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: Jordan Rd School
Chief School Administrator: FRANK VOGEL	Address: 129 Jordan Road
Chief School Administrator's E-mail: fvogel@sptsd.org	Grade Levels: K-8
Title I Contact:	Principal: Susan Dugan
Title I Contact E-mail:	Principal's E-mail: sdugan@sptsd.org
Title I Contact Phone Number:	Principal's Phone Number: 609-927-7161 EXT 1150

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.

Susan Dugan

Principal's Name (Print) **Principal's Signature** **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 2 % of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 16,426,122, which will comprise 2 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

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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	$138,605
School year and extended school year instructional supplies	1,2	Y	100-600	$3,244
In-service salaries, instructional coach, I & RS meetings, Teacher Leaders, professional development	1,2,3	Y	200-100	$74,942
Benefits (FICA, DCRP, health)	1,2,3	Y	200-200	$30,391
In-services	1,2,3	Y	200-300	$8,257
Travel, workshops	1,2,3	Y	200-500	$3,000
Professional Resources	1,2,3	Y	200-600	$835
Transportation	1,2	Y	200-890	$4,550

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

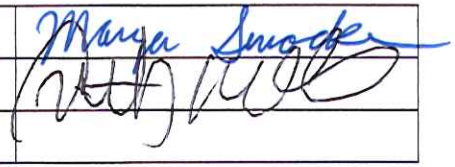
Select committee members to develop the Schoolwide Plan.

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
Susan Dugan	Principal	Yes	Yes	Yes	
Bruce Greenfield	Interim Superintendent	Yes	No	No	
Frank Vogel	Superintendent	No	Yes		
Eileen Ward	Asst. Principal	Yes	Yes	Yes	
Kim Tucker	Curr. Supervisor	Yes	Yes	Yes	
Adrienne Breitinger	Academic Coach	Yes	Yes	Yes	
Al Becker	Board Member	Yes	No	No	
Veronica Fath	Parent	Yes	Yes	Yes	
James McCartney	Community Leader	Yes	Yes	Yes	
Phil Palitto	Teacher	Yes	No		
Tahron Person	Parent	Yes	No		
Darcy Brown	Parent	No	No		
JOAN TIMMONS	teacher				

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

Marge Smock	Teacher Leader	Yes	Yes		
Lt Anthony DiSciascio	Resource Officer	Yes	Yes	Yes	

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. 17, 2014	JRS Library	Comprehensive Needs Assessment	Yes		Yes	
Jan. 12, 2015	JRS Library	Schoolwide Plan Development	Yes		Yes	
March 16, 2015	JRS Library	Program Evaluation	Yes		Yes	
June 10th, 2015	JRS Library	Form./ Review	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 statement is to be recognized as the place where students become successful, lifelong learners throughout our community. This will be achieved through: • A commitment to progressive educational programs for all students • A dedication to high student achievement for all students • Community Awareness and participation • Valuing the integrity of all individuals • Inclusion of all constituents including students, parents, teachers, administrators, Board of Education members, and community members and leaders

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 district of Somers Point as well as the Jordan Road School spent a great amount of time during the 2014-2015 school year educating staff members about the needs of Jordan Road students. ELA and Math benchmarks were evaluated to pinpoint student abilities and district curricula. In addition, the Readers and Writers Workshop approach allowed for a deeper focus in the area of student reading and writing abilities.**

2. What were the strengths of the implementation process? **Formative Assessment was used to find gaps in learning and then assign interventions to students in need. BSI teachers performed/monitored interventions based on data. AIM Mentors were able to support struggling students and help improve student achievement. Students in ESY, Summer School, afternoon ELA, and morning math demonstrated academic growth. Classroom aides lowered adult/student ratio. The I&RS team provided resources for tier I and II interventions and parent communication. The instructional coach provided teacher support for at-risk students. Teacher Leaders led PLC's that focused on student growth. PD focused on strategies for teaching students in poverty. Through the use of weekly professional learning community meetings as well as district full-day and half-day in-services, teachers and staff were able to expand their knowledge of district curricula, programs, evaluation systems, and student needs. The Marzano Protocol and Student Growth Objectives allowed teachers to delve more deeply into specific areas of improvement as recommended by district personnel and state/local assessments.**

3. What implementation challenges and barriers did the school encounter? **The district previously had four instructional coaches, but during the 2014-2015 school year there was just one instructional coach. More resources are needed for older students, as most of the interventions occur in the primary grades. The district has developed comprehensive and appropriate assessments and curricula, but much time continued to be spent on meeting the expectations of the elements of the Marzano Protocol. The 2015-2016 school year will be the third year that the Marzano Protocol is in place, so it is hopeful that less time will be spent on learning the protocol and more time will be spent on addressing student needs.**

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

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? **The strength is that teachers are all being trained in Formative Assessment and using data to drive instruction. The instructional coach was able to work with teachers on skills for teaching English Language Arts and Math. A variety of intervention models were used which included: in class support, direct LLI instruction, small group sessions, large group demo lessons, and others. Teachers are highly trained in their content areas and spend a great deal of time analyzing the needs of Jordan Road students. The weakness related to before and after school interventions is the attendance, which will be addressed in next year's plan. Proficiency levels grow as students move up the grade levels, but they are below desired levels.**

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? **Informational meetings were held that included stakeholders. The team included representatives from the parents group HSA, Community, Stockton College, Parents, School Staff and Administration. Jordan Road School has been fortunate to have a great deal of buy-in for the implementation of Readers and Writers Workshop models as well as the math programs used in the school. Teachers receive support for these programs throughout the school year to build overall skills. During the 2015-2016 school year, additional time will be spent to further enhance teachers' skills in teaching these programs.**

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 staff of the Jordan Road School recognizes the needs of students and is working hard to develop programs and activities to further enhance the skills of students.**

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? **A survey showed a positive perception. The community is informed about programs and activities implemented in the school and district through a variety of methods (district website, Board of Education presentations, etc.).**

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? **Jordan Road School uses a variety of methods to educate students which includes, but is not limited to, in-class support by BSI teachers, small group interventions, and one-on-one interventions. In addition the Title I Program included: summer school, teacher aides, Teacher Leaders and an Instructional Coach. Individual Instruction was provided for the AIM Mentoring Program. Demo lessons were provided by the instructional coach and Supervisor of Curriculum and Instruction.**

9. How did the school structure the interventions? **Interventions were structured in a variety of ways based solely on the needs of students and recommendations made by teachers and stakeholders. Interventions were held before school, after school, and**

during a 30 minute period of Intervention Time. Push in BSI support was provided. Math interventions varied from small group instruction to co-teaching methods. Services were offered on a daily basis based on the needs of students. LLI was used as an intervention for the most at-risk readers in grades 1 – 3 in small groups. Demo lessons and co-teaching opportunities were also used to build student and teacher skills in the area of Readers and Writers Workshop. The I&RS team prescribed interventions. The Instructional Coach monitored interventions.

10. How frequently did students receive instructional interventions? **Students received services at various intervals throughout the year. In the area of reading, students in grades 1 – 3 met in small group sessions 3-5 times a week based on prescribed interventions and needs of students. In addition, services were provided through an additional 30 – 60 minutes of co-teaching with Basic Skills staff.**

11. What technologies did the school use to support the program? **The staff and students have access to computers, iPads, chromebooks and Smartboards. Specialized applications and programs that focused on student needs were used as well. Reading A-Z, Sumdog, Mastery Connect and other online subscriptions were utilized to build students' skills.**

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 computer programs and tutorials. Students were able to track their progress. Technology allowed students to progress to their maximum level of ability.**

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

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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 3	34/61%		BSI, Summer School, After school ELA, Instructional Coach, Teacher Leader, I&RS, 30 min. Intervention Period, Readers and Writers Workshop	Lack of growth with students can be explained by the district experiencing chronic absenteeism. The mobility rate is high. The poverty level of the district has increased due to local economy. Student vocabulary deficient and is affecting student performance. Through the listed interventions, focused instruction was offered to the most at-risk students. Readers and Writers Workshop was offered to the whole school population. It is hopeful that this will enhance student skills in time as the program continues.
Grade 4	32/70%		BSI, Summer School, After school ELA, Instructional Coach, Teacher Leader, I&RS, 30 min. Intervention Period, Readers and Writers Workshop	Lack of growth with students can be explained by the district experiencing chronic absenteeism. The mobility rate is high. The poverty level of the district has increased due to local economy. Student vocabulary deficient and is affecting student performance. Through the listed interventions, focused instruction was offered to the most at-risk students. Readers and Writers Workshop was offered to the whole school population. It is hopeful that this will enhance student skills in time as the program continues.
Grade 5	23/46%		AIM, Afterschool ELA, Instructional Coach, Teacher Leader, I&RS, 30 min. Intervention Period, Readers and Writers Workshop	Lack of growth with students can be explained by the district experiencing chronic absenteeism. The mobility rate is high. The poverty level of the district has increased due to local economy. Student vocabulary deficient and is affecting student performance. Through the listed interventions, focused instruction was offered to the most

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				at-risk students. Readers and Writers Workshop was offered to the whole school population. It is hopeful that this will enhance student skills in time as the program continues.
Grade 6	26/51%		AIM, Afterschool ELA, Instructional Coach, Teacher Leader, I&RS, 30 min. Intervention Period, Readers and Writers Workshop	Lack of growth with students can be explained by the district experiencing chronic absenteeism. The mobility rate is high. The poverty level of the district has increased due to local economy. Student vocabulary deficient and is affecting student performance. Through the listed interventions, focused instruction was offered to the most at-risk students. Readers and Writers Workshop was offered to the whole school population. It is hopeful that this will enhance student skills in time as the program continues.
Grade 7	47/46%		AIM, Afterschool ELA, Instructional Coach, Teacher Leader, I&RS, 30 min. Intervention Period, Readers and Writers Workshop	Lack of growth with students can be explained by the district experiencing chronic absenteeism. The mobility rate is high. The poverty level of the district has increased due to local economy. Student vocabulary deficient and is affecting student performance. Through the listed interventions, focused instruction was offered to the most at-risk students. Readers and Writers Workshop was offered to the whole school population. It is hopeful that this will enhance student skills in time as the program continues.
Grade 8	43/45%		AIM, Afterschool ELA, Instructional Coach, Teacher Leader, I&RS, 30 min. Intervention Period, Readers and Writers Workshop	Lack of growth with students can be explained by the district experiencing chronic absenteeism. The mobility rate is high. The poverty level of the district has increased due to local economy. Student vocabulary deficient and is affecting student performance. Through the listed interventions, focused instruction was offered to the most at-risk students. Readers and Writers Workshop was offered to the whole school population. It is hopeful that this will enhance student skills in time as the program continues.
Grade 11				

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Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Grade 3	29/52%		BSI, Summer School, Instructional Coach, I & RS, Teacher Leader, 30 min Intervention, Everyday Math	Lack of growth with students can be explained by the district experiencing chronic absenteeism. The mobility rate is high. The poverty level of the district has increased due to local economy. Student vocabulary deficient which is affecting student performance. Through the listed interventions, focused instruction was offered to small groups and concept-building was offered to the whole class through a co-teaching model with Basic Skills teachers.
Grade 4	25/55%		BSI, Summer School, Instructional Coach, I & RS, Teacher Leader, 30 min Intervention, Go Math	Lack of growth with students can be explained by the district experiencing chronic absenteeism. The mobility rate is high. The poverty level of the district has increased due to local economy. Student vocabulary deficient is effecting student performance. Through the listed interventions, focused instruction was offered to small groups and concept-building was offered to the whole class through a co-teaching model with Basic Skills teachers.
Grade 5	14/29%		Morning Math, Instructional Coach, I & RS, Teacher Leader, 30 min Intervention, Go Math	Lack of growth with students can be explained by the district experiencing chronic absenteeism. The mobility rate is high. The poverty level of the district has increased due to local economy. Student vocabulary deficient is effecting student performance. Through the listed interventions, focused instruction was offered to small groups.
Grade 6	26/49%		Instructional Coach, I & RS, Teacher Leader, 30 min Intervention, Morning Math, AIM, DIGITS	Lack of growth with students can be explained by the district experiencing chronic absenteeism. The mobility rate is high. The poverty level of the district has increased due to local economy. Student vocabulary deficient is effecting student performance. Through the listed

				interventions, focused instruction was offered to small groups.
Grade 7	47/46%		AIM, Morning Math, Instructional Coach, I & RS, 30 min Intervention, DIGITS	Lack of growth with students can be explained by the district experiencing chronic absenteeism. The mobility rate is high. The poverty level of the district has increased due to local economy. Student vocabulary deficient is effecting student performance. Through the listed interventions, focused instruction was offered to small groups.
Grade 8	43/45%		AIM, Morning Math, Instructional Coach, I & RS, 30 min Intervention, DIGITS	Lack of growth with students can be explained by the district experiencing chronic absenteeism. The mobility rate is high. The poverty level of the district has increased due to local economy. Student vocabulary deficient is effecting student performance. Through the listed interventions, focused instruction was offered to small groups.
Grade 11				
Grade 12				

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				
Kindergarten			Aides, Teacher Leader, I&RS, BSI provided Fundations in small group, and 30 min. intervention period, demo lessons	Individual students showed growth but lack of growth can be explained by the district experiencing chronic absenteeism. The mobility rate is high. The poverty level of the district has increased due to local economy. Student vocabulary deficient is affecting student performance. Through the listed interventions, focused instruction was offered to struggling learners in a small-

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				group setting. Jordan Road School is continuing to address the needs of the students who are the most at risk.
Grade 1			Teacher Leaders, I&RS, BSI, 30 min. Intervention Period, Fundations in small group, demo lessons, LLI small group sessions	Individual students showed growth but lack of growth can be explained by the district experiencing chronic absenteeism. The mobility rate is high. The poverty level of the district has increased due to local economy. Student vocabulary deficient is affecting student performance. Through the listed interventions, focused instruction was offered to struggling learners in a small-group setting. Jordan Road School is continuing to address the needs of the students who are the most at risk.
Grade 2			Teacher Leaders, I&RS, BSI, 30 min. Intervention Period, Fundations in small group, demo lessons, LLI small group sessions	Individual students showed growth but lack of growth can be explained by the district experiencing chronic absenteeism. The mobility rate is high. The poverty level of the district has increased due to local economy. Student vocabulary deficient is affecting student performance. Through the listed interventions, focused instruction was offered to struggling learners in a small-group setting. Jordan Road School is continuing to address the needs of the students who are the most at risk.
Grade 9			N/A	
Grade 10			N/A	

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				
Kindergarten			Aides, Teacher Leader, I&RS, BSI provided in small group and co-teaching model, and 30 min. intervention period, Everyday Math, in-class coaching,	Individual students showed growth but lack of growth can be explained by the district experiencing chronic absenteeism. The mobility rate is high. The poverty level of the district has increased due to local economy.

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				Student vocabulary deficient is affecting student performance. Through the interventions listed, focused instruction was provided to struggling learners in small group and whole group settings. Jordan Road School is continuing to address the needs of the students who are the most at risk.
Grade 1			Aides, Teacher Leader, I&RS, BSI provided in small group and co-teaching model, and 30 min. intervention period, in-class coaching	Individual students showed growth but lack of growth can be explained by the district experiencing chronic absenteeism. The mobility rate is high. The poverty level of the district has increased due to local economy. Student vocabulary deficient is affecting student performance. Through the interventions listed, focused instruction was provided to struggling learners in small group and whole group settings. Jordan Road School is continuing to address the needs of the students who are the most at risk.
Grade 2			BSI provided in small group and co-teaching model, in-class coaching, Teacher Leader, I&RS, 30 min. Intervention period.	Individual students showed growth but lack of growth can be explained by the district experiencing chronic absenteeism. The mobility rate is high. The poverty level of the district has increased due to local economy. Student vocabulary deficient is affecting student performance. Through the interventions listed, focused instruction was provided to struggling learners in small group and whole group settings. Jordan Road School is continuing to address the needs of the students who are the most at risk.
Grade 9			N/A	
Grade 10			N/A	

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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, DRA, local benchmarks, professional development, in-class support, teacher support from Instructional Coach	Yes	DRA results, district benchmarks, IEP goals and objectives progress monitoring, targeted instruction by reading teacher followed by progress reports	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. IEP goals and objectives are evaluated regularly to identify areas for improvement and next steps.
Math	Students with Disabilities	Extended School Year, local benchmarks, professional development, in-class support, teacher support from instructional coach	Yes	District benchmarks evaluated and reviewed, 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. IEP goals and objectives are evaluated regularly to identify areas for improvement and next steps.
ELA	Homeless	Readers and Writers Workshop, Reading A-Z, Leveled Literacy Intervention, Afterschool ELA, Summer School,	YES	DRA results, district benchmarks evaluated and reviewed, PARCC results, targeted instruction by reading teacher followed by progress reports	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. Flexible grouping and

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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)
		Fundations, Basic Skills, DRA, local benchmarks, professional development, in-class support, teacher support from instructional coach			interventions are offered based on results of local and state assessments. Groups changed regularly as students advanced their skills.
Math	Homeless	Basic Skills, Morning Math, Summer School, local benchmarks, professional development, in-class support, teacher support from instructional coach	Yes	District benchmarks evaluated and reviewed,	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. Flexible grouping and interventions are offered based on results of local and state assessments. Groups changed regularly as students advanced their skills.
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Readers and Writers Workshop, Reading A-Z, RAZ Kids, Afterschool ELA, Summer School, Fundations, ESL, DRA, local benchmarks, professional development	Yes	DRA results, district benchmarks evaluated and reviewed, ACCESS for ELLS scores, targeted instruction by reading teacher followed by progress reports	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. Flexible grouping and interventions are offered based on results of local and state assessments. Groups changed regularly as students advanced their skills.
Math	ELLs	Morning Math, Basic Skills, Summer School,	Yes	District benchmarks	100% of teachers scored 3+ on math SGOs indicating that students made targeted

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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)
		local benchmarks, professional development, in-class support, teacher support from instructional coach			progress related to Common Core State Standards for Math. Growth patterns on district benchmark assessments are consistent. Flexible grouping and interventions are offered based on results of local and state assessments. Groups changed regularly as students advanced their skills.
ELA	Economically Disadvantaged	Leveled Literacy Intervention, Readers and Writers Workshop, Reading A-Z, Afterschool ELA, Summer School, Fundations, Basic Skills, DRA, local benchmarks, professional development	Yes	DRA results, district benchmarks, targeted instruction by reading teacher followed by progress reports	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. Flexible grouping and interventions are offered based on results of local and state assessments. Groups changed regularly as students advanced their skills.
Math	Economically Disadvantaged	Morning Math, Basic Skills, Summer School, local benchmarks, professional development, in-class support, teacher support from instructional coach	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 for Math. Growth patterns on district benchmark assessments are consistent. Flexible grouping and interventions are offered based on results of local and state assessments. Groups changed regularly as students advanced their skills.
ELA					
Math					

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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, teacher-created student assessments, IEP goals and objectives progress-monitoring	DRA results indicated little summer loss in terms of reading levels. The five-week program is offered to classified students who have a likelihood for regression and slow recoupment of skills. An exit assessment is given to determine effectiveness.
Math	Students with Disabilities	ESY	Yes	teacher and district benchmark assessments, teacher-created student assessments, IEP goals and objectives progress-monitoring	Exit assessment indicated all students made growth. The five-week program is offered to classified students who have a likelihood for regression and slow recoupment of skills.
ELA	Homeless	summer school, Afternoon ELA	Yes	DRA results, teacher-created student assessments	DRA results indicated no summer loss in terms of reading levels. The five-week program is offered to students who were determined to be at-risk based on a district-created matrix. An exit assessment is given to determine effectiveness.
Math	Homeless	summer school, Morning Math	Yes	teacher and district benchmark assessments, teacher-created student assessments	Exit assessment indicated all students made growth. The five-week program is offered to classified students who have a likelihood for regression and slow recoupment of skills.
ELA	Migrant				

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Migrant				
ELA	ELLs	summer school, Afternoon ELA	Yes	DRA results, teacher-created student assessments	DRA results indicated no summer loss in terms of reading levels. The five-week program is offered to students who were determined to be at-risk based on a district-created matrix. An exit assessment is given to determine effectiveness.
Math	ELLs	summer school, Morning Math	Yes	teacher and district, teacher-created student assessments benchmark assessments	Exit assessment indicated all students made growth. The five-week program is offered to classified students who have a likelihood for regression and slow recoupment of skills.
ELA	Economically Disadvantaged	summer school, Afternoon ELA	Yes	DRA results, teacher-created student assessments	DRA results indicated no summer loss in terms of reading levels. The five-week program is offered to students who were determined to be at-risk based on a district-created matrix. An exit assessment is given to determine effectiveness.
Math	Economically Disadvantaged	summer school, Morning Math	Yes	teacher and district benchmark assessments, teacher-created student assessments	Exit assessment indicated all students made growth. The five-week program is offered to classified students who have a likelihood for regression and slow recoupment of skills.
ELA					
Math					

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

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, PLC meetings, support from instructional coach	Yes	PLC agenda/minutes SGO results, DRA results, students exited from interventions, district benchmark assessments, professional development feedback forms	100% teacher SGO's were effective or higher, DRA scores, LLI results, instructional observation data from iObservation reports, district benchmark assessments During the 2014-2015 school year, a great amount of time was spent on the Marzano Evaluation Model, tiered SGOs, and Readers and Writers Workshop. Various times during the year, surveys were administered to gather staff feedback. PLCs proved to be effective and well-liked by staff. Teachers would like additional opportunities to observe peers teaching Readers and Writers Workshop.
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, PLC	Yes	PLC agenda/minutes SGO results, students exited from interventions, district benchmark assessments, students exited from interventions, district benchmark assessments,	100% teacher SGO's were effective or higher, instructional observation data from iObservation reports, district benchmark assessments, PD feedback forms, PLC minutes During the 2014-2015 school year, a great amount of time was spent on the Marzano Evaluation Model, tiered SGOs, and Readers and Writers Workshop. Various times during the year, surveys were administered to gather staff feedback. PLCs proved to be

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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)
		meetings, support from instructional coach			effective and well-liked by staff.
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, PLC meetings, support from instructional coach	Yes	Discipline Records/report cards, SGO results, DRA results, students exited from interventions, district benchmark assessments, professional development feedback forms	100% teacher SGO's were effective or higher, DRA scores, LLI results, instructional observation data from iObservation reports, district benchmark assessments During the 2014-2015 school year, a great amount of time was spent on the Marzano Evaluation Model, tiered SGOs, and Readers and Writers Workshop. Various times during the year, surveys were administered to gather staff feedback. PLCs proved to be effective and well-liked by staff.
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, PLC meetings, support from instructional coach	Yes	Discipline Records/report cards, SGO results, students exited from interventions, district benchmark assessments, professional development feedback forms	100% teacher SGO's were effective or higher, instructional observation data from iObservation reports, district benchmark assessments, PD feedback forms, PLC minutes During the 2014-2015 school year, a great amount of time was spent on the Marzano Evaluation Model, tiered SGOs, and Readers and Writers Workshop. Various times during the year, surveys were administered to gather staff feedback. PLCs proved to be effective and well-liked by staff.

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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)
ELA	Migrant	N/A			
Math	Migrant	N/A			
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, support from instructional coach	Yes	Curriculum, SGO Results, Discipline records/report cards, RAZ kids progress reports, DRA results, students exited from interventions, district benchmark assessments, professional development feedback forms	100% teacher SGO's were effective or higher, DRA scores, LLI results, instructional observation data from iObservation reports, district benchmark assessments, PD feedback forms, PLC minutes During the 2014-2015 school year, a great amount of time was spent on the Marzano Evaluation Model, tiered SGOs, and Readers and Writers Workshop. Various times during the year, surveys were administered to gather staff feedback. PLCs proved to be effective and well-liked by staff.
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,	Yes	Curriculum, SGO Results, Discipline records/report cards, students exited from interventions, district benchmark assessments, professional development feedback forms	100% teacher SGO's were effective or higher, instructional observation data from iObservation reports, district benchmark assessments, PD feedback forms, PLC minutes During the 2014-2015 school year, a great amount of time was spent on the Marzano Evaluation Model, tiered SGOs, and Readers and Writers Workshop. Various times during the year, surveys were administered to

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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)
		Marzano Causal Teacher Evaluation Model, support from instructional coach			gather staff feedback. PLCs proved to be effective and well-liked by staff. Teachers would like additional opportunities to observe peers.
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, PLC meetings, support from instructional coach	Yes	Grades and Discipline Records, SGO's, professional development feedback forms, PLC minutes & agendas	100% teacher SGO's were effective or higher, DRA scores, LLI results, instructional observation data from iObservation reports, district benchmark assessments, PD feedback forms, PLC minutes During the 2014-2015 school year, a great amount of time was spent on the Marzano Evaluation Model, tiered SGOs, and Readers and Writers Workshop. Various times during the year, surveys were administered to gather staff feedback. PLCs proved to be effective and well-liked by staff.
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,	Yes	Grades and Discipline records, SGO results, , professional development feedback forms, PLC minutes & agendas	100% teacher SGO's were effective or higher, instructional observation data from iObservation reports, district benchmark assessments, PD feedback forms, PLC minutes During the 2014-2015 school year, a great amount of time was spent on the Marzano Evaluation Model, tiered SGOs, and Readers and Writers Workshop. Various times during the year, surveys were administered to gather staff feedback. PLCs proved to be

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)
		Marzano Causal Teacher Evaluation Model, PLC meetings, support from instructional coach			effective and well-liked by staff. Teachers would like additional opportunities to observe peers.
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 One PARCC Parent Meeting, Showcase Event, Integrated Arts Festival, Read Across America, Jordan Road Extravaganza	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 One PARCC Parent Meeting, Showcase Event, STEM Fair	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 One PARCC Parent Meeting, Showcase	Yes	Parent surveys, workshop attendance, feedback, sign	Parent attendance at events is high, survey data and feedback forms indicate that

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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)
		Event, Integrated Arts Festival, Read Across America, Jordan Road Extravaganza		in sheets	parents increased awareness of how to support their child/ren in school
Math	Homeless	Title One PARCC Parent Meeting, Showcase Event, STEM Fair	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	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Title One PARCC Parent Meeting, Showcase Event, Integrated Arts Festival, Read Across America, Jordan Road Extravaganza, BPAC	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	BPAC, Title One PARCC Parent Meeting, Showcase Event, STEM Fair	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 One PARCC Parent Meeting, Showcase Event, Integrated Arts	Yes	Parent surveys, workshop attendance, feedback, sign	Parent attendance at events is high, survey data and feedback forms indicate that

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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)
		Festival, Read Across America, Jordan Road Extravaganza		in sheets	parents increased awareness of how to support their child/ren in school
Math	Economically Disadvantaged	Title One PARCC Parent Meeting, Showcase Event, STEM Fair	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					
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.

Susan M Dugan		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, Benchmarks, Report Cards, ASK Results, Performance Reports, On-going Formative Assessments, progress targets, student growth percentiles, anecdotal and running records, reading logs	NJ ASK 2014-15 results indicated: Grade 3 – 37% proficiency (34 students partially proficient) Grade 4 – 31% proficiency (30 students partially proficient) Grade 5 – 48% proficiency (21 students partially proficient) Grade 6 – 52% proficiency (23 students partially proficient) Grade 7 – 50% proficiency (50 students partially proficient) Grade 8 – 58% proficiency (38 students partially proficient) The white subgroup met their progress target. However, none of the subgroups measured (Schoolwide, 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. A great deal of time was spent during the 2014-2015 school year building classroom libraries, mentor texts, and skills related to Readers and Writers Workshop. Although PARCC results are not yet available, local indicate that students are making growth.
Academic Achievement - Writing	DRA, Benchmarks, Report Cards, ASK Results, Performance Reports,	NJ ASK 2014-15 results indicated: Grade 3 – 37% proficiency (34 students partially proficient)

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Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	On-going Formative Assessments, writing folders, student growth percentiles, anecdotal records	Grade 4 – 31% proficiency (30 students partially proficient) Grade 5 – 48% proficiency (21 students partially proficient) Grade 6 – 52% proficiency (23 students partially proficient) Grade 7 – 50% proficiency (50 students partially proficient) Grade 8 – 58% proficiency (38 students partially proficient) The white subgroup met their progress target. However, none of the subgroups measured (Schoolwide, 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. Writing samples taken from benchmark assessments are evidence that students are making growth in their writing.
Academic Achievement - Mathematics	DRA, Benchmarks, Report Cards, ASK Results, Performance Reports, On-going Formative Assessments, student growth percentiles, Rocket Math, classroom assessments	NJ ASK 2014-15 results indicated: Grade 3 – 48% proficiency (28 students partially proficient) Grade 4 – 46% proficiency (24 students partially proficient) Grade 5 – 68% proficiency (13 students partially proficient) Grade 6 – 68% proficiency (23 students partially proficient) Grade 7 – 53% proficiency (47 students partially proficient) Grade 8 – 51% proficiency (43 students partially proficient) None of the subgroups measured (Schoolwide, white, Hispanic, Students with Disability, Economically Disadvantaged) met their progress targets. 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, attendance at family events, Back	Parent conference attendance rate went down from the 2013-14 school year; a large percentage of parents access the parent portal; survey data was analyzed. Jordan Road School has a great amount of parent participation at various school events. The school understands that working parents have busy schedules and is looking for ways to best accommodate

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Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	to School Night, and Parent/Teacher Conferences	parents' schedules.
Professional Development	Workshop Evaluations, PLC Agenda & Minutes, Monitoring & Assessing Implementation of Programs & Evaluating Outcomes	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. PD topics are offered based on state mandates, teacher survey feedback, and ScIP Team discussions. A large amount of time will continue to be dedicated to Readers and Writers Workshop. 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 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, administrative meeting minutes, principal meeting minutes	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. Administrators meet on a monthly basis to share successes and challenges as they relate to school and student productivity.
School Climate and Culture	surveys, student focus groups,	Results from the parent/family survey were reviewed by the ScIP team and

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Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	activity logs, sign in sheets, discipline reports, parent surveys, in-school and out-of-school suspension rates, attendance rates for staff and students, PLC minutes	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	Student Survey, AIM Program participation, Helping Hands Mentoring Program participation group and team rosters, activity logs, sign in sheets, student focus groups	Progress Monitoring Results show an increase in student achievement and a decrease in student referrals. 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, Benchmarks, Report Cards, ASK Results, Performance Reports, On-going Formative Assessments, IEP's , writing folders	The ELA pass rate for students with disabilities was not noted on school performance reports for the 2013-2014 school year. The math pass rate for students with disabilities was 11.1 but the target was 44.3. State and local data indicate that students with disabilities 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, Benchmarks, Report Cards, ASK Results, Performance Reports, On-going Formative Assessments, writing folders	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	NA	

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Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
English Language Learners	DRA, Benchmarks, Report Cards, ASK Results, Performance Reports, On-going Formative Assessments, Small group pull out with ESL Instructor, ACCESS for ELLs	DRA results, benchmark data, and writing folders all demonstrate that the ELL students have made growth.
Economically Disadvantaged	DRA, Benchmarks, Report Cards, ASK Results, Performance Reports, On-going Formative Assessments, progress targets, attendance rates	The ELA pass rate for this subgroup was 37.4 but the target was 54.4. The math pass rate for this subgroup was 44.8 and the pass rate was 56.5, 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

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. 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. A variety of techniques were used to gain insight related to the needs of students and staff. Through PLC meetings, surveys, ScIP meetings, faculty meetings, benchmark review, and stakeholder meetings, conclusions were drawn regarding school needs.

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. Surveys and a data gallery walk were used to compile school and district assessment data.**

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)? **We use data generated from the New Jersey Performance Report Cards, confidential surveys, district benchmarks, and norm-reference assessments (DRA). All benchmarks are aligned to district curriculum, Common Core State Standards or New Jersey Core Curriculum Content Standards.**

4. What did the data analysis reveal regarding classroom instruction? **We currently use Words Their Way for phonics instruction, which may not be giving us the results we are looking for. We also need to look at our district's DRA end-of year benchmark targets in comparison to other schools with similar demographics. We also need to plan interventions for our ESL students because that population is growing. We are piloting Fundations, for whole group instruction, in first grade at Dawes Avenue and meeting success. Our next step is to budget for Fundations district-wide in K-3 for full implementation. There is a need to increase small group instruction for students. Teachers continue to need support for teaching Readers and Writers Workshop. There is also a need to increase the level of questioning with students. 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.**

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. The staff feels like too much professional development time is dedicated to**

mandatory trainings and not enough on local needs. In the upcoming year, the district will try to do as many mandated trainings electronically as opposed to during full-day and half-day professional learning time.

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 will provide timely information throughout the year. DRA and benchmark analysis also help identify at-risk students.**

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. The instructional coach assigns and monitors interventions in conjunction with the I&RS team. Students receive interventions in small groups and individually.**

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

9. How does the school address the needs of homeless students? **The school provides academic measures based upon individual student needs. The school works diligently to secure and coordinate resources, such as transportation, meals, and counseling services for homeless students.**

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. Teachers also sit on a variety of committees and learning teams which dissect and discuss local and state assessment data as well as changes needed in local curricula.**

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**

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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. The ScIP committee provided input for goals. Analysis of English Language Arts and Math assessment data helped clarify priority needs for the 2015-2016 plan.**

**Provide a separate response for each question.*

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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 few 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. There is a need to increase proficiency in math and see consistency between state and local assessments.
Describe the root causes of the problem	Students are beginning the school year below grade level and do not have a sold phonics based program. Staff will be entering year three of Readers and Writers Workshop.	Students are beginning the year without a solid foundation in grade level skills. Students in K-4 have not mastered basic math facts. Students have difficulty seeing how mathematical concepts build on and connect with other mathematical content and processes. Students and teachers must learn to focus on depth, not breadth, and on essential ideas and processes in mathematics.
Subgroups or populations addressed	All Students	All Students
Related content area missed (i.e., ELA, Mathematics)	N/A	N/A
Name of scientifically research based intervention to address priority problems	Readers and Writers Workshop Fundations Targeted Professional Development Use of Formative Assessment Extended day and school opportunities Curriculum Alignment Leveled Literacy Intervention	Targeted Professional Development Use of Formative Assessment Extended Day and School Opportunities Coaching, Modeling and Peer Observations. Curriculum Alignment Everyday Math (grades k – 3) Go Math (grades 4 – 5 DIGITS (grades 6 – 8)
How does the intervention align with the Common Core State Standards?	All instruction is aligned to the Common Core Standards.	All instruction is aligned to the Common Core Standards.

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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	15% 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; PLC meetings; Marzano Protocol	Principal, Instructional Coach, ScIP Team, Supervisor of Curriculum, teachers	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 Other evidence: PLC agendas, minutes, and sign in sheets	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); PLC meetings; Marzano Protocol	Principal, Supervisor of Curriculum, Instructional Coach, PD Committee, teachers	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 Other evidence: PLC agendas, minutes, and sign in sheets	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	Supervisor of Curriculum, Principal, Instructional Coach, ScIP Team, teachers	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	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

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)**
		interventions; PLC meetings; Marzano Protocol		by June 2016 Other evidence: PLC agendas, minutes, and sign in sheets	Learning."*Journal of Learning Disabilities*, Vol. 35, No. 1, 69–86.
Math	Homeless	Everyday Math (K-2); Basic Skills teachers for in-class support and targeted interventions; PLC meetings; Marzano Protocol	Principal, Supervisor of Curriculum, Instructional Coach, PD Committee, teachers	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 Other evidence: PLC agendas, minutes, and sign in sheets	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; Marzano Protocol; BPAC Meetings	Supervisor of Curriculum, Principal, Instructional Coach, ScIP Team, teachers	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 Other evidence: BPAC agendas and sign in sheets	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)

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)**
Math	ELLs	Basic Skills teachers for in-class support and targeted interventions; Marzano Protocol; BPAC Meetings	Supervisor of Curriculum, Principal, Instructional Coach, ScIP Team, teachers	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 Other evidence: BPAC agendas and sign in sheets	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	Economically Disadvantaged	*Revised ELA Curriculum; *Fundations; Readers and Writers Workshop; Basic Skills teachers for in-class support and targeted interventions; PLC meetings; Marzano Protocol	Supervisor of Curriculum, Principal, Instructional Coach, ScIP Team, teachers	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 Other evidence: PLC agendas, minutes, and sign in sheets	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; PLC meetings; Marzano Protocol	Principal, Supervisor of Curriculum, Instructional Coach, PD Committee, teachers	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 Other evidence: PLC agendas, minutes, and sign in sheets	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					

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)**
Math					

Use an asterisk to denote new programs.

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

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)
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
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

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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	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; 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	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

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)
ELA	Students with Disabilities	*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, Supervisor of Special Education, 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. Barlow, V. (2001). Trust and the principalship. Unpublished manuscript, University of Calgary, BC. Retrieved August 19, 2003

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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)
Math	Students with Disabilities	*Rigor and Student Engagement; Math and the Common Core State Standards; *Models of Co-Teaching; *Relationship-building	Supervisor of Curriculum, Supervisor of Special Education, 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	Homeless	Implementing Fundations; *Rigor and Student Engagement; *Book Clubs; *Instructional Conversations and Literature Logs; *Writers Notebook; *Literacy in the Content Areas;	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.

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		*Models of Co-Teaching; *Relationship-building			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
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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.

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

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					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.
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ELA					
Math					

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

**Use an asterisk to denote new programs.*

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

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 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 Stakeholders including the principal, teachers, central administration, parents and community members will evaluate the schoolwide program for 2015-2016.** Will the review be conducted internally (by school staff), or externally? **The review will be conducted internally with support from Stakeholders.** How frequently will evaluation take place? **The review will happen at the mid-year and end-year points.**

2. What barriers or challenges does the school anticipate during the implementation process? **Budget constraints will be a challenge. Teacher buy-in and commitment are other possible challenges. The district is prepared to offer the required professional development, services, and materials to support the interventions. Time and dedication is needed from the teaching staff.**

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? **Informational meetings will be held. The district and the Board of Education are committed to the schoolwide program. The instructional coach will support the implementation of the plan. Demo lessons will be offered when needed to help build teacher comfort with new strategies.**

4. What measurement tool(s) will the school use to gauge the perceptions of the staff? **Surveys, staff verbal feedback, and classroom observations will be used to gauge perceptions.**

5. What measurement tool(s) will the school use to gauge the perceptions of the community? **Surveys, attendance at school events, and parent verbal feedback as well as participation at stakeholder meetings will be used to gauge the perceptions of the community.**

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

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.
   All teachers will have access to support from the instructional coach.

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. Back to School Night, Home and School Association Meetings, BPAC meetings, and faculty meetings will be opportunities to share results of the schoolwide program evaluation.**

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; Supervisor of Curriculum; Home and School Association President	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; Supervisor of Curriculum; Home and School Association President	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; Supervisor of Curriculum; Home and	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)
			School Association President	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; Supervisor of Curriculum; Home and School Association President	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; Home and School Association President	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; Home and School	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)
			Association President	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; Supervisor of Curriculum; Home and School Association President	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; Supervisor of Curriculum; Home and School Association	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)
			President	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? Research has proven that family involvement increases student achievement. **Priority Problems have been identified as ELA, math and attendance. These issues will be addressed through the Comprehensive Needs Assessment through Parent Surveys, Back to School Nights focusing on math and ELA and daily monitoring by Attendance Officer. The school's family and engagement program will provide resources and strategies to parents in order to support learning in the home. The Parent Connection Committee's vision is aligned with district goals and objectives. The role of the Parent Connection Committee is to offer parents a role in achieving the goals of the school and the district.**

2. How will the school engage parents in the development of the written parent involvement policy? **Parents will be engaged through surveys, committee recruitment and a parent engagement committee. Administration will work closely with the Parent Connection Committee to create and devise a working blueprint for success as it relates to increasing parent involvement.**

3. How will the school distribute its written parent involvement policy? **The written policy will be posted on the school website and letters will be sent home at the beginning of the school year. Also, the school's global connect will be used to notify parents about the policy.**

4. How will the school engage parents in the development of the school-parent compact? **The school-parent compact will be reviewed by the Parent Connection Committee with guidance from the principal.**

5. How will the school ensure that parents receive and review the school-parent compact? **The school-parent compact is sent home at the beginning of the school year with each student. The parent, teacher, student and principal** all sign the school-parent compact.

6. How will the school report its student achievement data to families and the community? **State assessment data is mailed home to every student. DRA results are sent home with the final report card. Parents also have access to the parent portal throughout the year to monitor classroom achievement/performance.**

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 out to all parents in the district to notify parents if the district has not met its annual measurable achievement objectives for Title III.**

8. How will the school inform families and the community of the school's disaggregated assessment results? **Parents are informed during the Title I meeting and the School Performance Reports.**

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? **The committee will be recruited and continue to involve parents, community leaders, clergy members, teachers, administrators, Board members etc. We will meet a minimum of 4 times during the year to assess and analyze data collected. The principal works closely with the Home and School Association President and the Parent Connection Committee President. Their meetings provide additional input from parents regarding needs.**

10. How will the school inform families about the academic achievement of their child/children? **The school will notify parents via letters in report cards, mid-year conferences, Back to School Nights, teacher email, phone calls, and parental meetings. State assessment reports are mailed home. A final DRA report is sent home with the final report card. Parents also have access to the Parent Portal throughout the school year to monitor classroom performance/achievement.**

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	61 100%	Teachers are provided with training and opportunities to become involved in the school community. The district conducts an orientation for new teachers each summer. Additionally, teachers receive training in the core programs at each school and are supported through work with teachers during PLC meetings.
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)	5 100%	The district conducts an orientation for new teachers/staff each summer and PD offerings occur regularly throughout the year.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The district conducts and orientation for new teachers each summer. Additionally, teachers receive training in the core programs at each school and supported through work with teachers during PLC meetings. Mentor/new teacher meetings and trainings are held throughout the school year. Survey data indicates that this has been a successful program.	Supervisor of Curriculum