

Glassboro Public Schools
Thomas E Bowe Middle School
2022-2023 TITLE I SCHOOLWIDE PLAN



SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: GLASSBORO PUBLIC SCHOOLS	School: Thomas E Bowe School
Chief School Administrator: Mark Silverstein	Address: 7 Ruth Mancuso Lane, Glassboro, NJ
Chief School Administrator's E-mail: msilverstein@gpsd.us	Grade Levels: 6, 7, 8
Title I Contact: Robert Preston	Principal: Craig Stephenson
Title I Contact E-mail: rpreston@gpsd.us	Principal's E-mail: cstephenson@gpsd.us
Title I Contact Phone Number: (856) 652-2700 ext 6305	Principal's Phone Number: (856)652-2700 ext 3105

Principal's Certification

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

I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive 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.

Craig Stephenson
Principal's Name (Print)

Principal's Signature

1/10/2023
Date

Critical Overview Elements

- Targeted Title I funded programs/interventions/strategies/activities include the following:
 - Teacher salaries
 - Supplemental instructional materials
 - Diagnostic and progress monitoring materials
 - Academic Support for At Risk Students
 - Basic Skills Instruction based on individual student need
 - Intervention blocks during the school day
 - Extended School Day
 - AVID Programs/Classes
 - Family Engagement Nights

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

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

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan. Parents/Families and Community Members cannot be affiliated with the school.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. **Add lines as necessary.*

Name	Stakeholder Group
Amy Masso-Ferrer	Supervisor/Administration
Robert Preston	CAO/Administration
Kelly Marchese	Principal
Heather Rittman	Title I Teacher
Carrie Owens	Title I Teacher
Nicole Werner	Title I Teacher
Emily Gigliotti	Teacher
Jordan Hess	Teacher
Dana Maiorini	Teacher
Christina Duffy	Teacher
Janice Rynkiewicz	Teacher
Samantha Shoemaker	Teacher
Michele Meehan	Teacher
Sarah Tarasevich	Parent
Felicita Johns	Community Member

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

Stakeholder/Schoolwide Committee Meetings

Purpose:

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

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

****Add rows as necessary.***

Date	Location	Topic
10/6/2021	Zoom	Schoolwide Planning with building principals
10/27/2021	Zoom & Email Correspondence	Schoolwide team recruitment/planning
11/29/2021	Zoom	Schoolwide Planning with building principals & Curriculum Team
1/13/2022	Google Forms	Comprehensive Needs Assessment
2/3/2022	Zoom Meeting	Analyze Comprehensive Needs Assessment
2/23/2022	Zoom Meeting	Schoolwide Plan Development
3/3/2022	Zoom Meeting	Schoolwide Plan Goals Development
3/21/2022	Board of Education meeting	Approval of Title I Schoolwide Goals and Application
12/1/2022	Team Meeting – Zoom	Revisions to current plan, resubmit for approval
1/18/2023	Board of Education meeting	Approval of Title I Schoolwide Goals and Application 2022-23

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

2022-2023 Comprehensive Needs Assessment – *Narrative*

Comprehensive Needs Assessment was completed utilizing the data collected from MAP and Start Strong assessments along with a survey that was conducted (see attached) to determine the needs of the school. Attendance and graduation rates were also examined to determine if there was a need for interventions in those areas. PowerSchool reports, NJSmart reports, and school report cards were utilized to collect and compile data for student subgroups. Regarding classroom instruction, teachers in grades 6-8 implemented a new ELA series this past year called Wit and Wisdom. Teachers were given training through virtual professional development sessions as well as ongoing grade level professional learning communities. The survey revealed that many teachers were still in need of additional professional development in Wit & Wisdom as well as interpreting and utilizing MAP data. The survey also revealed that teachers would like more support in the areas of RTI/MTSS supports and Tier I interventions. The teachers and administrators utilize data gathered from MAP assessments along with classroom assessments and performance to identify educationally at-risk students and begin to implement interventions in a timely manner. Interventions are provided in the classroom by the classroom teacher, through push-in and pull-out basic skills instruction, and through extended school day and extended school year programs. The transition from targeted Title I funds to schoolwide Title I funds would allow us to reach more students through interventions and enrichment programs at the 6th through 8th grade levels.

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

2022-2023 Comprehensive Needs Assessment
Description of Priority Problems and Interventions to Address Them

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

	#1 (Bowe)	#2 (Bowe)
Name of priority problem	Student Achievement in Math	Student Achievement in ELA
Describe the priority problem (include data sources)	50% of 6 th grade, 56% of 7 th grade, and 66% of 8 th grade students did not meet grade level expectations on the NWEA MAP Math assessment.	41% of 6 th grade, 51% of 7 th grade, and 56% of 8 th students did not meet grade level expectations on the NWEA MAP ELA assessment
Subgroups or populations addressed	All students/subgroups/populations	All students/subgroups/populations
Name of scientifically research-based intervention to address priority problems	MTSS/RTI I&RS Extended School Day Online platforms as reinforcement such as iXL Basic Skills Interventions/Instruction	MTSS/RTI I&RS Extended School Day Online platforms as reinforcement such as iXL Basic Skills Interventions/Instruction

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

2022-2023 Comprehensive Needs Assessment
Description of Priority Problems and Interventions to Address Them

	#3 (BOWE)	#4 (BOWE)
Name of priority problem	Availability of electives and educational advancement opportunities to allow for a well-rounded educational experience for all students.	Clear framework of supports and interventions to assist with student achievement.
Describe the priority problem (include data sources)	Students have a limited number of elective courses available to them that will challenge and support them in and out of school to improve academics, social and emotional wellbeing, and character education.	Lack of uniformity in supports for school structure to meet the academic, behavioral, health, enrichment, and social/emotional needs of all students.
Subgroups or populations addressed	All students especially those who are: <ul style="list-style-type: none"> • Academically at-risk • Social/emotionally at-risk English Language Learners	All students/subgroups/populations
Name of scientifically research-based intervention to address priority problems	<ul style="list-style-type: none"> • Character Education • Programs with a focus on Social/Emotional Well Being • Peer Led Courses • AVID (Advancement Via Individual Determination) elective classes – designed to help schools shift to a more equitable, student-centered approach. AVID provides scaffolded support that educators and students need to encourage college and career readiness and success. AVID influences the entire school by providing classroom activities, teaching practices, and academic behaviors that can be incorporated into any classroom to improve engagement and success for all students. 	<ul style="list-style-type: none"> • NJTSS - New Jersey’s model of a multi-tiered system of support (MTSS) or Response to Intervention (RTI); a framework for preventing academic and behavior difficulties and providing interventions and enrichment based on students’ needs. • I&RS teams across the district that follow and implement consistent and coordinated supports to students according to individual needs. • Staff/interventionists/coordinators

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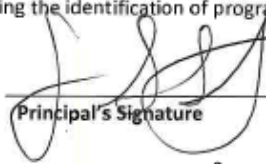
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Craig Stephenson
Principal's Name (Print)


Principal's Signature

1/10/2023
Date