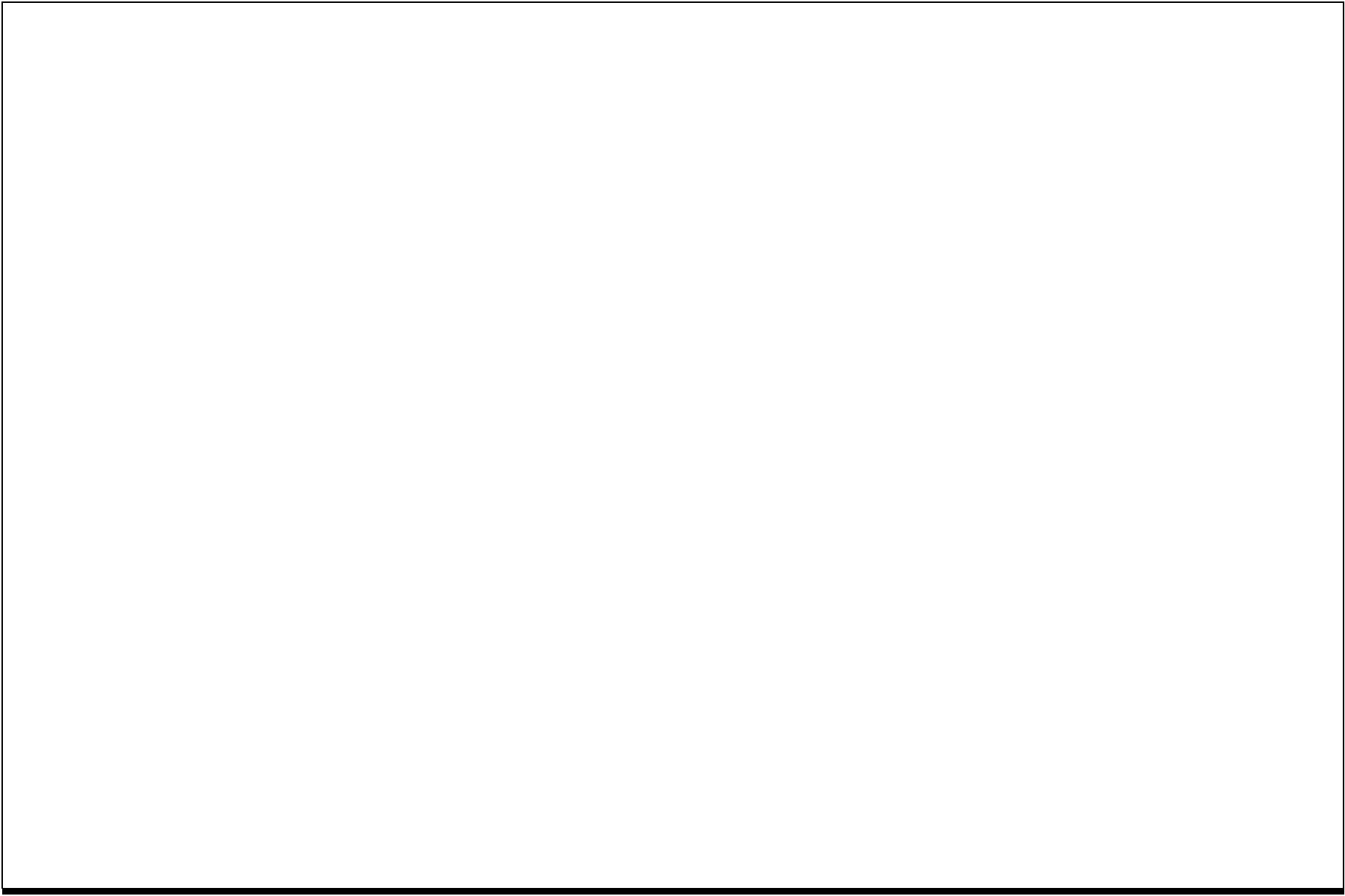# NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2014-2015 TITLE I SCHOOLWIDE PLAN*
Cleveland Elementary School

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

DISTRICT INFORMATION	SCHOOL INFORMATION
District: ORANGE PUBLIC SCHOOLS	School: Cleveland Street School
Chief School Administrator: RONALD C. LEE	Address: 355 Cleveland Street Orange, N.J. 07050
Chief School Administrator's E-mail: LeeRonal@orange.k12.nj.us	Grade Levels: K-7
Title I Contact: Fay Polefka	Principal: Dr. Cayce J. Cummins
Title I Contact E-mail: Polefka@orange.k12.nj.us	Principal's E-mail: cumminsc@orange.k12.nj.us
Title I Contact Phone Number: (973) 677-4000	Principal's Phone Number: (973) 677-4100

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.

_____Dr. Cayce J. Cummins_____ ___
Principal's Name   **Principal's Signature**   **Date:** _____

Critical Overview Elements

- The School had _____25_____ (number) of stakeholder engagement meetings.

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

- State/local funds will comprise _____$ 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
Spelling/Vocabulary City	1-2			
Math180 stipends/0 period	3	Extended Day		$4,970
Parent Participation	1-3			$1,700

Learning.com	1-2	Student Engagement		$3,400

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
Dr. Cayce J. Cummins	Administration	Yes	Yes	Yes	
Iesha Fennell	Math Gr. K-4	Yes	Yes	Yes	
Ketsia Jean-Baptiste	ELA K-4	Yes	Yes	Yes	
Marc Levenson	Middle School /S.S. Gr. 5-7	Yes	Yes	Yes	
Julie O'Connor	ELA Gr.5-7	Yes	Yes	Yes	
Esak Crawley	Science	Yes	Yes	Yes	
Carol Lukoff	School Counselor	Yes	Yes	Yes	
James DeLoatch	Math Gr. 5-7	Yes	Yes	Yes	
Kristal Langford	Parent	Yes	Yes	Yes	
Enid Shapiro-Unger	ESL	Yes	Yes	Yes	
Maria Spearman	Community Member	Yes	Yes	Yes	
Charmaine Fraser	Special Education	Yes	Yes	Yes	

Arlene Freeman	Paraprofessional	Yes	Yes	Yes	

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		
8/27 & 8/ 28/ 2013	Room 4 CSS	SMT School Retreat	**Yes**	**Yes**		
10/28/2013	Room 4	Needs Assessment	Yes	Yes		
11/25/2013	Room 4	Needs Assessment	Yes	Yes		
12/9/2013	Room 8	Plan Development	Yes	Yes		
2/28/2014	Room 8 CSS	Plan Development	Yes	Yes		
3/25/2014	Room 8	Plan Development	Yes	Yes		
5/12/2014	Room 8	Plan Development	Yes	Yes		
6/9/2014	Room 8	Plan Development	Yes	Yes		

*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 a stimulating, collaborative learning environment that maximizes student potential. This ensures that all children are able to meet academic, social, and emotional challenges, while maintaining the flexibility to be continuously adapting to the needs of our students and community.

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.

(skipped this question) 1

53. School / district professional development is designed based on student learning data and school wide goals.

	Response Total	Response Percent
Strongly Agree	4	11%
Agree	27	77%
Disagree	2	6%
Strongly Disagree	2	6%
Total Respondents	35	
(skipped this question)	1	

54. School / district professional development targeting curriculum, assessment and instruction is customized based on specific staff/teacher development needs.

	Response Total	Response Percent
Strongly Agree	2	6%
Agree	19	54%
Disagree	12	34%
Strongly Disagree	2	6%
Total Respondents	35	
(skipped this question)	1	

55. Professional Learning Communities focused on student learning outcomes are being used for ongoing professional development.

	Response Total	Response Percent
Strongly Agree	5	14%
Agree	19	54%
Disagree	8	23%
Strongly Disagree	3	9%

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?

Yes, the program was fully implemented with the collaboration of staff during common planning time, department meetings and staff meetings. High-quality professional development was provided in all core program areas, including implementation of the Common Core State Standards and NJ Model Curriculum.

2. What were the strengths of the implementation process?

All stakeholders participated in the collaboration process to achieve our goals. Professional development was provided to enhance students' growth across all content areas. This allowed all teachers to establish common procedures and plans that met the needs of all learners. The process also allowed teachers to collaborate and articulate with grade level counterparts across the district.

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

- First year implementation of SGOs absorbed a lot of instructional and professional development resources
- Delayed implementation of new programs such as Math180 and iRead
- Lack of headphones (Read180 & Math180), books and other materials critical to program implementation

- Technology and Internet issues

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
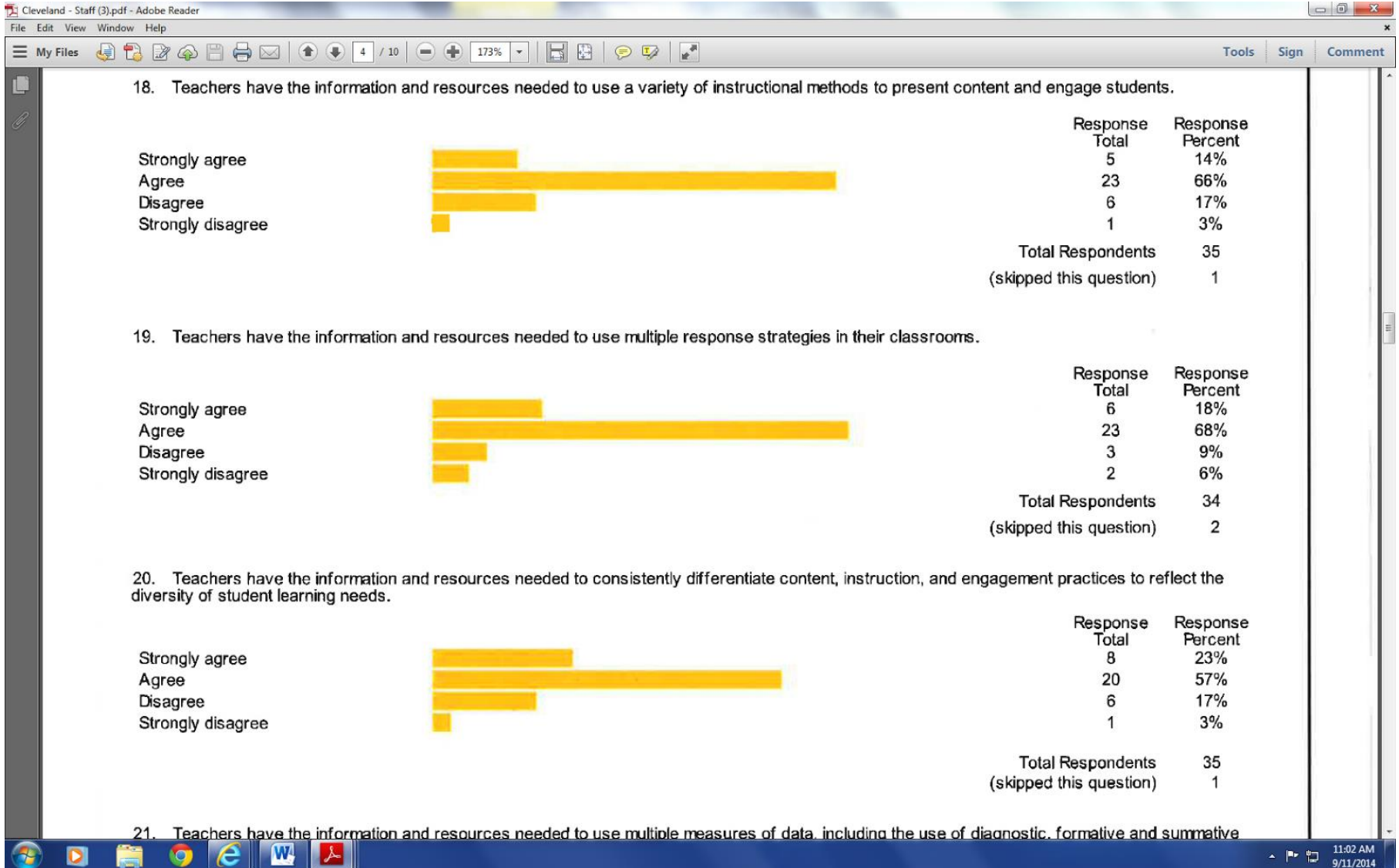
Teachers have a better grasp on how to unpack the Common Core. In some subject areas, the pacing provided a more structured implementation of Common Core practices. However, time constraints hampered full realization of program implementation. For instance, Math180 programs at grades 6-7 only completed an average of 12% of the content. Teachers new to the program required additional support on pacing and the structure of the program. Read180 content suffered similarly completing a schoolwide mean of 9 segments completed, 2 below the district average. Furthermore, students and staff rituals and routines were interrupted by school closings and delays due to a particularly harsh winter .Instructional time and programs were interrupted and time had to be restored and/or altered where possible. Time for programs such as Read 180 and Math 180 were lost.

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

We obtained the necessary buy-in through high levels of communication during departmental meetings, common planning, staff meetings, ESL parent and PTO meetings. In addition, stakeholders were able to provide feedback through parent, staff, and student surveys.

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

 Staff perceptions continue to be positive and geared towards student success and achievement. For instance, 80% of staff believe they have the information and resources needed to use a variety of instructional methods to present content and engage students. However, 50% of staff members feel that the community is not supportive of the school. Furthermore, 35% of staff members felt   that they did not have the materials, resources, and training to monitor implementation of interventions. Staff perceptions were gleaned from the Staff Survey. (See below)

18. Teachers have the information and resources needed to use a variety of instructional methods to present content and engage students.

	Response Total	Response Percent
Strongly agree	5	14%
Agree	23	66%
Disagree	6	17%
Strongly disagree	1	3%
Total Respondents	35	
(skipped this question)	1	

19. Teachers have the information and resources needed to use multiple response strategies in their classrooms.

	Response Total	Response Percent
Strongly agree	6	18%
Agree	23	68%
Disagree	3	9%
Strongly disagree	2	6%
Total Respondents	34	
(skipped this question)	2	

20. Teachers have the information and resources needed to consistently differentiate content, instruction, and engagement practices to reflect the diversity of student learning needs.

	Response Total	Response Percent
Strongly agree	8	23%
Agree	20	57%
Disagree	6	17%
Strongly disagree	1	3%
Total Respondents	35	
(skipped this question)	1	

21. Teachers have the information and resources needed to use multiple measures of data, including the use of diagnostic, formative and summative

(skipped this question)   3

41.   Teachers/staff have access to consultative or coaching support when they are having difficulty with specific professional expectations (e.g., differentiating instruction).

	Response Total	Response Percent
Strongly agree	6	18%
Agree	18	53%
Disagree	10	29%
Strongly disagree	0	0%
Total Respondents	34	
(skipped this question)	2	

42.   I would benefit from more professional development on: (Check all that apply)

	Response Total	Response Percent
Advanced differentiating instructional strategies	23	68%
Data-based decision making	16	47%
Research-based literacy interventions	15	44%
Research-based math interventions	10	29%
Strategies for motivating and engaging students	18	53%
Designing classroom expectations, routines, and transitions	16	47%
Total Respondents	34	
(skipped this question)	2	

15

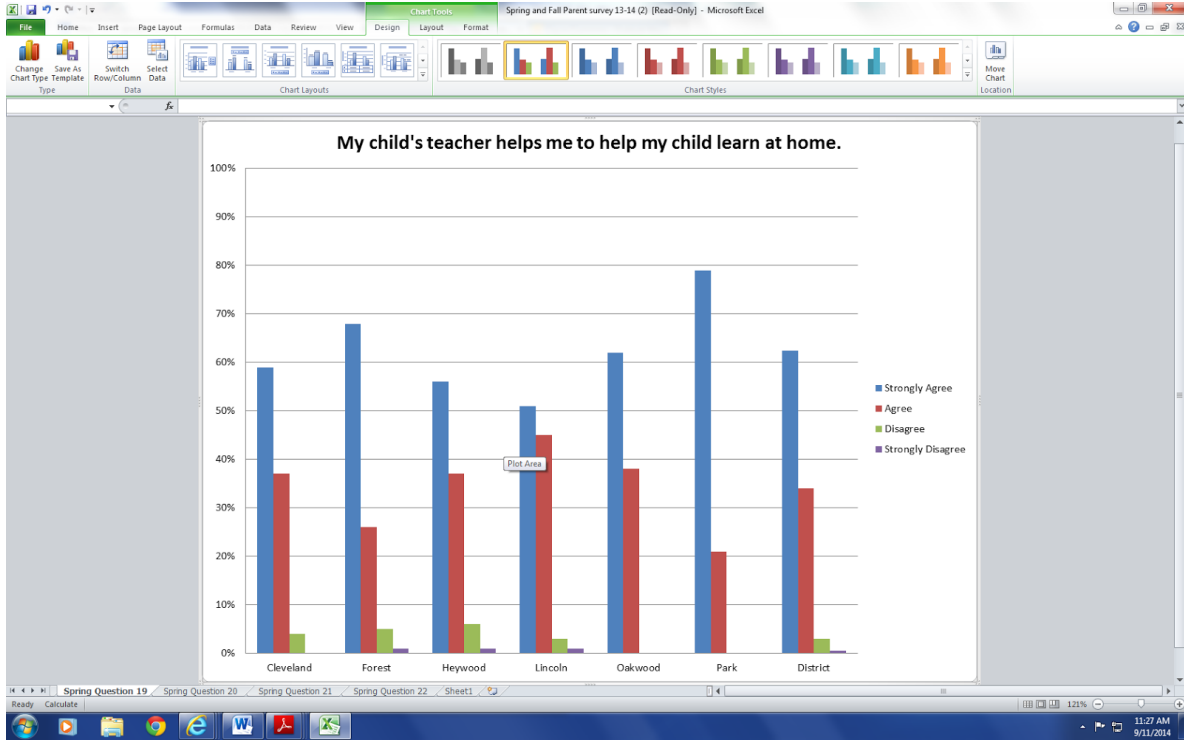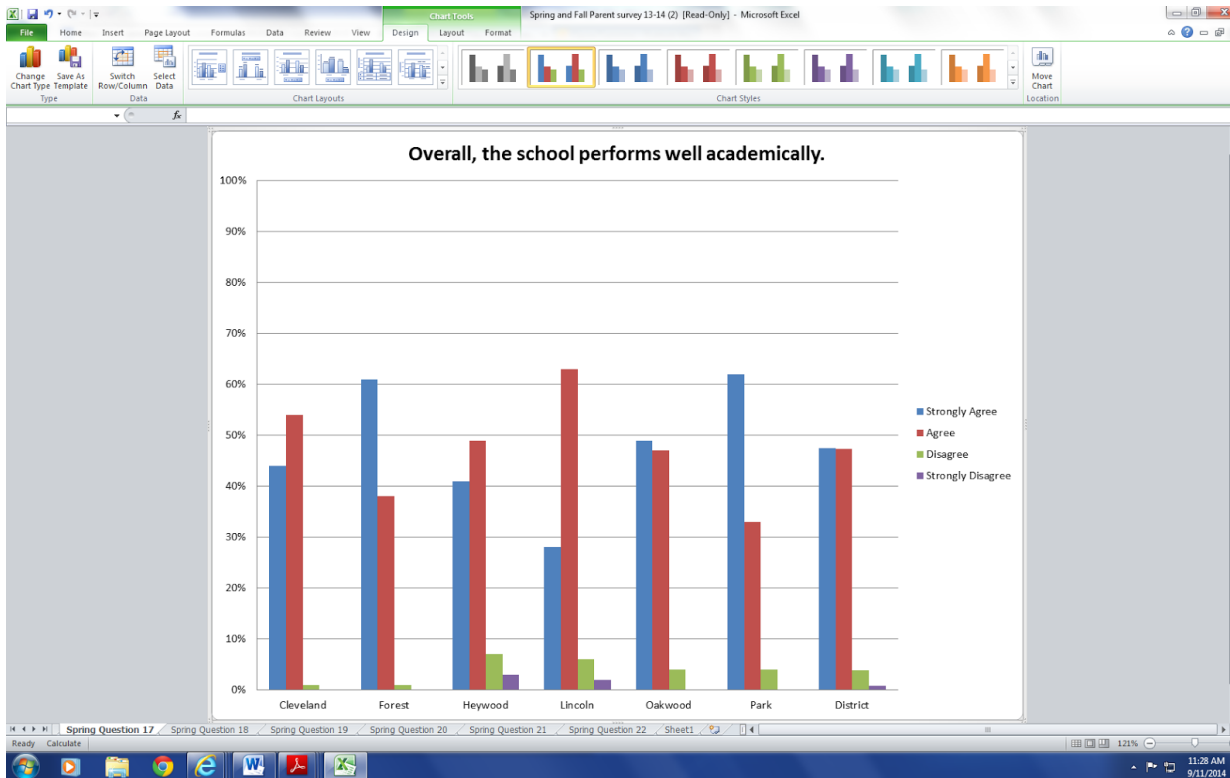**7.** What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

Community perceptions continue to be positive and also geared towards student success, achievement, and the strengthening of the home-school connection. Community perception was gleaned from Parent Surveys, PTO meetings, and Parent/Teacher conferences. Relationships with community were strengthened through collaboration with the YMCA after school program.(See below)

I am primarily kept aware of school programs and activities by means of:

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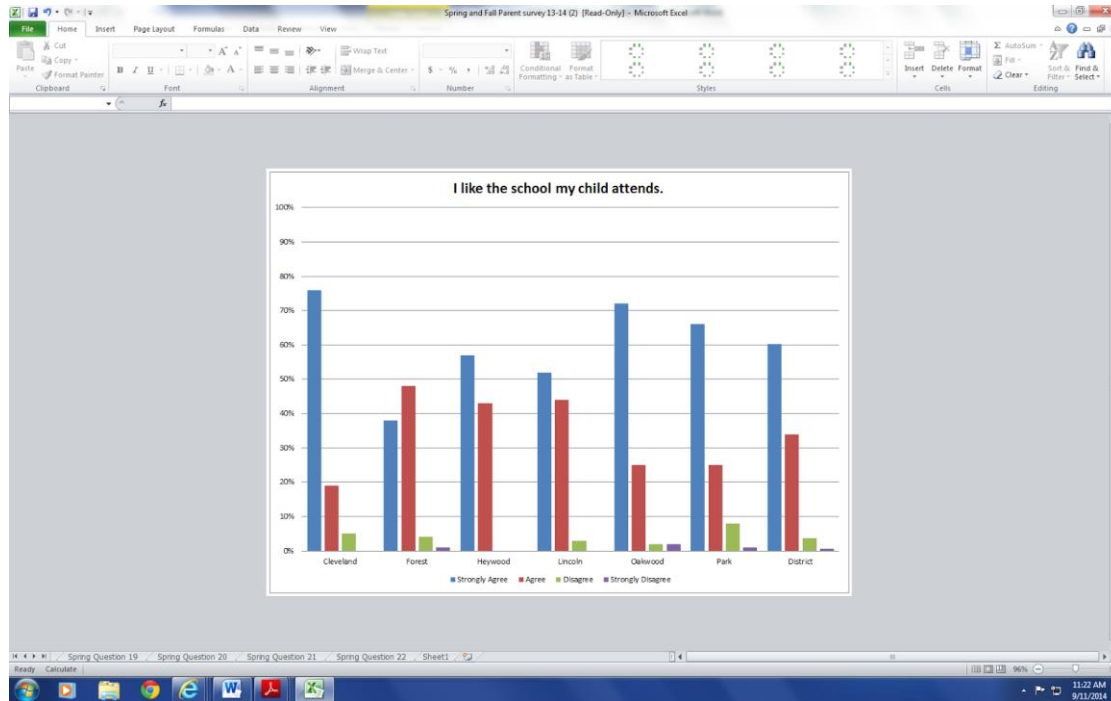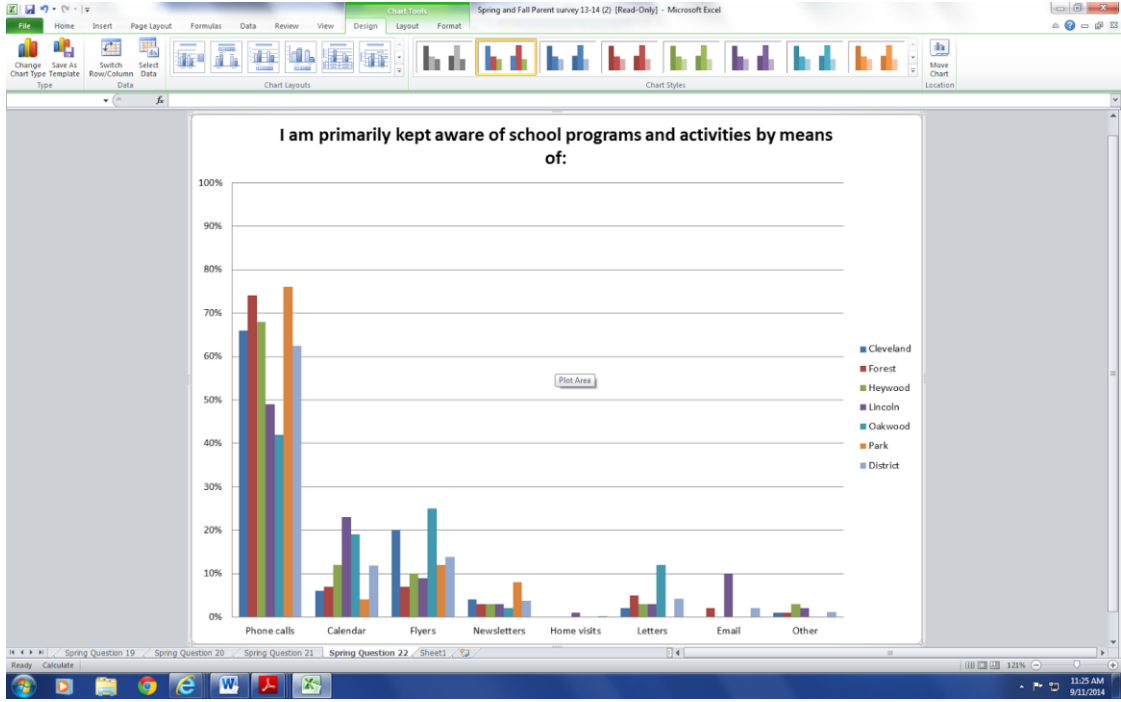
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)

Whole and small group instruction, individual instruction, flexible group instruction, & differentiated lesson planning, delivery, and assessments.

9. How did the school structure the interventions?

Our interventions were differentiated based on individual students' needs and a review of data from teacher, school, and district assessments (Unit Assessments, SMI, SRI, NJASK 2013 results).

10. How frequently did students receive instructional interventions?

Instructional interventions were provided for all identified students daily, and on an as-needed basis.

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

Our support programs included but were not limited to Study Island, Spelling City, Discovery Education, MS Office, Read180, Math180, iRead, Starfall, Brainpop, System44, Smart Response System, Readorium and SOLO writing software.

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

 Technology helped differentiate instruction for students by assisting teachers in assessing students' academic levels on a real-time basis.

Students also benefited from being able to monitor and assess their progress.

Math180-an overall average 121 quantile gain, 15 points above district average
Read180-an overall average 177 lexile growth, 38 points above district average
iRead- 127 K-2 students enrolled,   Software Sessions- 74 students completed 0-20 sessions, 25 students completed 21-40 sessions, 5 students completed 61-80 sessions and 16 students completed over 80 sessions
System44- 100% of students with increased accuracy and 100% of students with a year's growth in Fluency.

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	19		Read 180, Spelling City, After-School NJASK program, SOLO	Read180 program users had a relatively low (13) number of Mean Segments Completed. However, Lexile scores improved in this group by 297 points.
Grade 5	19		Read 180, Spelling City, After-School NJASK program, SOLO	Read180 program users had a relatively low (9) number of Mean Segments Completed. 68% of students in Read180 for this age group met or exceeded lexile expectations.
Grade 6	13		Read 180, Spelling City, After-School NJASK program, SOLO	Read180 program users had a relatively low (6) number of Mean Segments Completed. 80% of students in this group met or exceeded lexile expectations.
Grade 7	24		Read 180, Spelling City, After-School NJASK program, SOLO	Read180 program users had a relatively low (8) number of Mean Segments Completed. 64% of students in Read180 for this age group met or exceeded lexile expectations.

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions _did_ or _did not_ result in proficiency.
Grade 4	8		After School and Saturday Academic Academy (NJASK prep for grades 3 & 4 only on Saturdays)	Availability of staff and student attendance for the tested grades.
Grade 5	9		After School Acadmic Academy	Attendance for this grade was low and/or inconsistent.
Grade 6	8		Math 180 After School Acadmic Academy	Math180 program completed 13% of content. 50% of students met or exceeded quantile expectation
Grade 7	24		Math 180	Math180 program completed 11% of content. 57% of students met or exceeded quantile expectations

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.
Kindergarten	17		iRead, AfterSchool Academy	K-2 teachers consistently used the iRead program and attendance was high for these grades in the After School Academy.
Grade 1	12		iRead, After School Academy	K-2 teachers consistently used the iRead program and attendance was high for these grades in the After School Academy.
Grade 2	11		iRead, After School Academy	K-2 teachers consistently used the iRead program and attendance was high for these grades in the After School Academy.

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)
Read 180	ELA (3-7)	Yes	Scholastic Reading Inventory (SRI)	68% of the students met or exceeded the expected Lexile growth
Read 180	ELA (5-7)	Yes	Scholastic Reading Inventory (SRI)	71% met or exceeded the expected Lexile growth
Math 180	Mathematics (6-7)	Yes	Scholastic Math Inventory (SMI)	54% met or exceeded the expected quantile growth
Math 180	Students with Disabilities (LLD)	Yes	Scholastic Math Inventory (SMI)	38% met or exceeded the expected quantile growth
Math 180	ELLs	Yes	Scholastic Math Inventory (SMI)	Grade 6- 50% met the expected quantile growth Grade 7- 50% met the expected quantile growth

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)
Afterschool Academy	ELA-GE ELA-SE ELA-ELL		Pre and post assessments	Overall 5-10% increase in student performance with variances based on grade level.
System 44	ELA-GE ELA-SE ELA-ELL		System 44	
Summer School Program	ELA/Math-GE ELA/Math-SE ELA/Math-ELL			
ESY	SE			
Saturday NJASK Academy	Grades 3 & 4- ELA, Math & Science (Gr. 4)			
Afterschool Academy	Mathematics		Pre and post assessments	Overall 5-10% increase in student performance with variances based on grade level.
● N/A	Homeless/Migrant		N/A	N/A

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)
Argument Writing Socratic Seminar Narrative Writing Expository Writing Opinion Writing Text Dependent Questions	ELA Grades 3-7	Yes	DWA Trackers (1-3) MCUA (Units 1-5) My Learning Plan Eval	Overall increase of at least 1 point on NJ Holistic Rubric. 10% increase in student achievement on benchmark assessments & model curriculum assessments. As per walkthrough results, portfolios were present for all subjects but some were inconsistent with school/district's guidelines.
Critical Friends Writing PLC ELA Institute	ELA Grades 3-4	Yes	My Learning Plan Eval	Observations/Evaluations
CLI iRead	ELA Grades K-2	Yes	My Learning Plan Eval iRead report	Overall 5-10% increase in student performance with variances based on grade level.
Departmental PLC	Mathematics Grades K-7	Yes	My Learning Plan Eval MCUA (Units 1-5)	Overall 5-10% increase in student performance with variances based on grade level.
Math 180	Mathematics Grades 6-7	Yes	SMI Report MCUA (Units 1-5)	58% of the students demonstrated overall growth and 39% met or exceeded the expected quantile growth

Read 180 Argument Writing Narrative Writing Expository Writing Opinion Writing Text Dependent Questions Close Reading Writer's Workshop CLI iRead Close Reading	Students with Disabilities cont'd Students with Disabilities	Yes	Read 180 Reports DWA Trackers (1-3) MCUA (1-5) My Learning Plan Eval	100% of the students met or exceeded the expected Lexile growth Overall increase of at least 1 point on NJ Holistic rubric. Observations/Evaluations
N/A	Homeless/ Migrant	N/A	N/A	N/A
Argument Writing Socratic Seminar Narrative Writing Expository Writing Opinion Writing Text Dependent Questions Close Reading	ELLs Grades 3-7	Yes	DWA Trackers (1-3) MCUA (1-5) My Learning Plan Eval	Overall increase of at least 1 point on NJ holistic rubric. 10% increase student achievement on benchmark assessments & model curriculum assessments.
CLI iRead	ELLs Grades K-2	Yes	My Learning Plan Eval	Observations/Evaluations
Writer's Workshop Critical Friends Writing PLC	ELLs Grades 3-4		My Learning Plan Eval	Observations/Evaluations

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)
Brown vs. Board of Education Literary Art Workshops	All Content Areas/ All Families	Yes	Sign-in Sheets	27 Families attended
Town Hall Meeting	All Content Areas/ All Families	Yes	Sign-in Sheets	7 Familes and 6 CSS staff members attended
PTO meeting with Dr. Russo's presentation on the CCSS	All Content Areas/ All Families	Yes	Sign-in Sheets	23 attendees
Family Zumba (PTO)	All Content Areas/ All Families	Yes	Sign-in sheet	11 families were in attendance
Spring Concert/School Play	All Content Areas/ All Families	Yes	Attendance & video	Well attended, full Park Ave. Cafetorium occupancy.
Winter Concert	All Content Areas/ All Families	Yes	Sign in sheet & video	58 attendees
New Administration Meet and Greet (August)	All Content Areas/ All Families	Yes	Sign-in sheest	30 families attended

Back to School Night	All Content Areas/ All Families	Yes	Sign- in sheet	Approximately 40% of the parental population attended
STAR Lab community night at RPC	All Content Areas/ All Families	Yes	Sign in Sheet	56 families attended
"Prose for Bros"- Fathers Day Poetry session	All Content Areas/ All Families	Yes	Sign in Sheet	
Communications: webpage/phone blasts in 3 languages, flyers, marquis in front of school	All Content Areas/All Families	Yes	Parent Survey	90% parent satisfaction according to 2013-14 survey
Book Pantry "Free Book Fridays"	All Content Areas/ All Families	Yes	Signatures of Recipients	Ongoing Close to 2,000 books were given to students and families.
Parent Surveys	All Content Areas/ All Families	Yes	Completed surveys	(New initiative)
Art Show Board of Education display	All Content Areas/ All Families	Yes	Sign in sheets	17 families attended; 85% increase from 2012-2013 SY
Pre-K visit to kindergarten	All Content Areas/ All Families	Yes	Sign in Sheet	22 Families
Moving up ceremonies (K and 7th)	All Content Areas/ All Families	Yes	K- Sign in sheets and pictures 7th Gr.- pictures	Kindergarten- All children, except for 1 had parent(s) or family in attendance 7th Grade- All students had parent(s) or family in attendance
2 ELL Parent Breakfasts	ELLs	Yes	Sign in sheet	21 families attended; approximately 50% increase in attendance
Parent Teacher Conferences	All Content Areas/ All Families	Yes	Sign in sheets	November- 260 Parents/Family Members April- 213 Parents/Family members

School Spelling Bee	All Content Areas/ All Families	Yes	Sign in sheets/pics	30 Parents/Family Members

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.

____Dr. Cayce J. Cummins _____   _____   _____
        Principal's Name   **Principal's Signature**   **Date**

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	NJASK 3-7 Model Curriculum Assessments Read 180 iRead Readorium	2014 scores will be available in August 2014 |	UNIT I	UNIT II	UNIT III	UNIT IV	UNIT V
K					
1st			66.6	75.3	69.8
2nd			66.4		
3rd	59.6				
4th	53.5				
5th	36.3	65.2	59.3	65.5	61.2
6th	45.0	73.3			
7th	63.9	54.5				
Academic Achievement - Writing	NJASK 3-7 District Writing Assessment Portfolios	2014 scores will be available in August 2014 5th Grade Read 180 class rose from class average DWA of 2.67-3.92

		Walkthrough data shows a 75% adherence to keeping portfolios with a 50% score in maintaining portfolios to district standards.
	Model Curriculum Assessments	
Academic Achievement - Mathematics	NJASK 3-7 Model Curriculum Assessments Math180	At least 10% decrease in the number of partially proficient students At least a 5-10% increase in overall Unit performance. An across the board increase of 85 Quantile Pts for 6th grade and 50 Quantile Pts for 7th Grade
Family and Community Engagement	Awards Assemblies PTO Meetings PT Conferences Open House Family Literacy Night Family/Community Activities Family Math Night Family Science Night Multicultural Day	At least 10% increase in Parent attendance/participation for all
Professional Development	2013-14 Staff Survey Results	Predominant need among staff is in area of Advanced Differentiation Teaching Strategies according to survey. Lesson planning should reflect an increase in this area
Homeless	attendance, grades, behavior	2 students
Students with Disabilities	READ 180 After School & Sat. Academy Benchmark Assessments Model Curriculum Assessments	An across the board 50 point increase in student Lexile results Increase student enrollment, attendance and participation by 25% At least 10% increase in student achievement At least 10% increase in student achievement
English Language Learners	ACCESS Read 180	At least a 10% decrease in "entering" and "beginning" categories schoolwide An across the board 50 point increase in student Lexile results Increase student enrollment, attendance and participation by 25%

	After School & Sat. Academy Benchmark Assessments Model Assessments	At least 10% increase in student achievement At least 10% increase in student achievement
Economically Disadvantaged		
School Climate and Culture	student, staff, parent surveys	
Leadership	staff, parent, student surveys	
School-Based Youth Services	YMCA attendance	

2014-2015 Needs Assessment Process
Narrative

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

During the 2013-2014 school year, Cleveland Street School administration, teachers, support staff, students, and parents completed comprehensive needs assessment surveys in the areas of school climate, facilities and resources, empowerment, leadership, community engagement, professional development, school safety, 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, school counselor, individual teachers and data team analyzed the data from the NJASK subgroup reports. Each subgroup either had its own report, or the report was disaggregated in a section of a report. Subgroup results, as well as Study Island, Read180 and

results, were compared to prior years and analyzed for areas of weaknesses and strengths. Model curriculum results were disaggregated, analyzed and compared unit by unit during the course of the 2013-2014 school year.

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 school ensures that data used in the needs assessment process are valid and reliable by utilizing standardized assessments (i.e NJASK, Model Curriculum). Study Island data is a vendor-monitored assessment product which assesses student growth. Otherwise, all assessments are state-created and/or district-mandated assessments.

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

The data were compiled by taking the raw scores and responses from the surveys and converting them into percentages. A comparison of test data from previous years was generated and reviewed by staff members at the start and end of the school year to establish specific instructional goals for teachers to follow as well as ways to facilitate the delivery of instruction. Walkthrough data reveals that regular portfolio use in classroom instruction has a positive effect on students' performance on district and state writing assessments.

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

After an analysis of the staff survey, the highest percentage of need, based on teacher responses, was in the area of "Advanced Differentiating Instruction Techniques."   Professional development efforts remain inconclusive after data analysis. A large emphasis of

---

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

pd was in teaching the Common Core curriculum and SGOs. SGOs that were based on Model Curriculum did have a positive effect on student performance on Model Curriculum assessments.

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. Cleveland Street School staff review student standardized test data at the beginning of the school year and as needed throughout the school year for newly enrolled students. Extended Day, Saturday, and Summer Programs are designed around assisting the students in meeting the CCSS.

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

At-risk students are identified through a variety of methods early in the school year or upon enrollment in the school. Newly enrolled ELLs are given an assessment of skills and placed in the appropriate educational setting. Cleveland Street School staff review student standardized test data at the beginning of the school year to determine areas of strengths and weaknesses for effective planning. Extended Day and Saturday Programs are designed around assisting the students in meeting and achieving the requirements by grade level of the CCSS for ELA and Math. Additionally, students who continue to struggle after receiving extended services are referred to the I&RS team for additional recommendations.

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

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

The Cleveland Street School Counselor ensures that transportation is provided, coordinates services with shelters, as well as any additional services on an as-needed basis.

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?

Teachers using Model Curriculum Assessment tools create an action plan and needs assessment based on student performance. The Staff survey allows teachers to provide feedback on the implementation of academic assessments and programs.

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

Orientations are provided to all transitioning students at Cleveland. Parents of preschoolers, and preschool classes attend separate orientations where they meet Kindergarten teachers, learn about the curriculum, and tour the school. Fourth graders experience transition to middle school in June, when they meet their 5th grade teachers and sample their prospective classes. Seventh graders all attend an OPA orientation prior to transitioning to OPA.

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

The Needs Assessment for the 2014-2015 Title 1 Unified Plan was a yearlong collaborative effort. The School Management Team (SMT) and Data Team Teacher checklists were compiled and a summary of the results clearly identified the priority areas of instruction.

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 3-5 ENGLISH LANGUAGE ARTS LITERACY AND STUDENTS WITH DISABILITIES	CLOSING THE ACHIEVEMENT GAP – GRADE 6- 7 ENGLISH LANGUAGE ARTS LITERACY AND STUDENTS WITH DISABILITIES
Describe the priority problem using at least two data sources	Students are not mastering the CCSS in ELA in Grade 3-5 as measured by NJASK and Benchmarks.	Students are not mastering the CCSS in ELA in Grade 6 & 7 as measured by NJASK and Benchmarks.
Describe the root causes of the problem	Continuous need for job-embedded coaching, demonstration, and mentoring in best practices language arts instructional techniques.	Continuous need for job-embedded coaching, demonstration, and mentoring in best practices language arts instructional techniques.
Subgroups or populations addressed	Partially Proficient – General Education, Special Education Students, ELL	Partially Proficient – General Education, Special Education Students, ELL
Related content area missed	Language Arts	Language Arts
Name of scientifically research based intervention to address priority problems	Balanced Literacy (Reader's Workshop, Word Study, Writer's Workshop) Learning Centers Differentiated Instruction Literacy Workshops Reading Comprehension Strategies 6+1 Traits of Writing Study Island Read 180 Model Curriculum Assessments	Balanced Literacy (Reader's Workshop, Word Study, Writer's Workshop) Learning Centers Differentiated Instruction Literacy Workshops Reading Comprehension Strategies 6+1 Traits of Writing Study Island Read 180 Model Curriculum Assessments

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.

	#3	#4
Name of priority problem	INFUSE RIGOR IN MATHEMATICS TO INCREASE STUDENT ACHIEVEMENT AND CLOSE THE ACHIEVEMENT GAP IN GENERAL EDUCATION AND SPECIAL EDUCATION.	
Describe the priority problem using at least two data sources	Not all students are mastering the CCSS 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. Writing must be infused across the curriculum and all genres must be practiced regularly. 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, ELL	
Related content area missed	Mathematics	
Name of scientifically research based intervention to address priority problems	Connected Mathematics Investigative Mathematics Everyday Mathematics Differentiated Instruction Learning Centers Pre/Post Assessments Study Island	

How does the intervention align with the Common Core State Standards?	All programs and strategies are directly aligned with CCSS indicators.	

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)
Journeys (Balanced Literacy Program)	ELA	K-5	K-5 Teachers, LAL Master Teacher	Teacher Evaluations, Teacher Assessments, Project-based Learning Opportunities	What Works Clearinghouse Database http://ies.ed.gov/ncee/wwc/pdf/practice guides/rti_reading_pg_021809.pdf
Prentice Hall Reading Program	ELA	6-7	Grade 6-7 Teachers, LAL Master Teacher	Teacher Evaluations, Teacher Assessments, Project-based Learning Opportunities	What Works Clearinghouse Database http://ies.ed.gov/ncee/wwc/pdf/practice guides/rti_reading_pg_021809.pdf
Connected Mathematics	Math	6-7	Grade 6-7 Teachers, Math Master Teacher	10% increase in student achievement on standardized assessments.	What Works Clearinghouse Research Database http://ies.ed.gov/ncee/wwc/reports/middle_math/cmp/
NJDOE Model Curriculum Assessments	ELA and Math	K-7	Grade K-7 Teachers	10% increase in student achievement standardized assessments.	Aligned to Model Curriculum and Common Core State Standards
Learning Centers	ELA and Math	K-4	Grade K-4 Teachers Master Teachers	10% increase in student achievement on standardized assessments.	What Works Clearinghouse Database http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14

Study Island	ELA and Math	K-7	K-7 Teachers Tech Coord. & Comp. Literacy Teacher	10% increase in student achievement on standardized assessments.	What Works Clearinghouse Database http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14
Data Analysis to Drive Instruction and Improvement of Practice	ELA, Math, Science and S.S.	K-7	All teachers-CPT, Data Team, SMT	10% increase in student achievement on standardized assessments.	Digging Deeper into the Data: Tracey Severns (2009) "Data Analysis for Comprehensive Schoolwide Improvement: Victoria L. Bernhardt (1998)
Student Response Systems (SMART Responders)	All	K-7	K-7 Teachers, Tech. Coord.	10% increase in student achievement on standardized assessments.	http://net.educause.edu/ir/library/pdf/ERB0710.pdf University of Wisconsin Study of Clickers http://ies.ed.gov/ncee/wwc/quickreviewsum.aspx?sid=125
Work Sampling Assessment	All	Kindergarten	K & SE Teachers, Early Childhood Supervisors & Coaches	10% increase in student achievement on standardized assessments.	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=375 http://www.ericdigests.org/1996-1/early.htm
Vocabulary/Spelling City	ELA	K-7	Grade K-7 Teachers	10% increase in student achievement on standardized assessments.	http://www.spellingcity.com/training-videos-faq.html http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx?q=sid=546%20ctid=1&f= What Works Clearinghouse
Solo Unlimited, Assistive Technology	ELA	Grade K-7 Teachers	Read 180 Teachers, Tech. Coord., Comp. Lit. Tchr., Media Spec.	10% increase in student achievement on standardized assessments.	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=571 What Works Clearinghouse

SIOP Sheltered English	ALL	K-7	Teachers Princ ESL Supervisors	10% increase in student achievement on standardized assessments.	http://www.siopinstitute.net/about.html http://ies.ed.gov/ncee/wwc/reports/english_lang/siop/index.asp What Works Clearinghouse
				10% increase in student achievement on standardized assessments.	
Read 180 (Scholastic)	ELA	Gr. 4-7 GE, SE and ELL	Read 180 Teachers	10% increase in student achievement on standardized assessments	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=571 What Works Clearinghouse
System 44 (Scholastic)	ELA	4-7	Teacher Principal	10% increase in student achievement on standardized assessments.	http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=406 What Works Clearinghouse
iRead	ELA	K-2	K-2 Teachers Principal K-2 Supervisor	10% increase in student achievement on standardized assessments.	http://teacher.scholastic.com/products/iread/familyportal/
Rosetta Stone	ELA	ELL	Teachers Principal	10% increase in student achievement on standardized	http://www.rosettastone.com/homeschool
*Math in Focus: Singapore Math	Math	K-5	District Supervisors/Principal/K-5 Teachers	10% increase in student achievement on standardized	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=18 What Works Clearinghouse http://www.hmhco.com/~/media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-in-focus/MIF_Research_Efficacy_LR.pdf
*My World	Social Studies	K-7	District Supervisors Principal Teachers	10% increase in student achievement on standardized	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=14 What Works Clearinghouse Database http://www.pearsonschool.com/index.cfm?locator=PS19Ie&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolut

					ionId=&PMDbCategoryId=815&PMDbSubCategoryId=25661&PMDbSubjectAreaId=&PMDbProgramId=85502
*Go Math	Math	SE	District Supervisors Principal Teachers	10% increase in student achievement on standardized	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=18 What Works Clearinghouse http://www.wi.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf

*Use an asterisk to denote new programs.

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 School Academy	ELA Math	K-7	Teachers Principal	10 % Increase in the remediated content areas on post Assessments	Anecdotal Records, Observations, Parent Evaluations, Student Assessment Data http://ies.ed.gov/ncee/wwc/quickreviewsum.aspx?sid=34
Saturday Academic Academy	ELA Math Science (gr. 4)	3-4	Teachers Principal	10 % Increase in the remediated content areas on post Assessments	Anecdotal Records, Observations, Parent Evaluations, Student Assessment Data http://ies.ed.gov/ncee/wwc/quickreviewsum.aspx?sid=34
After/Before School Clubs	ELA Math Science Social Studies	3-7	Teachers Principal	10 % Increase in the remediated content areas on post Assessments	Anecdotal Records, Observations, Parent Evaluations, Student Assessment Data http://ies.ed.gov/ncee/wwc/quickreviewsum.aspx?sid=34

Comic Book Literacy Program	ELA	K-7	Principal	10 % Increase in the remediated content areas on post Assessments	Anecdotal Records, Observations, Parent Evaluations, Student Assessment Data Final Product- Published comic book
Math 180 (Scholastic) - Zero Period 4xs per week	Math	6-7	Math 180 Teacher, 6-7 gr. Math teachers, Math Coach	10 % Increase in the remediated content areas on post Assessments	Anecdotal Records, Observations, Parent Evaluations, Student Assessment Data http://ies.ed.gov/ncee/wwc/quickreviewsum
Extended School Year ESY	ELA Math	SE Students	Teachers Principal	10 % Increase in the remediated content areas on post Assessments	Anecdotal Records, Observations, Parent Evaluations, Student Assessment Data http://ies.ed.gov/ncee/wwc/quickreviewsum.aspx?sid=34

*Use an asterisk to denote new programs.

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 ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.					
Name of Strategy	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy** (from IES Practice Guide or What Works Clearinghouse)
Student Growth Objectives	ALL	Teachers, Administrators	Administration District	Observations and Evaluations	http://www.state.nj.us/education/AchieveNJ/
*Communication and Questioning in Instruction to Raise Student Engagement Through the Universal Design for Learning	All	Teachers, Administrators	Administration	Observations and Evaluations	http://www.udlcenter.org/ https://www.teachingchannel.org/videos/questioning-in-the-classroom
Habits of Mind	ALL	Teachers, Administrators	Administration	Observations and Evaluations	http://www.habitsofmind.org/
Classroom & School Climate	ALL	Staff, Students, Admin., Parents	Administration District	10 % Increase in the remediated content areas on post Assessments	http://ies.ed.gov/ncee/wwc/quickreview.aspx?sid=210

Teachscape/Danielson	ALL	ALL	Administration District	Observations and Evaluations	www.teachscape.com http://ies.ed.gov/ncee/wwc/quickreview.aspx?sid=210
Content Area PD – District Provided	LAL/MA	Teachers	Administration District	Observations and Evaluations Pre/Post Test Assessments	www.reading.org www.readwritethink.org What Works Clearinghouse
*Raising Classroom Rigor & Differentiated Instruction	ALL	Teachers	Administration	Observations and Evaluations Pre/Post Test Assessments	http://caroltomlinson.com/ http://www.edimprovement.org/rigor-in-the-classroom/
ABA Applied Behavior Analysis	SE	Special Education Students	Teacher Administration	Observations and Evaluations	http://www.autismspeaks.org/what-autism/treatment/applied-behavior-analysis-aba
SMART Board Notebook Software	All	Teachers	Technology Coordinator	10 % Increase in the remediated content areas on post Assessments	What Works Clearinghouse http://ies.ed.gov/ncee/wwc/topic.aspx?sid=5
*Go Math	Math	SE Teachers	District Directors Supervisors Principal Teachers	Observations and Evaluations Pre/Post Test Assessments Lesson Plans	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=18 What Works Clearinghouse http://www.hmhco.com/shop/education-curriculum/math/elementary-mathematics/go-math-k-8
*Math in Focus: Singapore Math	Mathematics	K-5 Math Teachers	District Directors Supervisors Principal Teachers	District Directors Supervisors Principal Teachers	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=18 What Works Clearinghouse http://www.hmhco.com/~/media/sites/home/education/global/pdf/white-

					papers/mathematics/elementary/math-in-focus/MIF_Research_Efficacy_LR.pdf

*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 Schoolwide Program
(For schools approved to operate a schoolwide program beginning in the 2014-2015 school year)

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

1. Who will be responsible for evaluating the schoolwide program for 2014-2015? Will the review be conducted internally (by school

   staff), or externally?

 Evaluation of schoolwide program for 2014-2015 will be a joint, internal effort between the School Management Team the School's Data Team and identntified stakeholders for Cleveland Street School.

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

1)Possible implementation of a new textbook series in Math. 2) New K-4 curricula and resources in the Social Studies. 3)Scheduling changes (Read180, World Language, and the addition of a Zero-Block). 4) Parental involvement below school expectations.

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

All stakeholders have access to the School Improvement Plan on the School's Website. PTO, Staff, and Subcommittee Meetings to introduce and unpack the Program with stakeholders.

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

Staff will respond to a survey after a meeting in which improvement plan is introduced.

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

After a back to school night meeting to introduce parents to the plan, parents will complete a survey that includes comments, questions, and concerns. The perceptions of community will be revisited several times during the school year, especially during school functions.

6. How will the school structure interventions?

Interventions will be structured to allow for all programs to be as inclusive as possible, while retaining the necessary differentiation required to make the programs effective for each individual learner.

7. How frequently will students receive instructional interventions?

Many of the intervention programs operate on a daily basis for students who have demonstrated need in the content area.

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

Our support programs will include but are not limited to Study Island, Spelling City, Discovery Education, IMS Office, Garage Band, Read180, Math180, iRead, Starfall, Brainpop, System44, Smart Response System, Readorium and SOLO.

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

The school will utilize test scores, data trackers, surveys, report card and progress report grades, Read180 SRI, Math180 SMI, iRead results, and Study Island benchmark assessment results.

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

Dissemination of schoolwide program evaluation results will be made available on the school's website, at PTO, Staff, and Subcommittee meetings. *ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance . . . such as family literacy services*

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

2014-2015 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems*Use an asterisk to denote new programs.

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). Increased student buy-in and decreased student conflict will be the result of increased family and community engagement.

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

A parent representative is a member of the School Management Team and has the ability to share information with members of the community. PTO Meetings as well as more night SMT Meetings will address the development of the policy.

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

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.

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

Parent and community members involved in the SMT will assist in the development of the school-parent compact.

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; Cleveland Street School website, Parent Notices sent out weekly, Cleveland Street School Newspaper, Star Ledger Newspaper articles, New Jersey School Report, Progress Report, District Website, School and District phone blasts. All NJASK test results are shared with parents and students.

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?

Cleveland Street School sends home individual student reports and cluster reports regarding student outcomes on the NJASK. The school also holds parent meetings to discuss the results and address questions.

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

A parent representative serves on the School Planning and Management Team who disseminates information to the PTO members.

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 2014-2015 parent involvement funds?

Parent involvement funds, when available, will be used to share resources with, enhance communication with, and provide enrichment for, families in order to foster continuity between home and school.

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. 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
District Job Fairs Referrals/Recommendations	-Human Resources Dept. -Administration -Content area directors and supervisors