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: MOUNT HOLLY TOWNSHIP	School: F. W. HOLBEIN
Chief School Administrator: MR. JAMES DIDONATO	Address: 333 Levis Drive
Chief School Administrator's E-mail: jdidonato@mtholly.k12.nj.us	Grade Levels: 6th, 7th, and 8th
Title I Contact: Dr. Michael Ostroff	Principal: Mrs. Carolyn McDonald
Title I Contact E-mail: mostroff@mtholly.k12.nj.us	Principal's E-mail: cmcdonald@mtholly.k12.nj.us
Title I Contact Phone Number: 609-267-7108	Principal's Phone Number: 609-267-7200

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.

Carolyn McDonald
Principal's Name (Print)

Carolyn McDonald
Principal's Signature

6/15/15
Date

SCHOOLWIDE SUMMARY INFORMATION - *ESEA§1114*

Critical Overview Elements

- The School held __4_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ _5,137,003.33, which comprised 26% of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 5,210,652.67, which will comprise 28% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Salary	Closing the Achievement Gap (1)	Leveled Literacy Intervention (BSIP Program)	100-100	$90000
Salary	Closing the Achievement Gap (1)	Extended Day Program	100-100 (FICA Only)	$17500
Salary	Parent/Community Involvement (3)	Family Nights; Parent Workshops	100-100 (FICA Only)	$6000
Supplies	Closing Achievement Gap (1); ELA (1); Mathematics (2); Parent/Community Involvement	Leveled Literacy Intervention (BSIP), Family Nights, Extended Day, Intervention Strategies, Assessmentw	100-600	$7000
Professional Development	Closing the Achievement Gap (1); ELA (1); Mathematics	Implementing Reading Wonders; Leveled Literacy Intervention; Best	200-300 200-500	$22500

	(2)	Practice in Mathematics; Closing the Achievement Gap; Improving Pre-K Teaching Strategies		

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	
			Yes	No	Yes	No
9/17/14	Holbein School	Title 1 Overview	x		x	
1/6/15	Holbein School	Comprehensive Needs Assessment	X		X	
3/9/15	Holbein School	Schoolwide Plan Development	X		X	
	Holbein School	Program Evaluation	X		X	

***Add rows as necessary**.

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
Mrs. Carolyn McDonald	Administration	Yes	Yes	Yes	Carolyn McDonald
Dr. Crissy Rose	Administration	Yes	Yes	Yes	Dr. Crissy Rose
Mrs. Maria Fox	Teacher	Yes	Yes	Yes	Maria Fox
Ms. Theresa Thoms	Counselor	Yes	Yes	Yes	Theresa Thoms
Mrs. Teresa Shepherd	Teacher	Yes	Yes	Yes	Teresa Shepherd
Ms. Joyce Wakefield	Parent	Yes	Yes	Yes	Joyce Wakefield

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?	We believe in the worth of all students and their right to have the opportunity to obtain the knowledge and skills necessary to prosper in an increasingly global world. The mission of the Mount Holly Township Public Schools is to provide a caring, nurturing, safe environment that challenges all students to develop their full potential – intellectually, socially, emotionally, and physically in cooperation with parents, staff, Board of Education, and community. The district is committed to the mastery of the New Jersey Core Curriculum Content Standards and the Common Core Standards.

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**
2. What were the strengths of the implementation process? **In using the new Math in Focus – Singapore Math, our students were able to show gains in their Measured Progress scores and Benchmark Assessments. The district created Reading/Writing Workshop was also implemented this year and we were able to see gains. Both programs improved small group targeted instruction. The Extended Day Program was successful this year (attendance and student progress).**
3. What implementation challenges and barriers did the school encounter? **Implementing a new math program was a struggle for our Math Departments and for many of our students and their families. The Reading/Writing workshop calendar was intensive and teachers had to ensure that they stayed on track in order to successfully complete each unit. Small group targeted instruction was a challenge to improve student levels and engage students in the learning process. Greater student involvement (number of participants) in extended day was also a challenge.**
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? **Our strengths were the improvement of Measured Progress scores. The weakness included the difficulty staff had with implementing Math in Focus, mastering common core standards, and helping the parents to understand the new program. The Reading/Writing Workshop**

was created by our own staff, which permitted them to be the experts on the common core standards and to have a full understanding of the program.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? **The teachers reviewed various approved math programs that aligned with the Core Curriculum Math Standards and Math in Focus was selected. The teachers worked together to create Benchmark Assessments for the Math Units, and the Reading Writing Workshop Units. The teachers were able to share the outline of the program with both students and parents in a well organized format (i.e. syllabus), allowing all to understand the flow of the skills that would be developed over the year.**
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? **During the data conferences, the teachers were able to use a combination of the Measured Progress data, State Assessment data, and benchmark scores to evaluate and analyze the progress of their students and in turn place them in small instructional groups to address areas of weakness. Teachers were supportive of the ELA plan (increase in ELA rigor, small group, 1:1 instruction and improve reading/writing engagement.**
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? **The Family workshops that were conducted by the Math in Focus consultants helped parents that were struggling with comprehending the new program to have a better understanding of it. Parents were supportive of the Reading/Writing Workshop process.**

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

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? **Teachers were encouraged to use benchmark assessment data and State Assessment data to implement instructional improvement strategies. ELA: Reading/Writing Structure. The focus was increased small group and 1:1 instruction by providing an extra teacher in the ELA program. Math: teachers implemented a new math program, which focused on the common core, concrete-pictorial-abstract philosophy, and guided math groups. The focus was increased small group and 1:1 instruction.**

9. How did the school structure the interventions? **The use of Math in Focus – Singapore Math and Measured Progress to increase the common core complexity, introduces fewer topics in each grade, but teachers them in greater depth so the topics are taught to mastery. They build from year to year across grade levels without repetition which allows students to have a full understanding of the topic before moving on. Math in Focus implementation includes small group guided math. Initiatives include professional development and teacher support for targeted intervention, especially with special education and economically disadvantaged students. The Reading/Writing process allowed for individual conferencing during which the teacher could specifically work individually or in small groups with specific writing skills that were lacking in the student's writing. Extended Day: the extended day program was two days a week for 25 weeks, supported both math and language arts, using Get Waggle (Triumph Learning), small groups, and common core, with an emphasis on PARCC test prep.**

10. How frequently did students receive instructional interventions? **Daily**

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

11. What technologies did the school use to support the program? **Promethean Boards, Study Island, Measured Progress, Adaptive Curriculum, and READ 180.**

12. Did the technology contribute to the success of the program and, if so, how? **In using the programs, teachers were able to collect and analyze data that indicated the strengths and weaknesses of their students.**

Provide a separate response for each question.

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

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6	33/69		Reading/Writing Workshop, Reading Incentive Program; Extended Day Program	Possible reasons include: emerging new programs, historically low scoring class, and inadequate use of data in ongoing assessments. Waiting for the DFG report for further analysis.
Grade 7	34/96		Reading/Writing Workshop, Reading Incentive Program; Extended Day Program	Possible reasons include: emerging new programs, inadequate use of data in ongoing assessments. Waiting for the DFG report for further analysis.
Grade 8	42/79		Reading/Writing Workshop, Reading Incentive Program; Extended Day Program	Grade 8 scores indicate a significant improvement from 2011 and significantly higher scores than grades 6 and 7 in 2012.
Grade 11				
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 4				
Grade 5				
Grade 6	28/63		Math in Focus; Extended Day Program	Scores indicate improvement in proficiency
Grade 7	20/96		Math in Focus; Extended Day Program	Possible reasons include: emerging new program,

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

				historically low scoring class, inadequate analysis of data
Grade 8	39/79		Math in Focus; Extended Day Program	Scores indicate improvement in proficiency
Grade 11				
Grade 12				

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

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				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

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				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

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

Evaluation of 2014-2015 Interventions and Strategies

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Read 180, Reading/Writing Workshop, Reading Incentive Program	Yes	READ 180 Assessments NJASK data Assessments	Read 180 assessments indicate a significant growth.
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	ELA	Reading/Writing Workshop, Reading Incentive Program	Yes	NJASK data Assessments	Each grade level mean also increased significantly from the Fall to Spring sessions.
Math	Mathematics	Math in Focus	Yes	Benchmark Assessments	Benchmarks indicate an increase level of proficiency correlation for grade level 6 & 8. T

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)
					Each grade level mean increased from the Fall to Spring sessions for benchmarks.

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

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	Extended Day Program, PARCC prep	Yes	Individual Student Progress Reports	Demonstrated growth on Benchmarks
Math	Students with Disabilities	Extended Day Program, PARCC prep	Yes	Individual Student Progress Reports	Demonstrated growth on Benchmarks
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA		Extended Day Program, PARCC prep		Individual Student Progress Reports	Demonstrated growth on Benchmarks
Math		Extended Day Program, Get Waggle, PARCC prep		Individual Student Progress Reports	Demonstrated growth on Benchmarks

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	Special Education Workshops – out-of-district workshops to support RTI, Co-Teaching (Teacher Turnkey)	Yes	SGO Reports	SGO Reports showed growth across all grades
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Further development of ELL Curriculum ELL Progress Reports, Performance Assessments and Rubrics, Continued Bilingual/ESL Training	Yes	ACCESS Scores	Although ACCESS scores showed low scores in writing, there was some growth in reading, speaking, and listening.
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically				

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disadvantaged				
ELA	ELA	Common Core ELA Training: - Teaching Strategies and best practices with Sarah Buxton (Staff Development Workshops) - Teachers turnkey common core strategies from out-of district workshops PARCC training and NJDOE model curriculum training	Yes	Benchmark Assessments F&P Running Records Writing On-Demand Data	Benchmarks showed grade level proficiency across many subgroups. Increased reading levels as evident by Fountas and Pinnell Benchmarks/Running Records.
Math	Mathematics	Common Core Mathematics - Singapore Math Workshops and Modeling Accountable Math Talk. Consultant worked with teachers in grades 3-5 - Teachers turnkey common core strategies from out-of district workshops - PARCC and NJDOE model curriculum training	Yes	Benchmark Assessments	Benchmarks showed grade level proficiency.

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

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				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	World Culture Fairs	Yes	Attendance	2 events were successful – student participation and parent attendance.
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	All Students	District Parent Advisory Committee	No	Attendance	Holbein School had lowest attendance of all three schools.
Math	All Students	Science and Career Fairs	Yes	Attendance	Student participation and parent attendance tripled from previous year.

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.

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 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NJASK Data	**GRADE 6 (13-14)** District 65.5% **GRADE 7 (13-14)** District 79.2% **GRADE 8 (13-14)** District 54.5%
Academic Achievement - Writing		
Academic Achievement - Mathematics	NJASK Data	**GRADE 6 (13-14)** District 74.5% **GRADE 7 (13-14)** District 89.6% **GRADE 8 (13-14)** District 59.1%
Family and Community Engagement	Attendance at various events: Open House, Parent Conferences, Parent Advisory Group and cultural Diversity Night, PLTW and presentations by the NJHS.	Increase participation rate from 2012-2013 School Year
Professional Development	Professional Development In-	Positive Feedback and Participation

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Service Surveys Stronge – TEPES and ESPES	
Leadership	Survey	Link to Principal/Staff Survey for Holbein School: https://www.surveymonkey.com
School Climate and Culture		
School-Based Youth Services		
Students with Disabilities	NJASK Data	**GRADE 6 (13-14) Reading** District 17.4% **GRADE 7 (13-14)** District 10.3% **GRADE 8 (13-14)** District 14.3% **GRADE 6 (13-14) Math** District 21.7% **GRADE 7 (13-14)** District 27.6% **GRADE 8 (13-14)** District 9.5%
Homeless Students		
Migrant Students		
English Language Learners		
Economically Disadvantaged	NJASK Data	**GRADE 6 (13-14) Reading** District 45.8%

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)	
		GRADE 7 (13-14)	
		District	52.3%
		GRADE 8 (13-14)	
		District	40%
		GRADE 6 (13-14) Math	
		District	41.7%
		GRADE 7 (13-14)	
		District	63.1%
		GRADE 8 (13-14)	
		District	41.8%

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

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? **The NCLB Committee worked collaboratively to identify 3 priority problems. The NCLB team then reviewed the Unified Plan to provide further input. The administrative team looked closely at the NJASK data to identify the weakest areas in LAL (Reading and Writing). The data was revealed to the entire staff in the beginning of the year to share the strengths, but more importantly, identify areas in need of improvement. The data of individual students was then shared with individual teachers during data conferences. The goal of the data conferences was to determine the best means to differentiate instruction to meet the individual needs of each student. It was critical to determine how this was going to be done.**

2. What process did the school use to collect and compile data for student subgroups? **Data was compiled by the administration and the disaggregated data was shared with all staff. (Data of the general population, African American, Hispanic and Special Education Population from NJASK)**

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? **The NJASK is complied by grade level, economic groups and special areas of population. The NJASK data is compiled by student, classroom and grade level. The NJASK data corresponds with NJ Common Core Standards. We are able to identify specific areas of weakness through benchmark testing.**

4. What did the data analysis reveal regarding classroom instruction? **While positive progress has been made, there still exists concern with reading below grade level, performing below grade level in math, and performing while writing on demand. There is still a certain concern with the progress of our special education students and our economically disadvantaged students in these areas as well.**

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? **The data analysis revealed that continued professional development is needed to promote teacher understanding of the common core for both literature and informational texts, promote stronger readers who independently work with text and analyze text. Much professional development has been provided on writer's workshop, promoting more independent writers and technology. There is continual need for math training for the new math program and to promote teacher understanding of the common core standards.**

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

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

6. How does the school identify educationally at-risk students in a timely manner? **They are identified by report cards, observation by classroom teacher, parent concerns and Intervention & Referral Services. Students are identified NJASK data, Math assessments, classroom assessments, and teacher observations/recommendations. Scores are then utilized as another multiple measure to analyze at-risk students. Students are placed in Extended Day Program and Extended Year Program (new – starting 14-15 school year).**

7. How does the school provide effective interventions to educationally at-risk students? **The RTI, 504, and IEP modifications are combined with the educational program, after school programs, differentiated instruction and flexible grouping. The team teaching model is being utilized in most cases to ensure each student's needs are met. Data from the student NJASK score is used to identify areas of weakness so that a proper instructional method can be used to remediate those skills.**

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

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

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? **Teachers were encouraged to use NJASK data, benchmark testing sand Mathematics formative assessments in team meetings as they collaborated on instruction improvement strategies. Through the use of reading assessments, math assessments, and writer's workshop portfolios, teachers are able to track data to better differentiate their instruction on an individual basis.**

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? **We conduct a transition day for students. Students visit their new school, meet teachers and speak with students from the school they will attend. Students also have the opportunity for a summer visitation to locate their specific classrooms, find and access their lockers and become familiar with the layout of the school. A parent transition night is also held and coordinated with the help of the PTA to answer any questions that might arise prior to the start of the new year.**

Members of the High School staff visit our school to explain the programs and classes offered to the students. An evening meeting is also held for both parents and students.

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

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? **Every staff member received a needs assessment form that they were encouraged to complete. This data was computed and the NCLB committee and the building principal used a collaborative approach to identify priority problems, using their own observations and the results of the assessment data to select the three most important areas as the school's main focus.**

Provide a separate response for each question.

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

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

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

	#1	#2
Name of priority problem	An achievement gap exists in Language Arts Literacy	An achievement gap exists in Mathematics
Describe the priority problem using at least two data sources	NJASK scores reveal that special education, African American, and economically disadvantaged students score significantly lower than general education and total population groups.	NJASK scores reveal that special education, African American, and economically disadvantaged students score significantly lower than general education and total population groups.
Describe the root causes of the problem	Skill gaps exist in noted subgroups. More emphasis needed on reading on grade level and increasing engagements. Data is not fully utilized by staff to drive instruction.	Skill gaps exist in noted subgroups. More emphasis needed on teaching for understanding and teaching students to solve problems.
Subgroups or populations addressed	Special Education Economically Disadvantaged African American	Special Education Economically Disadvantaged African American
Related content area missed (i.e., ELA, Mathematics)	Language Arts Literacy. Although all subgroups made the "targets", most of the targets were met using the confidence interval; therefore, progress is still needed.	Mathematics. The main focus is mathematics – special education, but growth is needed in all subgroup areas.
Name of scientifically research based intervention to address priority problems	Reading Workshop Writing Workshop RTI Extended Day Program Extended Year Program	Math in Focus – Singapore Mathematics RTI Extended Day Program Extended Year Program
How does the intervention align with the Common Core State Standards?	Much effort has been made in the curriculum writing process to align with the CCSS	The new math program is aligned to the common core standards.

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

2015-2016 Comprehensive Needs Assessment Process

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

	#3	#4
Name of priority problem	Attendance for some students is not regular and ongoing.	
Describe the priority problem using at least two data sources	Attendance records indicate that a 27% of the total population has missed more than 5% of the school year.	
Describe the root causes of the problem	More emphasis is needed on correlation of attendance and academic success More emphasis is needed on student expectations and parent support	
Subgroups or populations addressed	All student populations	
Related content area missed (i.e., ELA, Mathematics)	All academic areas	
Name of scientifically research based intervention to address priority problems	RTI Josten's Renaissance Program (character education program)	
How does the intervention align with the Common Core State Standards?	Character Education aligns directly with the Common Core's 21st Century Life Skills	

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	READ 180	Principal LAL Teachers	NJASK data READ 180 progress reports	READ 180
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	All groups	- Reading and Writing Workshop - Independent Reading on level - Individual	Principal LAL Teachers	NJASK data Scored Writing Samples Common Benchmark Assessments Student Conferencing SGO data reports	Reading Workshop Writing Workshop

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)
		Conferring Integration of common rubrics and writing with science and social studies		- ELA - Science - Social Studies	
Math	All groups	Math in Focus Singapore Math - Guided Math - Targeted Intervention - PARCC preparedness (technology focus and open-ended responses)	Director of Curriculum, Principal, Math Teachers	MAP data NJASK data Common Benchmark Assessments SGO data reports	www.hmheducation.com

Use an asterisk to denote new programs.

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

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Extended Year Program	Principal Director of Curriculum	Benchmark Assessments NJASK	Benchmarks
Math	Students with Disabilities	Extended Year Program	Principal Director of Curriculum	Benchmark Assessments NJASK	Benchmarks
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	Extended Day Program	Students not meeting proficiency and/or low growth	Principal Director of Curriculum	Benchmark Assessments NJASK	Benchmarks

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

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Extended Day Program	Students not meeting proficiency and/or low growth	Principal Director of Curriculum	Benchmarks Assessments NJASK *Get Waggle (triumph Learning)	Benchmarks

Use an asterisk to denote new programs.

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Closing the Achievement Gap	Principal Director of Curriculum	NJASK	EIRC; Closing the Achievement Gap
Math	Students with Disabilities	Closing the Achievement Gap	Principal Director of Curriculum	NJASK	EIRC; Closing the Achievement Gap
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	READ 180 Co-Teaching Strategies Differentiation RTI	Principal Director of Curriculum Special Education	NJASK Reports SGO Data Reports	Best Practices and Intervention Strategies Scholastic.com
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				

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	All Groups	Continued support with the 3 Shifts in the common core and PARCC readiness Continued support with reading and writing workshop to increase independent readers and writers and improved targeted instruction. Technology PD for online assessments	Principal Director of Curriculum	NJASK Reports SGO Data Reports (Writing)	www.commoncore.org
Math	All Groups	Best Practices in Math – Singapore Math Technology PD for online assessments	Director of Curriculum	Math Benchmarks	http://www.hmhco.com/programs/math-in-focus?gclid=CMqit6ea8L4CFStk7AodEDIA0A

Use an asterisk to denote new programs.

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

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

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

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

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? **It will be reviewed internally by the Director of Curriculum, Principal and the NCLB Committee.**
2. What barriers or challenges does the school anticipate during the implementation process? **The teachers struggled in September with the Math in Focus program. There are many struggling readers who require early intervention strategies and support. At times, we have a lack of parental support and a large economical disadvantaged students and lastly, funding.**
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? **The teachers asked to have learning consultants come out and work with them in both Reading and Math. The District complied with that request by securing substitutes, hiring professional consultant and creating a schedule to benefit all stakeholders. The professionals who came out to visit the school not only taught the lesson but gave feedback after observing our educators teaching the lesson in**

reading and math. Building and district parent advisory meetings and numerous family nights were held throughout the school year. The district also implemented a new program this year, Parenting Partners, a workshop to offer parenting skills.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff? **A 17 questions survey was created and distributed to staff by the building principal. The District PD Committee surveyed the staff. A needs assessment was also distributed to the entire staff. The perception of the staff was positive on all levels, they loved having the reading and math professionals come out to meet with them.**

5. What measurement tool(s) will the school use to gauge the perceptions of the community? **A Parent Advisory Committee was formed; all parents in the community were invited to join. A representative from F. W. Holbein School attended all these meetings that were led by the Director of Curriculum. Numerous staff and the building principal attended many of these meetings.**

6. How will the school structure interventions? **The continued use of the *Math in Focus*, U.S. edition of Singapore's top-ranking math program. *Math in Focus* introduces fewer topics in each grade, but teaches them to greater depth. *Math in Focus* is highly visual, following a concrete-to-pictorial-to-abstract progression. *Math in Focus* is sequenced in a way that ensures students develop and maintain strong number sense. This provides the foundation necessary to move on to more complex and abstract thinking. *Math in Focus* utilizes model-drawing strategies that help students solve both routine and non-routine problems. *Math in Focus* provides students with the tools they need to break down complex concepts and problems, which in turn develops positive attitudes. Teachers follow the implementation guide and daily structure: teach/learn, guided practice, individualized practice or differentiated/small group intervention.**
Locally developed curriculum based on Reader and Writer's Workshop (pre-and post on demand) along with portfolios. A grade level specific writing calendar is followed by the teachers to ensure the Common Core Standards are covered. 1:1 conferencing and small group writing practices ensures success for all. There was an increase in technology in the classroom. Numerous school surveys were also conducted.

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

7. How frequently will students receive instructional interventions? **An extended day program was offered 2x a week (3 hours weekly) for 25 weeks.**
8. What resources/technologies will the school use to support the schoolwide program? **Individual Level Classroom Libraries, Math Promethean Boards, Measured Progress, Read 180, and Benchmark Assessments.**
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? **The principal held Data Conferences with staff throughout the year. At these conferences, the principal reviewed NJASK data, Reading and Math reports.**
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? **These results were discussed at District Parent Advisory, Faculty, PTA and NCLB Meetings, as well as Parent Conferences.**

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				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	All Students	Clubs, Activities, and Community Outreach (Multicultural, Science Fair, Service Learning Projects)	Principals	Sum of events Participation Rate	**Parental Involvement and Students' Academic Achievement: A Meta-Analysis By: Xitao Fan and Michael Chen Parental**

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)
		Parent Advisory Group Open House Teacher/Parent Conferences	All staff	Increase participation by parents	**Involvement and Students' Academic Achievement: A Meta-Analysis By: Xitao Fan and Michael Chen**
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? **Parents do not have a thorough understanding of the ELA and mathematics curriculum. In addition, they are not familiar with the content and scoring procedures. Though weekly Principal messages, newsletters, and email blasts, the school will be able to deliver this very important information to families.**
2. How will the school engage parents in the development of the written parent involvement policy? **Discuss and solicit input to our school leadership team about issues and topics that directly relate to the students and activities within the school. At the beginning of each year parents are invited to be a part of the process though survey and discussion.**
3. How will the school distribute its written parent involvement policy? **District Webpage, distribute to students, email blasts**
4. How will the school engage parents in the development of the school-parent compact? **Parents are included in the process from the start and are invited to attend leadership meetings that discuss this topic.**
5. How will the school ensure that parents receive and review the school-parent compact? **Parents are called to remind them to sign and return. Also, copy of the Compact will be placed on the school's district web page and paperless take home for parents to view, copy, sign and return.**
6. How will the school report its student achievement data to families and the community? **Through the use of report cards, progress reports, parents are informed about NJASK results.**
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? **Holbein School will send letters to parents if there is notification that it has not met the annual AMAO for Title III**
8. How will the school inform families and the community of the school's disaggregated assessment results? **A presentation is given at a public Board of Education meeting and the Director of Curriculum reviews this data.**
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? **Parents are included on the district and building school improvement team and their input in equally taken amongst the other members.**

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

10. How will the school inform families about the academic achievement of their child/children? **Report Cards, Progress Reports, Benchmark reports, quizzes and tests are distributed to parents.**

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	31 94%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	2 6%	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	7 100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0 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
Attractive salary/benefits package and comprehensive mentoring program.	**Administration and mentors**