NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 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 - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: SOMERS POINT	School: Dawes Ave. School
Chief School Administrator: FRANK VOGEL	Address: 22 W. Dawes, Somers Point, NJ 08244
Chief School Administrator's E-mail: fvogel@sptsd.org	Grade Levels: PreK - 6
Title I Contact:	Principal: Doreen Lee
Title I Contact E-mail:	Principal's E-mail: Dlee@sptsd.org
Title I Contact Phone Number:	Principal's Phone Number: 609-653-1027

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.

Doreen A. Lee — **Principal's Name (Print)**

Dlee — **Principal's Signature**

6/30/15 — **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held 4 (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ 16,217,088, which comprised 1 % of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 16,426,122, which will comprise 1 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
BSI teachers, mentors, substitutes, classroom aide, I & RS substitutes, tutoring, summer school teacher and aide salaries	1,2,3	Y	100-100	$103,415
School year and extended school year instructional supplies	1,2	Y	100-600	$1,785
In-service salaries, instructional coach, I & RS meetings, Teacher Leaders, professional development	1,2,3	Y	200-100	$67,242
Benefits (FICA, DCRP, health)	1,2,3	Y	200-200	$42,139
In-services	1,2,3	Y	200-300	$4,000
Travel, workshops	1,2,3	Y	200-500	$3,000
Transportation	1,2	Y	200-890	$4,550
Professional Resources	1,2,3	Y	200-600	$837

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

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

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

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

**Add lines as necessary.*

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Doreen Lee	Principal	Yes	Yes	Yes	
Frank Vogel	Superintendent	Not in District	Yes	No	
Kim Tucker	Curr. Supervisor	Yes	Yes	Yes	
Jen Cruickshank	CST Supervisor	Yes	Yes	No	
Adrienne Breitinger	Academic Coach	Yes	Yes	Yes	
Karen Broomall	Board Member	No	Yes	No	
Ptl. Mike Price	DARE Officer	Yes	Yes	No	
Melanie Wagner	Teacher Leader	Yes	No	Yes	
Cindy Stafford	Teacher/Librarian	Yes	No	Yes	
Sydney Somers	Community Ed./Recreation	Yes	No	No	
Kim O'Brien	Parent Connection	Yes	Yes	Yes	

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

Kim Fontana	Parent	Yes	No	Yes	Kim Fontana
Amber Cook	Community Coach	Yes	No	No	Amber Cook
Shelly Meyers	Stockton College	No	No	Yes	
Kathy Evans	Parent				

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.

Date	Location	Topic	Agenda on File		Minutes on File	
Nov. 4, 2014	Dawes Library	General Information, Clarifying Roles, Vision	**Yes**		**Yes**	
Jan. 15, 2015	Dawes Library	Comprehensive Needs Assessment	yes		yes	
April 20, 2015	Dawes Library	Schoolwide Plan Development	yes		yes	
June 2,2015	Dawes Library	Program Evaluation	yes		yes	

Add rows as necessary.

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

School's Mission

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

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

What is the school's mission statement?	The School Mission of the Somers Point Board of Education is to foster life-long learning by encouraging our students to discover their fullest potential to become proactive citizens. This is accomplished through: • Offering diverse, challenging, effective and progressive programs in a safe, bully-free, nurturing environment; • Adequate facilities and recourses; • Our students mastering the knowledge and tools needed for success; • Educational partnership of home, school and community members. • Fidelity to best practices.

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

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

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? **Yes, the Dawes Avenue School successfully implemented the various components of the 2014-2015 schoolwide plan.**

2. What were the strengths of the implementation process? **Formative Assessment were used to find gaps in learning and then assign interventions to students in need. The School Improvement Panel (ScIP) team provided support through the implementation of Achieve NJ and teacher evaluation system initiatives.**

3. What implementation challenges and barriers did the school encounter? **The district previously had 3 instructional coaches/specialists, but in the 2014-2015 school year the district had only one instructional coach. The majority of resources go toward students in primary grades, so students in upper elementary and middle grades have less support and interventions. Time continues to be a challenge for implementation. A large amount of professional development time and many Professional Learning Community meetings were devoted to mandates (e.g., PARCC testing, new SGO guidance).**

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? **One strength of implementation was that teachers were trained in Formative Assessment and using data to drive instruction. Another strength was staff collaboration. Teacher Leaders led all PLCs this year. Also, this is the third year of full implementation for Reader's and Writer's Workshop, so the delivery of these programs has improved. The weakness of before and after school interventions was the attendance, which will be addressed in next year's plan. Another weakness was that PLCs were cancelled for two months due to PARCC testing schedule changes. Time is always a challenge.**

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? **Informational meetings were held. In addition the ScIP team was instrumental in providing ongoing feedback on the success of the plan, and keeping staff informed regarding the schoolwide plan.**
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? **Perceptions were positive as seen through surveys, PLC minutes and staff SGO's. The School Improvement Panel, as well as the DEAC, used**

surveys to measure school staff members' perceptions. A review of surveys indicated that staff appreciated that Teacher Leaders were trained in SGOs prior to the staff development day in October. This allowed Teacher Leaders to provide more support as teachers wrote SGOs. Staff members have concerns about 20 minute observations. Administrators have been unable to have in-person pre- and post-conferences due to the volume of observations that must be completed. As a result, the district has applied for a waiver for the 2015-2016 school year. The proposal is to conduct two 40 minute observations of tenured staff as opposed to three 20 minute observations. This will allow for more minutes of observation, observers to see a full lesson, and post-conferences for all observations.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? **The parent community was surveyed. Surveys reflected a positive feeling toward the teaching staff and the academic programs being offered at Dawes Avenue School. A significant concern of the parents, as well as the staff, was the amount of time and resources devoted to PARCC testing and the technology limitations of the district.**

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? **Reading Interventions: tiers ranged from differentiated instruction within the classroom to small group to one-on-one instruction. Math Interventions: in-class support, small group; Summer School and Before/After School Interventions: small group.**

9. How did the school structure the interventions? **Reading interventions were tiered. Through the use of the Readers and Writers Workshop Model, the classroom teacher provided the first tier of intervention through differentiation. The second tier was provided by the classroom teacher and/or the in-class support /intervention teacher in a small group. For students requiring additional support, a small group intervention was used. For reading intervention, the Leveled Literacy Intervention program was used on an eight week cycle. Math intervention was provided through in-class support, flexible grouping, and one-on-one instruction based on data and teacher observation. Aimed at preventing summer loss, the Summer School Program provided additional targeted instruction in small groups. Morning Math was also held before school from January through March and provided 30 minutes of pre-teaching of skills to students in grades five and six. Afternoon ELA was held after school from January through March and provided an additional 60 minutes of targeted instruction for students in grades one through eight.**

10. How frequently did students receive instructional interventions? **Interventions were provided on a daily basis and on an as needed basis.**

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

11. What technologies did the school use to support the program? **Data anlaysis was enhanced by google applications that allowed teachers access to DRA results and progress. In addition, online subscriptions to programs such as Mastery Connect and Sumdog allowed students to have timely formative assessment data.**

12. Did the technology contribute to the success of the program and, if so, how? **Yes, the 6th grade math program was a digital computer program that provided many varied practice opportunities for students. The younger students were able to utilize educational games on iPads to help them with skill development. Older students were able to use the computers to practice skills with immediate feedback from compute programs and tutorials. The support of this technology allowed teachers the opportunity to review data in a timely manner and identify students' strengths and weaknesses. The technologies also provided alignment to the Common Core State Standards.**

Provide a separate response for each question.

Evaluation of 2014-2015 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	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did or did not* result in proficiency (Be specific for each intervention).
Grade 4	39	Not available yet	Afternoon ELA Summer School Basic Skills Research-based interventions Targeted professional development Readers and Writers Workshop Use of Formative Assessment Data	Out of 55 students in grade 4, 8 ended the year with above grade level DRA scores, 13 ended the year with on grade level DRA scores, 21 ended the year with below grade level scores, and 13 students moved out of district. This would indicate a 50% proficiency rate compared to 32% proficiency rate on the NJ ASK. Student mobility and chronic absenteeism have impacted the interventions, but it is unclear which interventions had the most impact on success.
Grade 5	35		Afternoon ELA, Research-based interventions, targeted professional	Out of 68 students in grade 5, 27 ended the year with above grade level DRA scores, 4 ended the year with on

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

			development, Readers and Writers Workshop, Use of Formative Assessment Data	grade level DRA scores, 13 ended the year with below grade level scores, and 24 students moved out of district. This would indicate a 70% proficiency rate compared to 36% proficiency rate on the NJ ASK. Student mobility and chronic absenteeism have impacted the interventions, but it is unclear which interventions had the most impact on success.
Grade 6	23		Afternoon ELA, Research-based interventions, targeted professional development, Readers and Writers Workshop, Use of Formative Assessment Data	
Grade 7	NA			
Grade 8	NA			
Grade 11	NA			
Grade 12	NA			

Mathematics	**2013-2014**	**2014-2015**	**Interventions Provided**	**Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).**
Grade 4	26	Not available yet	Research-based interventions, Targeted Professional Development, Use of Formative Assessment Data, Summer School Program	Student mobility and chronic absenteeism impacted all interventions. Proficiency levels increase as students move up the grade levels which indicate cumulative success of the interventions.
Grade 5	22		Research-based interventions, Targeted Professional Development, Use of Formative Assessment Data, Morning Math	Student mobility and chronic absenteeism impacted all interventions. Proficiency levels increase as students move up the grade level which indicate cumulative success of the interventions.
Grade 6	8		Research-based interventions, Targeted Professional Development, Use of Formative Assessment Data, Morning Math	Student mobility and chronic absenteeism impacted all interventions. Proficiency levels increase as students move up the grade levels which indicate cumulative success of the interventions.
Grade 7	NA			

Grade 8	NA			
Grade 11	NA			
Grade 12	NA			

Evaluation of 2014-2015 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	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten			Research-based interventions, targeted professional development, Creative Curriculum, use of formative assessment data, Summer School, scaffolding	Work sampling is used to track growth and developmentally appropriate practices. Work sampling indicated that students made growth.
Kindergarten			Research-based interventions, targeted professional development, Readers and Writers Workshop, use of formative assessment data, Summer School, Basic Skills, LLI, Fundations, scaffolding	Out of 67 students in kindergarten, 21 ended the year with above grade level DRA scores, 21 ended the year with on grade level DRA scores, 12 ended the year with below grade level scores, and 13 students moved out of district. This would indicate a 77% proficiency rate. Student mobility and chronic absenteeism have impacted the interventions, but it is unclear which interventions had the most impact on success.
Grade 1			Research-based interventions, targeted professional development, Readers and Writers Workshop, use of formative assessment data, Summer School, Afternoon ELA, Basic Skills, LLI, Fundations, scaffolding	Out of 33 students in grade 1, 33 ended the year with above grade level DRA scores, 6 ended the year with on grade level scores, and 6 ended the year with below grade level scores, and 32 additional students moved out of district prior to the end of the school year. This would indicate an 81% proficiency rate. Student mobility and chronic absenteeism have impacted interventions. Using the whole class model of Fundations has had the greatest impact in reading proficiency.

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Grade 2			Research-based interventions, targeted professional development, Readers and Writers Workshop, use of formative assessment data, Summer School, Afternoon ELA, Basic Skills, LLI, Fundations, scaffolding	Out of 60 students in grade 2, 21 ended the year with above grade level DRA scores, 6 ended the year with on grade level DRA scores, 20 ended the year with below grade level scores, and 13 students moved out of district. This would indicate a 57% proficiency rate. Student mobility and chronic absenteeism have impacted the interventions, but it is unclear which interventions had the most impact on success.
Grade 9	NA			
Grade 10	NA			

Mathematics	**2013 - 2014**	**2014 - 2015**	**Interventions Provided**	**Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).**
Pre-Kindergarten			Research-based interventions, targeted professional development, use of formative assessment data, Creative Curriculum, scaffolding	Work sampling is used to track growth and developmentally appropriate practices. Work sampling indicated that students made growth.
Kindergarten			Research-based interventions, targeted professional development, use of formative assessment data, scaffolding	Work sampling is used to track growth and developmentally appropriate practices. Work sampling indicated that students made growth.
Grade 1			Research-based interventions, targeted professional development, use of formative assessment data, scaffolding, differentiation embedded in the Everyday Math program, analysis of benchmark data to determine mastery of Common Core State Standards	Through benchmark assessments administered, grade one students are making gains in proficiency levels.
Grade 2			Research-based interventions, targeted professional development, use of formative assessment data, scaffolding, differentiation embedded in the Everyday Math program, analysis of benchmark data to determine mastery of Common Core State Standards	Through benchmark assessments administered, grade one students are making gains in proficiency levels.
Grade 9	NA			

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Grade 10	NA			

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

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Readers and Writers Workshop, Reading A-Z, Leveled Literacy Intervention, Afterschool ELA, Extended School Year, Fundations	Yes	DRA results, district benchmarks, IEP goals and objectives progress monitoring	Students were selected for interventions based on NJ ASK scores, district benchmarks, and DRA scores. Students are provided interventions through differentiation of instruction and through in-class support. Progress is measured through district benchmarks and DRA scores. Scores indicate that students with disabilities continue to need additional support.
Math	Students with Disabilities	Extended School Year	Yes	District benchmarks, IEP goals and objectives progress monitoring	100% of teachers scored 3+ on math SGOs indicating that students made targeted progress related to Common Core State Standards for Math. Growth patterns on district benchmark assessments are consistent.
ELA	Homeless	Readers and Writers Workshop, Reading A-Z, Leveled Literacy Intervention, Afterschool ELA, Summer School, Fundations, Basic Skills	Yes	DRA results, district benchmarks	100% of teachers scored 3+ on ELA SGOs indicating that students made targeted progress related to Common Core State Standards for ELA. Growth patterns on district benchmark assessments are consistent.
Math	Homeless	Basic Skills, Morning Math, Summer School	Yes	District benchmarks	100% of teachers scored 3+ on math SGOs indicating that students made targeted progress related to Common Core State Standards for Math. Growth patterns on district benchmark assessments are

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					consistent.
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Readers and Writers Workshop, Reading A-Z, RAZ Kids, Afterschool ELA, Summer School, Fundations, ESL	Yes	DRA results, district benchmarks, ACCESS for ELLS scores	100% of teachers scored 3+ on ELA SGOs indicating that students made targeted progress related to Common Core State Standards for ELA. Growth patterns on district benchmark assessments are consistent.
Math	ELLs	Morning Math, Basic Skills, Summer School	Yes	District benchmarks	100% of teachers scored 3+ on math SGOs indicating that students made targeted progress related to Common Core State Standards for Math. Growth patterns on district benchmark assessments are consistent.
ELA	Economically Disadvantaged	Leveled Literacy Intervention, Readers and Writers Workshop, Reading A-Z, Afterschool ELA, Summer School, Fundations, Basic Skills	Yes	DRA results, district benchmarks	100% of teachers scored 3+ on math SGOs indicating that students made targeted progress related to Common Core State Standards. Growth patterns on district benchmark assessments are consistent.
Math	Economically Disadvantaged	Morning Math, Basic Skills, Summer School	Yes	District benchmarks	100% of teachers scored 3+ on math SGOs indicating that students made targeted progress related to Common Core State Standards for Math. Growth patterns on district benchmark assessments are

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					consistent.
ELA					
Math					

Extended Day/Year Interventions **– Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	ESY	Yes	DRA results	DRA results indicated little summer loss in terms of reading levels
Math	Students with Disabilities	ESY	Yes	teacher and district benchmark assessments	Exit assessment indicated all students made growth
ELA	Homeless	Summer School, Afternoon ELA	Yes	DRA results	DRA results indicated no summer loss in terms of reading levels
Math	Homeless	Summer School, Morning Math	Yes	teacher and district benchmark assessments	Exit assessment indicated all students made growth
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Summer School, Afternoon ELA	Yes	DRA results	DRA results indicated no summer loss in terms of reading levels

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	ELLs	Summer School, Morning Math	Yes	teacher and district benchmark assessments	Exit assessment indicated all students made growth
ELA	Economically Disadvantaged	Summer School, Afternoon ELA	Yes	DRA results	DRA results indicated no summer loss in terms of reading levels
Math	Economically Disadvantaged	Summer School, Morning Math	Yes	teacher and district benchmark assessments	Exit assessment indicated all students made growth
ELA					
Math					

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Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Readers and Writers Workshop Model, Writing Tiered SGOs, Providing Rigorous Learning Goals and Performance Scales, Aligning Instruction to PARCC and the Common Core, Using Technology to Prepare for PARCC, Marzano Causal Teacher Evaluation Model	Yes	DRA results, students exited from interventions, district benchmark assessments,	DRA scores, LLI results, instructional observation data from iObservation reports, district benchmark assessments, PD feedback forms, PLC minutes
Math	Students with Disabilities	Aligning Math Instruction to the Common Core State Standards, Writing Tiered SGOs, Providing Rigorous Learning Goals and Performance Scales, Aligning Instruction to PARCC and the Common Core, Using Technology to Prepare for PARCC, Marzano Causal Teacher Evaluation Model	Yes	students exited from interventions, district benchmark assessments,	instructional observation data from iObservation reports, district benchmark assessments, PD feedback forms, PLC minutes

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Homeless	Readers and Writers Workshop Model, Writing Tiered SGOs, Providing Rigorous Learning Goals and Performance Scales, Aligning Instruction to PARCC and the Common Core, Using Technology to Prepare for PARCC, Marzano Causal Teacher Evaluation Model	Yes	DRA results, students exited from interventions, district benchmark assessments,	DRA scores, LLI results, instructional observation data from iObservation reports, district benchmark assessments
Math	Homeless	Aligning Math Instruction to the Common Core State Standards, Writing Tiered SGOs, Providing Rigorous Learning Goals and Performance Scales, Aligning Instruction to PARCC and the Common Core, Using Technology to Prepare for PARCC, Marzano Causal Teacher Evaluation Model	Yes	students exited from interventions, district benchmark assessments,	instructional observation data from iObservation reports, district benchmark assessments, PD feedback forms, PLC minutes
ELA	Migrant	N/A			
Math	Migrant	N/A			

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	Readers and Writers Workshop Model, Writing Tiered SGOs, Providing Rigorous Learning Goals and Performance Scales, Aligning Instruction to PARCC and the Common Core, Scaffolds and Supports for ELLS, Using Technology to Prepare for PARCC, Marzano Causal Teacher Evaluation Model	Yes	RAZ kids progress reports, DRA results, students exited from interventions, district benchmark assessments,	DRA scores, LLI results, instructional observation data from iObservation reports, district benchmark assessments, PD feedback forms, PLC minutes
Math	ELLs	Aligning Math Instruction to the Common Core State Standards, Writing Tiered SGOs, Providing Rigorous Learning Goals and Performance Scales, Aligning Instruction to PARCC and the Common Core, Using Technology to Prepare for PARCC, Marzano Causal Teacher Evaluation Model	Yes	students exited from interventions, district benchmark assessments,	instructional observation data from iObservation reports, district benchmark assessments, PD feedback forms, PLC minutes

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	Readers and Writers Workshop Model, Writing Tiered SGOs, Providing Rigorous Learning Goals and Performance Scales, Using Technology to Prepare for PARCC, Strategies for Teaching Students in Poverty, Marzano Causal Teacher Evaluation Model	Yes	DRA results, students exited from interventions, district benchmark assessments,	DRA scores, LLI results, instructional observation data from iObservation reports, district benchmark assessments, PD feedback forms, PLC minutes
Math	Economically Disadvantaged	Aligning Math Instruction to the Common Core State Standards, Writing Tiered SGOs, Providing Rigorous Learning Goals and Performance Scales, Aligning Instruction to PARCC and the Common Core, Using Technology to Prepare for PARCC, Strategies for Teaching Students in Poverty, Marzano Causal Teacher Evaluation Model	Yes	students exited from interventions, district benchmark assessments,	instructional observation data from iObservation reports, district benchmark assessments, PD feedback forms, PLC minutes

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA					
Math					

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Title I PARCC Night, Healthy Family Night, Integrated Arts Festival, A Year in the Life of a Dawes Student	Yes	Parent surveys, workshop attendance, feedback, sign in sheets,	Parent attendance at events is high, survey data and feedback forms indicate that parents increased awareness of how to support their child/ren in school
Math	Students with Disabilities	Title I PARCC Night, Healthy Family Night, Integrated Arts Festival, A Year in the Life of a Dawes Student	Yes	Parent surveys, workshop attendance, feedback, sign in sheets	Parent attendance at events is high, survey data and feedback forms indicate that parents increased awareness of how to support their child/ren in school
ELA	Homeless	Title I PARCC Night, Healthy Family Night, Integrated Arts Festival, A Year in the Life of a Dawes Student	Yes	Parent surveys, workshop attendance, feedback, sign in sheets	Parent attendance at events is high, survey data and feedback forms indicate that parents increased awareness of how to support their child/ren in school
Math	Homeless	Title I PARCC Night, Healthy Family Night,	Yes	Parent surveys, workshop attendance, feedback, sign	Parent attendance at events is high, survey data and feedback forms indicate that

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Integrated Arts Festival, A Year in the Life of a Dawes Student		in sheets	parents increased awareness of how to support their child/ren in school
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Title I PARCC Night, Healthy Family Night, Integrated Arts Festival, A Year in the Life of a Dawes Student, Bilingual Parent Advisory Committee	Yes	Parent surveys, workshop attendance, feedback, sign in sheets	Attendance at Bilingual Parent Advisory Meetings has increased from 2 people at the first meeting to 45 at the last meeting, Parent attendance at events is high, survey data and feedback forms indicate that parents increased awareness of how to support their child/ren in school
Math	ELLs	Title I PARCC Night, Healthy Family Night, Integrated Arts Festival, A Year in the Life of a Dawes Student, Bilingual Parent Advisory Committee	Yes	Parent surveys, workshop attendance, feedback, sign in sheets	Attendance at Bilingual Parent Advisory Meetings has increased from 2 people at the first meeting to 45 at the last meeting, Parent attendance at events is high, survey data and feedback forms indicate that parents increased awareness of how to support their child/ren in school
ELA	Economically Disadvantaged	Title I PARCC Night, Healthy Family Night, Integrated Arts Festival, A Year in the Life of a Dawes Student	Yes	Parent surveys, workshop attendance, feedback, sign in sheets	Parent attendance at events is high, survey data and feedback forms indicate that parents increased awareness of how to support their child/ren in school
Math	Economically	Title I PARCC Night, Healthy Family Night,	Yes	Parent surveys, workshop attendance, feedback, sign	Parent attendance at events is high, survey data and feedback forms indicate that

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disadvantaged	Integrated Arts Festival, A Year in the Life of a Dawes Student		in sheets	parents increased awareness of how to support their child/ren in school
ELA					
Math					

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

Principal's Certification

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

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

Doreen A. Lee	Dlee	6/30/15
Principal's Name (Print)	**Principal's Signature**	**Date**

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

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

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	DRA results, benchmark data, NJ ASK, progress targets, student growth percentiles, anecdotal and running records, reading logs	NJ ASK 2014-15 results indicated: Grade 3 – 32% proficiency (31 students partially proficient) Grade 4 – 36% proficiency (39 students partially proficient) Grade 5 – 35% proficiency (35 students partially proficient) Grade 6 – 47% proficiency (23 students partially proficient) None of the subgroups measured (Schoolwide, white, Hispanic, Students with Disability, Economically Disadvantaged) met their progress targets. This demonstrates that, overall, students are struggling to meet progress targets in ELA. However, students met student growth targets for ELA as measured by student growth percentiles. Anecdotal records and reading logs showed evidence that teachers are gaining a greater understanding of the particular needs of their readers and that students who read more frequently at home perform better at school.
Academic Achievement - Writing	benchmark data, NJ ASK, writing folders, progress targets, student growth percentiles, anecdotal records	NJ ASK 2014-15 results indicated: Grade 3 – 32% proficiency (31 students partially proficient) Grade 4 – 36% proficiency (39 students partially proficient) Grade 5 – 35% proficiency (35 students partially proficient) Grade 6 – 47% proficiency (23 students partially proficient) None of the subgroups measured (Schoolwide, white, Hispanic, Students with Disability, Economically Disadvantaged) met their progress targets.

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		This demonstrates that, overall, students are struggling to meet progress targets in ELA. However, students met student growth targets for ELA as measured by student growth percentiles. Writing samples taken from benchmark assessments are evidence that students are making growth in their writing.
Academic Achievement - Mathematics	benchmark data, NJ ASK, progress targets, student growth percentiles, Rocket Math, classroom assessments	NJ ASK 2014-15 results indicated: Grade 3 – 53% proficiency (21 students partially proficient) Grade 4 – 56% proficiency (26 students partially proficient) Grade 5 – 59% proficiency (22 students partially proficient) Grade 6 – 81% proficiency (8 students partially proficient) White, Hispanic, and Economically Disadvantaged subgroups met progress targets, but Schoolwide and Students With Disability subgroups did not. Students met growth targets for math as measured by student growth percentiles. Rocket Math, benchmark assessments, and classroom assessments demonstrate that students are making growth in math.
Family and Community Engagement	Parent conference attendance rates, parent surveys, parent portal use, committee sign in sheets, number of volunteers	Parent conference attendance rate went down from the 2013-14 school year; a large percentage of parents access the parent portal; survey data
Professional Development	Instructional observation data, survey results, sign in sheets, PLC agendas and minutes, professional development evaluations, teacher portfolios	Marzano Protocol teaching reports; survey results indicate that teachers prefer job-embedded professional development that ends with a tangible product or idea to implement in the classroom. Teachers enjoy working and learning in a collaborative environment and request professional development in the areas of: rigor and student engagement, book clubs, instructional conversations and literature logs, writer's notebook, literacy in the content areas, foundational skills and vocabulary, math common core standards, and models of co-teaching. PLC agendas and minutes indicate that teachers are collaborating in teams to review assessment data and make instructional decisions, discuss curriculum, and align instruction to standards. Additionally, each team develops a SMART goal tied to teacher

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		learning that impacts student learning. Professional development evaluation forms indicate high levels of satisfaction with professional development offerings. The number of teachers participating in peer observations has declined due to a substitute shortage and other logistical factors. Teacher and student evidence indicate that teacher learning is impacting student learning.
Leadership	principal evaluations, progress targets, NJ ASK, survey results, sign in sheets	The Marshall Rubric is used for principal evaluations. The multiple measures analyzed indicate that economically disadvantaged students are performing at lower levels of proficiency than their more affluent peers. Economically disadvantaged students are showing growth, but at a slower rate. Attendance rates and reading logs demonstrate that our economically disadvantaged students are not reading at home nor are they attending events at the same rate as their more affluent peers.
School Climate and Culture	surveys, student focus groups, activity logs, sign in sheets, discipline reports, parent surveys, in-school and out-of-school suspension rates	Results from the parent/family survey were reviewed by the ScIP team and overall feedback was positive; an area of concern was the need for increased technology. The multiple measures analyzed indicate that economically disadvantaged students are performing at lower levels of proficiency than their more affluent peers. Economically disadvantaged students are showing growth, but at a slower rate. Attendance rates and reading logs demonstrate that our economically disadvantaged students are not reading at home nor are they attending events at the same rate as their more affluent peers.
School-Based Youth Services	group and team rosters, activity logs, sign in sheets, student focus groups	The multiple measures analyzed indicate that economically disadvantaged students are performing at lower levels of proficiency than their more affluent peers. Economically disadvantaged students are showing growth, but at a slower rate. Attendance rates and reading logs demonstrate that our economically disadvantaged students are not reading at home nor are they attending events at the same rate as their more affluent peers.
Students with Disabilities	DRA results, benchmark data, NJ ASK, IEP goals and objectives progress monitoring, progress	The ELA pass rate for students with disabilities was 13.7 but the target was 48.9. The math pass rate for students with disabilities was 37.3 but the target was 52.2. State and local data indicate that students with disabilities

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	targets, student growth percentiles, rocket math, classroom assessments, survey results	are performing at a far lower level than their general education peers. Students with disabilities are making growth on local assessments such as the DRA and benchmark assessments, but not at the same rate as the general education population. Survey results demonstrate that teachers need more professional development in the areas of co-teaching, rigor, and student engagement.
Homeless Students	DRA results, benchmark data, NJ ASK, writing folders, progress targets, student growth percentiles, rocket math, classroom assessments, survey results	Students continue to struggle in the area of English Language Arts but are making steady gains in math. A great amount of time was spent during the 2014-15 school year building classroom libraries, mentor texts, and skills related to the Readers and Writers Workshop program.
Migrant Students	N/A	
English Language Learners	DRA results, benchmark data, NJ ASK, writing folders, ACCESS for ELLs	DRA results, benchmark data, and writing folders all demonstrate that the ELL students have made growth.
Economically Disadvantaged	DRA results, benchmark data, NJ ASK, writing folders, progress targets, student growth percentiles, Rocket Math, classroom assessments, attendance rates, reading logs	The ELA pass rate for this subgroup was 31.5 but the target was 55.7. The math pass rate for this subgroup was 57.3 and the pass rate was 65.7, so the target for math was met, but the target for ELA was not met. The multiple measures analyzed indicate that economically disadvantaged students are performing at lower levels of proficiency than their more affluent peers. Economically disadvantaged students are showing growth, but at a slower rate. Attendance rates and reading logs demonstrate that our economically disadvantaged students are not reading at home nor are they attending events at the same rate as their more affluent peers.

2015-2016 Comprehensive Needs Assessment Process*

Narrative

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

1. What process did the school use to conduct its Comprehensive Needs Assessment? **First, we established a stakeholder group consisting of staff, Board of Education members, community members, and parents. At our first stakeholder meeting, we clarified the school's vision. Next, we created a school profile based upon the following areas: student achievement, curriculum, and instruction, professional development, school culture, and family and community engagement. After we created the school profile, we identified data sources to analyze. The committee reviewed standardized test data, DRA benchmark testing, and pre- and mid-year assessment data for both ELA and Math. The district gathered data from multiple sources and then presented the data at both a Title I Stakeholder Meeting and a SciP meeting. Parents, teachers, staff members and administrators took a gallery walk to look at the data and record questions and observations regarding the data. When we analyzed the data, we identified root causes, set goals based on needs and identified achievement gaps, and created the plan for the 2015-2016 school year in the areas of student achievement; curriculum & instruction; professional development; family and community engagement; and school climate and culture.**

2. What process did the school use to collect and compile data for student subgroups? **The Schoolwide planning team brainstormed possible data sources, and the staff members on the team were delegated each data source to bring to the January 2015 meeting. Benchmark data was analyzed by subgroup. Data was disaggregated for all subgroups with a minimum of 20 students. Students were identified as partially proficient and at-risk.**

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? **The team used data generated from the New Jersey Performance Report Cards, confidential surveys, and norm-reference assessments (DRA). Benchmark assessments have proven to be a reliable predictor of NJ ASK performance. The school uses a mixed-methods design to gather data and uses multiple measures to analyze each area ensuring that no one piece of data is used as the only indicator.**

4. What did the data analysis reveal regarding classroom instruction? **The school currently uses Words Their Way for phonics instruction, however results are not leading to proficiency in ELA. The district would like to compare our district's DRA end-of year benchmark targets in comparison to other schools with similar demographics. The team would like to plan interventions for our ESL students because that population is growing. The school piloted Fundations, for whole group instruction, in first grade at Dawes Avenue and met with success. The next step is to budget for Fundations district-wide in K-2 for full implementation. The analysis also indicated that many students enter the year performing below grade level. Students are making growth in the classroom, but**

this growth is not enough to bring them up to grade level standards by the end of the school year. A review of teacher evaluation data from iObservation indicated that teachers need professional development in the following areas: rigor and student engagement, book clubs, instructional conversations and literature logs, writer's notebook, literacy in the content areas, foundational skills and vocabulary, math common core standards, and models of co-teaching. This data also indicated that teachers are increasing their use of best practices in ELA and Math, using assessment to drive instruction, and differentiation. Classroom instruction can continue to be improved as teachers add more strategies to their practice.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? **The common planning time allowed for PLC meetings weekly, which was beneficial to the teachers. Professional Development Days were organized to meet the needs of the teachers. Implementation of Readers and Writers Workshop after the summer 2014 professional development was effective. The in-class coaching model of professional development was effective and well-received by staff. The use of district staff to turn-key professional development was effective (faculty meetings, PLCs, in-service days). Teachers reported that professional development that focused on the Marzano Protocol helped teachers to implement research-based strategies.**

6. How does the school identify educationally at-risk students in a timely manner? **Data is collected in the spring and summer from both state and local sources to identify at-risk students prior to the start of the school year. I&RS referrals provide timely information throughout the year. Data analysis is conducted during PLC meetings. DRA data and writing evaluations are made available to teachers. DRAs and benchmark assessments are administered periodically throughout the year and the data is shared. Data collected in the spring and summer is used to identify at-risk students prior to the start of the school year.**

7. How does the school provide effective interventions to educationally at-risk students? **The master schedule includes a 40 minute block for daily interventions or enrichment activities. Pull out groups are created by the instructional coach based upon multiple measures of data and I&RS action plans. Interventions are progressed monitored for 6-8 weeks and adjusted accordingly for individual students. Interventions include small group or individual instruction, LLI, and Fundations.**
   Tier 1 Interventions – classroom instruction (differentiation)
   Tier 2 Interventions – classroom instruction (one on one, targeted instruction) – in class support
   Tier 3 Interventions – Intervention provided by an intervention teacher or Basic Skills Instructor
   Tier 4 Interventions – Referral to Child Study Team and an Action Plan developed
   The district has a master schedule that includes a daily intervention/enrichment period to work with at risk students. Identified students receive interventions throughout the day in addition to their ELA and Math periods. Extended school day programs

including Morning Math and Afternoon ELA provide students with additional practice and/or acceleration in reading and math. At risk students are provided a summer learning program.

8. How does the school address the needs of migrant students? NA

9. How does the school address the needs of homeless students? **Students are identified at the time of registration (or when the family identifies itself as homeless/displaced). The district homeless liaison is notified and ensures that all services are made available (Title I services, transportation, food service, counseling, etc.). The school provides academic measures based upon individual student needs. Interventions and supports are based on the individual needs of the families.**

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 work together in Professional Learning Communities to analyze academic assessments and use that analysis to inform instruction. Additionally, each PLC has a SMART goal which utilize academic assessments to improve instruction. The district PD coordinator reviews all feedback sheets following district PD sessions. A Summer Institute including a menu of workshops is made available to instructional staff.**

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? **Students who transition from pre-school to kindergarten attend a kindergarten orientation prior to the start of the school year. Families are welcomed to tour the building at any time over the summer. Teachers collaborate for articulation as part of the Early Childhood Advisory Committee. Sixth grade students transition to middle school through a four day, three night trip to Stokes Stake Forest in which they get to know teachers and students from the school they will attend. At the end of the year, 6th graders have an orientation day at their new school to become familiar with the layout of the building, lockers and routines. All teachers are given the opportunity for vertical articulation to assist transition at all grade levels during the district's May professional development day.**

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? **After the School Wide Title1 Committee reviewed the data, the problems and root causes were identified. Priority problems were also identified through a combination of PLC meetings, data analysis of DRA, district assessments, and NJ ASK. The school selected priority problems after conducting the needs assessment analysis with the Title I Stakeholders committee and the ScIP team.**

**Provide a separate response for each question.*

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

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

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

	#1	#2
Name of priority problem	Language Arts	Math
Describe the priority problem using at least two data sources	Too many students scored below proficient on the 2013-14 NJ ASK Assessment. Many students are reading below grade level on the DRA2 Assessment.	Too few students scored below proficient on the 2013-14 NJ ASK Assessment. District Benchmarks data shows that students are not mastering grade level standards.
Describe the root causes of the problem	Students are beginning the school year below grade level and do not have a solid phonics-based program. Students demonstrate poor comprehension, fluency, and decoding skills. Teachers need to continue to use formative assessment data to individualize reading instruction to the specific needs of students. Teachers must continue to enhance their practices and add new strategies to their repertoire.	Students are beginning the year without a solid foundation in grade level skills. Students in K-4 have not mastered basic math facts and need automaticity of math facts. Teachers must continue to implement research-based best practices in math instruction. Formative assessment data must be used to individualize math instruction.
Subgroups or populations addressed	All Students	All Students
Related content area missed (i.e., ELA, Mathematics)	ELA	NA
Name of scientifically research based intervention to address priority problems	Readers and Writers Workshop Fundations Targeted Professional Development Use of Formative Assessment Data Extended day and school opportunities Curriculum Alignment Leveled Literacy Intervention (LLI) and other research-based interventions	Targeted Professional Development Use of Formative Assessment Data Extended Day and School Opportunities Coaching, Modeling and Peer Observations. Curriculum Alignment Research-based Interventions
How does the intervention align with the Common Core State Standards?	All instruction is aligned to the Common Core State Standards. These research-based practices are designed to help students meet the rigor of the Common Core State Standards.	All instruction is aligned to the Common Core Standards. These research-based practices are designed to help students meet the rigor of the Common Core State Standards.

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

2015-2016 Comprehensive Needs Assessment Process

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

	#3	#4
Name of priority problem	Attendance	
Describe the priority problem using at least two data sources	11% of students meet the state's definition of chronically absent. This has been determined by attendance records from the past two years, late arrival records from the past two years, and the School Performance Report.	
Describe the root causes of the problem	student health, family distress, how connected students feel to adults at school	
Subgroups or populations addressed	Schoolwide, white, Hispanic, students with disability, economically disadvantaged	
Related content area missed (i.e., ELA, Mathematics)	Language Arts and Math	
Name of scientifically research based intervention to address priority problems	**Schoolwide System of Positive Behavior Supports:** Revised School Spirit Incentives, Weekly Rewards, Monthly Perfect Attendance Certificates/Ceremonies **Home visits** **Professional Development on Relationship-Building** **Professional Development on Rigor and Student Engagement** **Analysis of student attendance data** **Analysis of patterns for chronically absent students** **Partnerships with family and community groups** **Educate parents and students about the importance of attendance** **Frequent communication with chronically absent**	

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

	students and their families **AIM Mentors**	
How does the intervention align with the Common Core State Standards?	Students who are chronically absent cannot master the Common Core State Standards.	

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

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

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
ELA	Students with Disabilities	Fundations; Readers and Writers Workshop	Principal, Instructional Coach, ScIP Team, Supervisor of Curriculum	15% increase in ELA benchmarks each quarter; 100% of students will meet progress targets by June 2016; 100% of students will reach grade level targets or make targeted growth levels on the DRA by June 2016	What Works Clearinghouse, Wilson Reading System Intervention Report; Allington, 2012; Brozo et al, 2008, Cipielewski & Stanovich, 1992; McCutchen, D., et al. (2002). "Beginning Literacy: Links among Teacher Knowledge, Teacher Practice, and Student Learning."*Journal of Learning Disabilities*, Vol. 35, No. 1, 69–86.
Math	Students with Disabilities	Everyday Math (K – 2)	Principal, Supervisor of Curriculum, Instructional Coach, PD Committee	15% increase in math benchmarks each quarter; 100% of students will meet progress targets by June 2016; 100% of students will achieve required fluencies on district benchmarks by June 2016	What Works Clearninghouse, Everyday Mathematics; Cobb, P., et al. (1991). "Assessment of a Problem-Centered Second-Grade Mathematics Project." *Journal for Research in Mathematics Education*, Vol. 22, pp. 13–29.
ELA	Homeless	*Revised ELA Curriculum; *Fundations; Readers and Writers Workshop; Basic Skills teachers for in-class support and targeted interventions	Supervisor of Curriculum, Principal, Instructional Coach, ScIP Team	Instructional observations; student work samples; 15% increase in ELA benchmarks each quarter; 100% of students will meet progress targets by June 2016; 100% of students will reach grade level targets or make targeted growth levels on the DRA by June 2016	What Works Clearinghouse, Wilson Reading System Intervention Report; Allington, 2012; Brozo et al, 2008, Cipielewski & Stanovich, 1992; McCutchen, D., et al. (2002). "Beginning Literacy: Links among Teacher Knowledge, Teacher Practice, and Student Learning."*Journal of Learning*

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

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
					Disabilities, Vol. 35, No. 1, 69–86.
Math	Homeless	Everyday Math (K-2); Basic Skills teachers for in-class support and targeted interventions	Principal, Supervisor of Curriculum, Instructional Coach, PD Committee	15% increase in math benchmarks each quarter; 100% of students will meet progress targets by June 2016; 100% of students will achieve required fluencies on district benchmarks by June 2016	What Works Clearninghouse, Everyday Mathematics; Cobb, P., et al. (1991). "Assessment of a Problem-Centered Second-Grade Mathematics Project." *Journal for Research in Mathematics Education*, Vol. 22, pp. 13–29.
ELA	Migrant				
Math	Migrant				
ELA	ELLs	*Revised ELA Curriculum; *Sheltered Instruction; *Fundations; Readers and Writers Workshop; Basic Skills teachers for in-class support and targeted interventions	Supervisor of Curriculum, Principal, Instructional Coach, SciP Team	instructional observations; student work samples; 15% increase in ELA benchmarks each quarter; 100% of students will meet progress targets by June 2016; 100% of students will reach grade level targets or make targeted growth levels on the DRA by June 2016	What Works Clearinghouse, Wilson Reading System Intervention Report; Allington, 2012; Brozo et al, 2008, Cipielewski & Stanovich, 1992; McCutchen, D., et al. (2002). "Beginning Literacy: Links among Teacher Knowledge, Teacher Practice, and Student Learning."*Journal of Learning Disabilities*, Vol. 35, No. 1, 69–86. Michael F. Graves, Diane August, and Jeannette Mancilla-Martinez, Teaching Vocabulary to English Language Learners (New York: Teachers College Press, 2013)
Math	ELLs	Basic Skills teachers for in-class support	Supervisor of	15% increase in math benchmarks each quarter; 100% of students will meet progress targets by June	What Works Clearninghouse, Everyday Mathematics; Cobb, P., et

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

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		and targeted interventions	Curriculum, Principal, Instructional Coach, SciP Team	2016; 100% of students will achieve required fluencies on district benchmarks by June 2016	al. (1991). "Assessment of a Problem-Centered Second-Grade Mathematics Project." *Journal for Research in Mathematics Education*, Vol. 22, pp. 13–29.
ELA	Economically Disadvantaged	*Revised ELA Curriculum; *Fundations; Readers and Writers Workshop; Basic Skills teachers for in-class support and targeted interventions	Supervisor of Curriculum, Principal, Instructional Coach, SciP Team	instructional observations; student work samples; 15% increase in ELA benchmarks each quarter; 100% of students will meet progress targets by June 2016; 100% of students will reach grade level targets or make targeted growth levels on the DRA by June 2016	What Works Clearinghouse, Wilson Reading System Intervention Report; Allington, 2012; Brozo et al, 2008, Cipielewski & Stanovich, 1992; McCutchen, D., et al. (2002). "Beginning Literacy: Links among Teacher Knowledge, Teacher Practice, and Student Learning."*Journal of Learning Disabilities*, Vol. 35, No. 1, 69–86.
Math	Economically Disadvantaged	Everyday Math (K-2); Basic Skills teachers for in-class support and targeted interventions	Principal, Supervisor of Curriculum, Instructional Coach, PD Committee	15% increase in math benchmarks each quarter; 100% of students will meet progress targets by June 2016; 100% of students will achieve required fluencies on district benchmarks by June 2016	What Works Clearninghouse, Everyday Mathematics; Cobb, P., et al. (1991). "Assessment of a Problem-Centered Second-Grade Mathematics Project." *Journal for Research in Mathematics Education*, Vol. 22, pp. 13–29.
ELA					
Math					

Use an asterisk to denote new programs.

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

2015-2016 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 extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Extended School Year; Afternoon ELA; *Homework Club	Supervisor of Special Ed.; Supervisor of Curriculum; Principal	DRA results; pre- and post-assessments; PARCC results; ELA benchmark scores; 100% of students will meet progress targets by June 2016	Teacher's College of Columbia University – best practices (workshop model); What Works Clearinghouse: "Using Student Achievement Data to Support Instructional Decision Making"; Beckett, M., et.al. 2009). Structuring Out-of-School Time to Improve Academic Achievement
Math	Students with Disabilities	Extended School Year; Morning Math; *Homework Club	Supervisor of Special Ed.; Supervisor of Curriculum; Principal	PARCC results; math benchmark scores; 100% of students will meet progress targets by June 2016	What Works Clearinghouse: "Using Student Achievement Data to Support Instructional Decision Making"; Beckett, M., et.al. 2009). Structuring Out-of-School Time to Improve Academic Achievement
ELA	Homeless	Extended School Year; Afternoon ELA; *Homework Club	Supervisor of Curriculum; Principal	DRA results; pre- and post-assessments; PARCC results; ELA benchmark scores; 100% of students will meet progress targets by June 2016	Teacher's College of Columbia University – best practices (workshop model); What Works Clearinghouse: "Using Student Achievement Data to Support Instructional Decision Making"; Beckett, M., et.al. 2009). Structuring Out-of-School Time to Improve Academic Achievement

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Homeless	Extended School Year; Morning Math; *Homework Club	Supervisor of Curriculum; Principal	PARCC results; math benchmark scores; 100% of students will meet progress targets by June 2016	What Works Clearinghouse: "Using Student Achievement Data to Support Instructional Decision Making"; Beckett, M., et.al. 2009). Structuring Out-of-School Time to Improve Academic Achievement
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Extended School Year; Afternoon ELA; *Homework Club; summer reading	Supervisor of Curriculum; Principal	DRA results; pre- and post-assessments; PARCC results; ELA benchmark scores; 100% of students will meet progress targets by June 2016	Teacher's College of Columbia University – best practices (workshop model); What Works Clearinghouse: "Using Student Achievement Data to Support Instructional Decision Making"; Beckett, M., et.al. 2009). Structuring Out-of-School Time to Improve Academic Achievement
Math	ELLs	Extended School Year; Morning Math; *Homework Club	Supervisor of Curriculum; Principal	PARCC results; math benchmark scores; 100% of students will meet progress targets by June 2016	What Works Clearinghouse: "Using Student Achievement Data to Support Instructional Decision Making"; Beckett, M., et.al. 2009). Structuring Out-of-School Time to Improve Academic Achievement
ELA	Economically Disadvantaged	Extended School Year; Afternoon ELA; *Homework Club;	Supervisor of Curriculum;	DRA results; pre- and post-assessments; PARCC results; ELA benchmark scores;	Teacher's College of Columbia University – best practices (workshop model); What Works

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		summer reading	Principal	100% of students will meet progress targets by June 2016	Clearinghouse: "Using Student Achievement Data to Support Instructional Decision Making"; Beckett, M., et.al. 2009). Structuring Out-of-School Time to Improve Academic Achievement
Math	Economically Disadvantaged	Extended School Year; Morning Math; *Homework Club	Supervisor of Curriculum; Principal	PARCC results; math benchmark scores; 100% of students will meet progress targets by June 2016	What Works Clearinghouse: "Using Student Achievement Data to Support Instructional Decision Making"; Beckett, M., et.al. 2009). Structuring Out-of-School Time to Improve Academic Achievement
ELA					
Math					

Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	*Implementing Fundations; *Rigor and Student	Supervisor of Curriculum,	iObservation reports; 100% of students will meet progress targets by June 2016; 100% of	What Works Clearinghouse, Wilson Reading System Intervention; Blackburn, B. (2008). *Rigor is NOT a*

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Engagement; *Book Clubs; *Instructional Conversations and Literature Logs; *Writers Notebook; *Literacy in the Content Areas; *Models of Co-Teaching; *Relationship-building	Supervisor of Special Education, Principal	students will achieve grade level target or make targeted growth levels on DRA by June 2016	*Four-Letter Word*. Larchmont, NY: Eye on Education. Daniels, Harvey, (2002) "But Does It Work? Recent research in Literature Circles", from Literature Circles: Voice and Choice in Book Clubs and Reading Groups. Portland, Maine: Stenhouse Publishers. Boone, Barbara Z. Tools for Writing: Creating Writer:s Workshop for Grades 2-8. Thousand Oaks, California: Corwin Press, 1996. ACT. (2005) *Crisis at the core: Preparing all students for college and work.* Iowa City. Murawski, Wendy Weichel and H. Lee Swanson. "A Meta-Analysis of Co-Teaching Research: Where Are the Data?" Remedial and Special Education, 22:5, September/October 2001, p. 1. Barlow, V. (2001). Trust and the principalship. Unpublished manuscript, University of Calgary, BC. Retrieved August 19, 2003
Math	Students with Disabilities	*Rigor and Student Engagement; Math and the Common	Supervisor of Curriculum,	iObservation reports; 100% of students will meet progress targets by June 2016	Blackburn, B. (2008). *Rigor is NOT a Four-Letter Word*. Larchmont, NY: Eye on Education.

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Core State Standards; *Models of Co-Teaching; *Relationship-building	Supervisor of Special Education, Principal		Murawski, Wendy Weichel and H. Lee Swanson. "A Meta-Analysis of Co-Teaching Research: Where Are the Data?" Remedial and Special Education, 22:5, September/October 2001, p. 1. Barlow, V. (2001). Trust and the principalship. Unpublished manuscript, University of Calgary, BC. Retrieved August 19, 2003 H. Wu, "The Impact of Common Core Standards on the Mathematics Education of Teachers", April 29, 2001.
ELA	Homeless	Implementing Fundations; *Rigor and Student Engagement; *Book Clubs; *Instructional Conversations and Literature Logs; *Writers Notebook; *Literacy in the Content Areas; *Models of Co-Teaching; *Relationship-	Supervisor of Curriculum, Principal	iObservation reports; 100% of students will meet progress targets by June 2016; 100% of students will achieve grade level target or make targeted growth levels on DRA by June 2016	What Works Clearinghouse, Wilson Reading System Intervention; Blackburn, B. (2008). *Rigor is NOT a Four-Letter Word*. Larchmont, NY: Eye on Education. Daniels, Harvey, (2002) "But Does It Work? Recent research in Literature Circles", from Literature Circles: Voice and Choice in Book Clubs and Reading Groups. Portland, Maine: Stenhouse Publishers. Boone, Barbara Z. Tools for Writing: Creating Writer:s Workshop for Grades 2-8. Thousand Oaks,

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		building			California: Corwin Press, 1996. ACT. (2005) *Crisis at the core: Preparing all students for college and work.* Iowa City. Murawski, Wendy Weichel and H. Lee Swanson. "A Meta-Analysis of Co-Teaching Research: Where Are the Data?" Remedial and Special Education, 22:5, September/October 2001, p. 1. Barlow, V. (2001). Trust and the principalship. Unpublished manuscript, University of Calgary, BC. Retrieved August 19, 2003
Math	Homeless	*Rigor and Student Engagement; Math and the Common Core State Standards; *Models of Co-Teaching; *Relationship-building	Supervisor of Curriculum, Principal	iObservation reports; 100% of students will meet progress targets by June 2016	Blackburn, B. (2008). *Rigor is NOT a Four-Letter Word.* Larchmont, NY: Eye on Education. Murawski, Wendy Weichel and H. Lee Swanson. "A Meta-Analysis of Co-Teaching Research: Where Are the Data?" Remedial and Special Education, 22:5, September/October 2001, p. 1. Barlow, V. (2001). Trust and the principalship. Unpublished manuscript, University of Calgary, BC. Retrieved August 19, 2003 H. Wu, "The Impact of Common

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

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Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					Core Standards on the Mathematics Education of Teachers", April 29, 2001.
ELA	Migrant				
Math	Migrant				
ELA	ELLs	*Implementing Fundations; *Rigor and Student Engagement; *Instructional Conversations and Literature Logs; *Writers Notebook; *Literacy in the Content Areas; *Models of Co-Teaching; *Relationship-building; *Sheltered Instruction	Supervisor of Curriculum, Principal	iObservation reports; 100% of students will meet progress targets by June 2016; 100% of students will achieve grade level target or make targeted growth levels on DRA by June 2016	What Works Clearinghouse, Wilson Reading System Intervention; Blackburn, B. (2008). *Rigor is NOT a Four-Letter Word*. Larchmont, NY: Eye on Education. Daniels, Harvey, (2002) "But Does It Work? Recent research in Literature Circles", from Literature Circles: Voice and Choice in Book Clubs and Reading Groups. Portland, Maine: Stenhouse Publishers. What Works Clearinghouse: Instructional Conversations and Literature Logs Intervention Report Boone, Barbara Z. Tools for Writing: Creating Writer:s Workshop for Grades 2-8. Thousand Oaks, California: Corwin Press, 1996. ACT. (2005) *Crisis at the core: Preparing all students for college and work*. Iowa City.

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					Murawski, Wendy Weichel and H. Lee Swanson. "A Meta-Analysis of Co-Teaching Research: Where Are the Data?" Remedial and Special Education, 22:5, September/October 2001, p. 1. Barlow, V. (2001). Trust and the principalship. Unpublished manuscript, University of Calgary, BC. Retrieved August 19, 2003 Michael F. Graves, Diane August, and Jeannette Mancilla-Martinez, Teaching Vocabulary to English Language Learners (New York: Teachers College Press, 2013)
Math	ELLs	*Rigor and Student Engagement; Math and the Common Core State Standards; *Models of Co-Teaching; *Relationship-building	Supervisor of Curriculum, Principal	iObservation reports; 100% of students will meet progress targets by June 2016	Blackburn, B. (2008). *Rigor is NOT a Four-Letter Word*. Larchmont, NY: Eye on Education. Murawski, Wendy Weichel and H. Lee Swanson. "A Meta-Analysis of Co-Teaching Research: Where Are the Data?" Remedial and Special Education, 22:5, September/October 2001, p. 1. Barlow, V. (2001). Trust and the principalship. Unpublished manuscript, University of Calgary, BC. Retrieved August 19, 2003

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					H. Wu, "The Impact of Common Core Standards on the Mathematics Education of Teachers", April 29, 2001.
ELA	Economically Disadvantaged	*Implementing Fundations; *Rigor and Student Engagement; *Book Clubs; *Instructional Conversations and Literature Logs; *Writers Notebook; *Literacy in the Content Areas; *Models of Co-Teaching; *Relationship-building	Supervisor of Curriculum, Principal	iObservation reports; 100% of students will meet progress targets by June 2016; 100% of students will achieve grade level target or make targeted growth levels on DRA by June 2016	What Works Clearinghouse, Wilson Reading System Intervention; Blackburn, B. (2008). *Rigor is NOT a Four-Letter Word*. Larchmont, NY: Eye on Education. Daniels, Harvey, (2002) "But Does It Work? Recent research in Literature Circles", from Literature Circles: Voice and Choice in Book Clubs and Reading Groups. Portland, Maine: Stenhouse Publishers. Boone, Barbara Z. Tools for Writing: Creating Writer:s Workshop for Grades 2-8. Thousand Oaks, California: Corwin Press, 1996. ACT. (2005) *Crisis at the core: Preparing all students for college and work*. Iowa City. Murawski, Wendy Weichel and H. Lee Swanson. "A Meta-Analysis of Co-Teaching Research: Where Are the Data?" Remedial and Special Education, 22:5, September/October 2001, p. 1.

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

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Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					Barlow, V. (2001). Trust and the principalship. Unpublished manuscript, University of Calgary, BC. Retrieved August 19, 2003
Math	Economically Disadvantaged	Rigor and Student Engagement; Math and the Common Core State Standards; *Models of Co-Teaching; *Relationship-building	Supervisor of Curriculum, Principal	iObservation reports; 100% of students will meet progress targets by June 2016	Blackburn, B. (2008). *Rigor is NOT a Four-Letter Word*. Larchmont, NY: Eye on Education. Murawski, Wendy Weichel and H. Lee Swanson. "A Meta-Analysis of Co-Teaching Research: Where Are the Data?" Remedial and Special Education, 22:5, September/October 2001, p. 1. Barlow, V. (2001). Trust and the principalship. Unpublished manuscript, University of Calgary, BC. Retrieved August 19, 2003 H. Wu, "The Impact of Common Core Standards on the Mathematics Education of Teachers", April 29, 2001.
ELA					
Math					

Use an asterisk to denote new programs.

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

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

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 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 2015-2016? **The ScIP team as well as the Title I Stakeholders Committee will evaluate the plan using data analysis following the administration of district benchmarks.** Will the review be conducted internally (by school staff), or externally? **Internally with support from outside Stakeholders.** How frequently will evaluation take place? **Mid-Year and End of Year**

2. What barriers or challenges does the school anticipate during the implementation process? **Budget restraints are a barrier. Time can also be a challenge. Meeting the requirements of Achieve NJ has monopolized professional development time and PLC meetings. Chronic absenteeism is another barrier that has the potential to prevent reform strategies from being effective.**

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? **Since the Title I Stakeholder committee provided input for the creating of this plan, they have a vested interest in the success of the plan. Consensus will result in buy-in. The multiple measures reviewed in drafting the plan are evident of consistent priority problems and the need for interventions.**

4. What measurement tool(s) will the school use to gauge the perceptions of the staff? **Throughout the year, the school district utilizes survey. Professional learning communities provide formal and informal feedback. Post-conferences after instructional observations also provide feedback.**

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

5. What measurement tool(s) will the school use to gauge the perceptions of the community? **Families will be surveyed. This is done on an annual basis.**
6. How will the school structure interventions? How frequently will students receive instructional interventions? **Through the use of the DRA and district benchmark assessments, data will be collected to identify at-risk students. Following the 4-tiered structure below, interventions will be provided:**
   Tier 1 Interventions – classroom instruction (differentiation)
   Tier 2 Interventions – classroom instruction (one on one, targeted instruction) – in class support
   Tier 3 Interventions – Intervention provided by an intervention teacher or Basic Skills Instructor
   Tier 4 Interventions – Referral to Child Study Team and an Action Plan developed
   Interventions will be conducted before, during, and after school. Students receiving tiers 1 and 2 will receive interventions as needed and will be available on a daily basis. A flexible group model within the classroom will be utilized. For students receiving the leveled literacy intervention, services will be offered 4-5 days per week.

7. What resources/technologies will the school use to support the schoolwide program? **Google docs store assessment data. This can be accessed by all instructional staff for data analysis. In addition, the school has a variety of resources, including: chromebooks, macbooks, iPads and subscriptions to various online resources, such as: Sumdog, Mastery Connect, Reading A-Z, Brainpop, and others.**

8. What quantitative data will the school use to measure the effectiveness of each intervention provided? **Benchmark Testing, PARCC, and DRA results**

9. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? **Instructional staff will receive district reports analyzing school performance, grade level performance, and sub-group performance. These will be shared in a presentation to staff. Data is also shared with staff during PLC meetings. The data is also used for Student Growth Objectives. Assessment data is also shared at a public board meeting.**

**Provide a separate response for each question.*

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

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

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the 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.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Parent Connection Committee; Home and School Association	PCC Executive Council; Principal	Attendance at meetings and programs; surveys; feedback sheets from meetings and programs; By June of 2016, the number of parents participating in school events will increase by 30% from the prior year as evidenced by sign-in sheets.	Christian, K.; Morrison, F. J.; & Bryant, F. B. (1998). Predicting kindergarten academic skills: Interactions among child care, maternal education, and family literacy environments. *Early Childhood Research Quarterly*, *13*(3), 501–521.
Math	Students with Disabilities	Parent Connection Committee; Home and School Association	PCC Executive Council; Principal	Attendance at meetings and programs; surveys; feedback sheets from meetings and programs; By June of 2016, the number of parents participating in school events will increase by 30% from the prior year as evidenced by sign-in sheets.	Christian, K.; Morrison, F. J.; & Bryant, F. B. (1998). Predicting kindergarten academic skills: Interactions among child care, maternal education, and family literacy environments. *Early Childhood Research Quarterly*, *13*(3), 501–521.
ELA	Homeless	Parent Connection Committee; Home and School Association	PCC Executive Council; Principal	Attendance at meetings and programs; surveys; feedback sheets from meetings and programs; By June of 2016, the number of parents participating in school events	Epstein, J. (2001). *School, family, and community partnerships.* Boulder: Westview Press.

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				will increase by 30% from the prior year as evidenced by sign-in sheets.	
Math	Homeless	Parent Connection Committee; Home and School Association	PCC Executive Council; Principal	Attendance at meetings and programs; surveys; feedback sheets from meetings and programs; By June of 2016, the number of parents participating in school events will increase by 30% from the prior year as evidenced by sign-in sheets.	Epstein, J. (2001). *School, family, and community partnerships.* Boulder: Westview Press.
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Parent Connection Committee; *Bilingual Parent Advisory Council; Home and School Association	PCC Executive Council; Principal; Supervisor of Curriculum	Attendance at meetings and programs; surveys; feedback sheets from meetings and programs; By June of 2016, the number of parents participating in school events will increase by 30% from the prior year as evidenced by sign-in sheets.	Henderson, A. T. & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement.* Austin, TX: Southwest Educational Development Laboratory.
Math	ELLs	Parent Connection Committee; *Bilingual Parent Advisory Council; Home and School Association	PCC Executive Council; Principal; Supervisor of Curriculum	Attendance at meetings and programs; surveys; feedback sheets from meetings and programs; By June of 2016, the number of parents participating in school events will increase by 30% from the	Henderson, A. T. & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement.* Austin, TX: Southwest Educational Development Laboratory.

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				prior year as evidenced by sign-in sheets.	
ELA	Economically Disadvantaged	Parent Connection Committee; AIM Mentoring Program; Home and School Association	PCC Executive Council; Principal; AIM Mentor Coordinator	Attendance at meetings and programs; surveys; feedback sheets from meetings and programs; By June of 2016, the number of parents participating in school events will increase by 30% from the prior year as evidenced by sign-in sheets. 100% of students in the mentoring program will demonstrate typical or High growth as measured by the SGP by June 2016. 100% of students in the mentoring program will demonstrate a 30% reduction in behavioral referrals from prior year by June 2016.	Christian, K.; Morrison, F. J.; & Bryant, F. B. (1998). Predicting kindergarten academic skills: Interactions among child care, maternal education, and family literacy environments. *Early Childhood Research Quarterly, 13*(3), 501–521.
Math	Economically Disadvantaged	Parent Connection Committee; AIM Mentoring program; Home and School Association	PCC Executive Council; Principal; AIM Mentor Coordinator	Attendance at meetings and programs; surveys; feedback sheets from meetings and programs; By June of 2016, the number of parents participating in school events will increase by 30% from the prior year as evidenced by sign-in sheets. 100% of students in the	Christian, K.; Morrison, F. J.; & Bryant, F. B. (1998). Predicting kindergarten academic skills: Interactions among child care, maternal education, and family literacy environments. *Early Childhood Research Quarterly, 13*(3), 501–521.

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				mentoring program will demonstrate typical or High growth as measured by the SGP by June 2016. 100% of students in the mentoring program will demonstrate a 30% reduction in behavioral referrals from prior year by June 2016.	
ELA					
Math					

Use an asterisk to denote new programs.

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

2015-2016 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? **Parent activities will include:**
   - **Back to School Night**
   - **Preschool, Kindergarten, and 7th grade orientations**
   - **Home and School Association Meetings**
   - **Parent information sessions (PARCC, Title I, Literacy Night, Math Night)**

   Additionally, parents of at-risk students will be targeted for professional development.

2. How will the school engage parents in the development of the written parent involvement policy? **The Parent Involvement Policy is reviewed annually at the Title I meeting and revisions are made if necessary. Prior to the meeting, the policy is provided to parents in draft form. Input is gathered at the meeting.**

3. How will the school distribute its written parent involvement policy? **The Parent Involvement Policy is available on the school website. It is sent home with students in September with the School-Parent Compact.**

4. How will the school engage parents in the development of the school-parent compact? **The school-parent compact is available on the district website. The school-parent compact is provided to parents in draft form. A meeting will be held for interested parents/guardians to share their input.**

5. How will the school ensure that parents receive and review the school-parent compact? **The school-parent compact is available on the district website. It is sent home with students in September along with the Parent Involvement Policy.**

6. How will the school report its student achievement data to families and the community? **When standardized test scores are received, they are mailed home to parents. DRA results are communicated with parents during conferences or are sent home. Benchmark data is sent home to parents and/or included on report cards. There is a link to the NJ School Performance Reports on the district's website. The Supervisor of Curriculum presents the data to the Board of Education during a public meeting. Parents are invited to serve on the District Evaluation Advisory Council, Title I Stakeholder Committee, Home and School Association, and Parent Connection Committee.**

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

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? **A publication is sent home from the district indicating that the district has not met their annual objectives. The community is also notified via the district website.**

8. How will the school inform families and the community of the school's disaggregated assessment results? **Parents will be informed during a Title I meeting. The School Performance Report is posted on the district website. The Superintendent and/or Supervisor of Curriculum reports to the community on student achievement, state test score results, programmatic offerings, and school progress targets. There is opportunity for community follow-up and feedback.**

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? **Home School Association and Parent Connection Committee representatives are included in the Title I Stakeholder Committee. A family survey is conducted to gather more input.**

10. How will the school inform families about the academic achievement of their child/children? **This is provided in many ways, including:**
    - **Back to School Night**
    - **Parent Portal**
    - **Quarterly Report Cards**
    - **Parent Conferences**
    - **Child Study Team meetings**
    - **Data sent home:**
        - **Standardized test results**
        - **DRA results**
        - **Benchmark results**
        - **Progress reports**

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? **N/A**

Provide a separate response for each question.

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

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

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

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	35 100%	The district conducts an orientation for new teachers prior to the start of the school year. Additionally, teachers receive training in the core programs at each school and are supported through collaboration with teachers during PLC meetings. Teachers are provided with opportunities to become involved in the school community.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0 	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	12 100%	The school district conducts an orientation for new staff each summer and professional development offerings are provided throughout the year.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	 	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The Somers Point School District conducts an orientation for new teachers prior to the start of the school year. Additionally, teachers receive training in core programs and are supported by colleagues during Professional Learning Community Meetings. A series of mentor/new teacher trainings and meetings was held throughout the year. A variety of strategies were used to support teachers. The school advertises for job openings in a variety of formats.	**Superintendent, Supervisor of Curriculum, Administrative Team**