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: VINELAND PUBLIC SCHOOLS	School: D'IPPOLITO ELEMENTARY SCHOOL
Chief School Administrator: DR. MARY GRUCCIO	Address: 1578 N. Valley Ave. Vineland, NJ 08360
Chief School Administrator's E-mail: MGRUCCIO@VINELAND.ORG	Grade Levels: Kindergarten through fifth
Title I Contact: DR. JOANNE NEGRIN	Principal: Renee L. Braxton
Title I Contact E-mail: JNEGRIN@VINELAND.ORG	Principal's E-mail: rbraxton@vineland.org
Title I Contact Phone Number: 856) 794-6700 X 2030	Principal's Phone Number: 856-794-6934 X3000

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.

X 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.

___Renee L. Braxton_____ _____ _5/2015_____

Principal's Name (Print) **Principal's Signature** **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held ____2_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ _____4,999,903.90___, which comprised _____96.34__% of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 5,099,888_____, which will comprise ___97.35__% 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
Parent Involvement/ Reading Literacy Event (November 2015)	#1- #3	Guided Reading Targeted Instruction	Parental Involvement	$3,500
Parent Involvement/ Reading Literacy Event (February 2015)	#1- #3	Guided Reading Targeted Instruction	Parental Involvement	$3,500
Reading A-Z	**#1**	**Independent Reading Targeted Instruction CLI- Learning at Home**	**Expand Book Selections for Classroom Use in Independent Reading in School and at Home through Lending Libraries**	$600

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

ChromeBooks	#1	Literacy		$12,000
Basic Skills/ Read 180	#1-3	Basic Skills in Literacy and mathematics		$2,500
Parent Communication Tools Agendas/ Parent handbook	#1-3	Parent Involvement Communication Tools/Social Media		$9,000

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
Michelle Gonzalez	Parent	x	x	X	
Amy Murie	Parent	x	x	X	
Renee Braxton	Administration	x	x	X	
Melissa Painter	Administration	x	x	X	
Denise Ragone	Special Ed Teacher	x	x	X	
Deanna Ridolfo	School Counselor	x	x	X	
Mary DiLuzio	Classroom Teacher	x	x	X	
Denise Luciano	Classroom Teacher	x	x	x	

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
5/28/2015		Comprehensive Needs Assessment		x		x
6/12/2015		Schoolwide Plan Development		x		x
11/30/2015		Program Evaluation		x		x

***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?	D'Ippolito Elementary School's learning community will foster a safe, respectful and nurturing environment for all members of its school family. Members will strive for excellence in teaching, learning and parenting. Students will master skills essential to becoming proficient, life-long learners and productive citizens who will succeed in vast endeavors.

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?

No. The school developed a communication form to be used by classroom teachers to better inform the Basic Skills teachers of the student's instructional needs. The BSI teachers were scheduled to provide "push in" instruction in conjunction with the classroom teacher. Basic Skills Instruction targeted students in grades 2-5. Based on an audit, it was determined that our school would have 2 additional staff members added to its roles on April 20, 2015. Due to the time of year (end of 3rd MP beginning of the 4th), the administrative team made the decision to add the two additional staff members to the Basic Skills team targeting grades one and Kindergarten. To address the achievement gap in language arts/literacy and the partially proficient scores achieved by identified sub groups, family literacy nights focused on student learning at home and providing reading material for use outside of school.

2. What were the strengths of the implementation process?

As a result of this implementation, students received more instructional time than the district requirement. Age and skill level appropriate materials were provided for both the classroom and students' homes. Teachers integrated IPad, Smart Boards, Printable books from Learning A-Z, and Chrome book use into language arts/literacy instruction in the classroom. Since the 2013-2014 school year, we have been transitioning from the Harcourt Trophies series to Journeys. The transition will be complete during the 2015-2016 school year. Journeys is closely aligned with the Core Content Standards focusing on skill attainment and is expected to lead to an increase in reading proficiency on standardized tests.

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

As a result of eliminating the Response to Intervention program that closely monitored students' progress through a series of tiers, the current Basic Skills Program lacked the structured guidelines offered in the previous program. Although the Successmaker program was an additional expense, it was a tool utilized to show student growth along with grades Read 180, running records/ SRI results, etc. The Basic Skills instruction only targeted students in grades 1-5; grades 1-3 were serviced with the push in a model while grades 4 and 5 had pull out and Read 180. Our Kindergarten students could not be serviced by the five Basic Skills Instructors (BSI) in place from September 2014 through April 2015.

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?

Our staff is very dedicated to meeting student needs and increasing student learning. Our school families are very involved and attend and participate in our parent involvement activities. Our teaching staff is open to new learning and embrace new ideas. Implementing the "revised" Basic Skills component was as challenging as adding a new school administrator to the team midway through the school year.

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

The programs were developed with stakeholder input. Collaborative Planning and Grade Level sessions were held to review student achievement data and perception surveys. With the loss of the Successmaker data, teachers were encouraged to utilize district benchmarks used for SGO support to monitor student progress without adding an additional assessment that may take away from teaching. The information gathered at the midyear point was used to guide the plan forward making necessary adjustments.

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

The school used multiple staff surveys to determine staff perceptions. Suggestions from school staff were incorporated into the final plans.

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

The school used parent surveys to collect the perceptions of our school community. Parental suggestions and feedback were collected during informal conversations took place between community members and school staff during the Principal's Coffee Klatch meetings every other month during the school year, and Action Team for Partnership meetings. Our Guidance team successfully solicited county agencies to facilitate outreach opportunities for the community.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

Small group instruction was used, student book bags were developed for lending libraries/learning at home and BSI meetings were held each marking period to determine student eligibility for additional services.

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

9. How did the school structure the interventions?

The BSI schedule was reviewed three times during the year and adjusted to accommodate student's entering or exiting out of services. The monthly parent involvement events were/are announced in the parent handbook at the start of the school year; closer to the actual event, call outs are made through our blackboard connect service. Additional information and invitations are sent to families to remind and encourage family participation. The IPad Air units were distributed based on student needs for instructional use in the classroom.

10. How frequently did students receive instructional interventions?

Although Basic Skills Intervention has replaced the RTI model for the 2014-2015 school year, D'Ippolito still makes references to Tiered services. Services for Tier I students as with RTI, are supplied by classroom teachers. Students receive (d) Tier I services a minimum of three times weekly. Student in Tier II received services 30 minutes three times per week with a Basic Skills Instructor and is also part of guided/small groups with the classroom teacher. Students in Tier III in grades 3-5 received 90 minutes per day. Students in Tier III in grades 1 and 2 received 60 minutes per day. When additional staff were added in April 2015, those additions were assigned to Kindergarten and First grade to target students in need of additional support.

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

In grades 3-5, students in Basic Skills Tier III students used the Read 180 or Systems 44 program. Students in Tier III in grades k-2 used the Waterford program. Three chrome book carts were purchased for student use, 2 Apple TV/IPad combos, etc.

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

There was no technology used for Basic Skills in Grades K-3 and only Read 180 was in use for Grades 4 and 5. The Read 180 technologies were effective and student growth was documented. Smart Boards and Chrome books were incorporated in the classroom to facilitate student use during state testing.

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	19		RTI- 2012-2014 BSI 2014-2015 AND/OR READ 180	Interventions have resulted in increased proficiency over 2012-2013 numbers where 29 students scored partially proficient in ELA in grade 4;
Grade 5	19		RTI- 2012-2014 BSI 2014-2015 AND/OR READ 180	And 31 fifth graders scored partially proficient in the 2012-2013 school year as opposed to 19 fourth graders and fifth graders in the 2013-2014 school year. Replacing the Trophies ELA series with Journeys which is aligned with Core Standards and is skill driven
Grade 6				
Grade 7				
Grade 8				
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	11		RTI- 2012-2014 BSI 2014-2015	Interventions resulted in increased proficiency over the 2012-2013 year.
Grade 5	3		RTI- 2012-2014 BSI 2014-2015	Interventions were more effective for 2013-2014 5th graders where 50% of the students scored proficient or better

Grade 6				
Grade 7				
Grade 8				
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				
Grade 1			Push-in Basic Skills instruction, extended day opportunities, re-teaching groups in the classroom, individualized lessons, parent outreach programs	Basic Skills instruction was provided on a rotation basis 3x weekly or daily .The staff to provide sufficient basic skills instruction did not increase to accommodate the need until April 2015. The number of students in each tiered group was on average about 6 per group making personalization of instruction difficult. In addition, due to lack of transportation, many of our neediest students were unable to attend afterschool academic opportunities. Not all parents attended or participated in school based programs geared towards learning at home.
Grade 2			Push-in Basic Skills instruction, extended day opportunities, re-teaching groups in the classroom, individualized lessons, parent outreach programs	Basic Skills instruction was provided on a rotation basis 3x weekly or daily .The staff to provide sufficient basic skills instruction did not increase to accommodate the need until April 2015. The number of students in each tiered group was on average about 6 per group making personalization of instruction difficult. In addition, due to lack of transportation, many of our neediest students were unable to attend afterschool academic opportunities. Not all parents attended

				or participated in school based programs geared towards learning at home.
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			Basic Skills instruction, extended day opportunities, re-teaching groups in the classroom	Basic Skills instruction was provided on a rotation basis 3x weekly or daily .The staff to provide sufficient basic skills instruction did not increase to accommodate the need until April 2015. The number of students in each tiered group was on average about 6 per group making personalization of instruction difficult. In addition, due to lack of transportation, many of our neediest students were unable to attend afterschool academic opportunities. Not all parents attended or participated in school based programs geared towards learning at home.
Grade 2			Basic Skills instruction, extended day opportunities, re-teaching groups in the classroom	Basic Skills instruction was provided on a rotation basis 3x weekly or daily .The staff to provide sufficient basic skills instruction did not increase to accommodate the need until April 2015. The number of students in each tiered group was on average about 6 per group making personalization of instruction difficult. In addition, due to lack of transportation, many of our neediest students were unable to attend afterschool academic opportunities. Not all parents attended or participated in school based programs geared towards learning at home.
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	Repeated exposure to on level curriculum-added support in ICR classrooms; necessary IEP/504 Accommodations			
Math	Students with Disabilities	Repeated exposure to on level curriculum-added support in ICR classrooms; necessary IEP/504			
ELA	Homeless	Basic Skills Instruction, Read 180; differentiated instruction; small group targeted instruction; Academic Club in grades 3 and 5; Math 24 club			
Math	Homeless	Basic Skills Instruction, Read 180; differentiated instruction; small group targeted instruction; Academic Club in grades 3 and 5; Math 24 club			

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Migrant	Basic Skills Instruction, Read 180; differentiated instruction; small group targeted instruction; Academic Club in grades 3 and 5; Math 24 club			
Math	Migrant	Basic Skills Instruction, Read 180; differentiated instruction; small group targeted instruction; Academic Club in grades 3 and 5; Math 24 club			
ELA	ELLs	Basic Skills Instruction, Read 180; differentiated instruction; small group targeted instruction; Academic Club in grades 3 and 5; Math 24 club; ESL			
Math	ELLs	Basic Skills Instruction, Read 180; differentiated instruction; small group targeted instruction;			

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)
		Academic Club in grades 3 and 5; Math 24 club			
ELA	Economically Disadvantaged	Basic Skills Instruction, Read 180; differentiated instruction; small group targeted instruction; Academic Club in grades 3 and 5; Math 24 club			
Math	Economically Disadvantaged	Basic Skills Instruction, Read 180; differentiated instruction; small group targeted instruction; Academic Club in grades 3 and 5; Math 24 club			
ELA					
Math					

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	ESY	YES	IEP Goals achieved	Special education students in the ESY program make progress towards their individual IEP goals.
Math	Students with Disabilities	ESY	YES	IEP Goals achieved	Special education students in the ESY program make progress towards their individual IEP goals.
ELA	Homeless	Academic Excellence Clubs; Math 24	YES	Report card grades	Student proficiency level
Math	Homeless	Academic Excellence Clubs; Math 24	YES	Report card grades	Student proficiency level
ELA	Migrant	Academic Excellence Clubs; Math 24	YES	Report card grades	Student proficiency level
Math	Migrant	Academic Excellence Clubs; Math 24	YES	Report card grades	Student proficiency level
ELA	ELLs	Academic Excellence Clubs; Math 24	YES	Report card grades	Student proficiency level
Math	ELLs	Academic Excellence Clubs; Math 24	YES	Report card grades	Student proficiency level
ELA	Economically Disadvantaged	Academic Excellence Clubs; Math 24	YES	Report card grades	Student proficiency level
Math	Economically Disadvantaged	Academic Excellence Clubs; Math 24	YES	Report card grades	Student proficiency level
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					Majority c
Math	Students with Disabilities					
ELA	Homeless					
Math	Homeless					
ELA	Migrant					
Math	Migrant					
ELA	ELLs	SIOP				
Math	ELLs	SIOP				
ELA	Economically Disadvantaged	SIOP				
Math	Economically Disadvantaged	SIOP				
ELA		Dyslexia Training Grade 2 only				
Math		Dyslexia Training-Grade 2 only				

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	KTEA		Administrative Walkthroughs, Lesson Plan Review, Surveys, Assessment Results	Majority of students made progress towards IEP goals.
Math	Students with Disabilities	KTEA		Administrative Walkthroughs, Lesson Plan Review, Surveys, Assessment Results	Majority of students made progress towards IEP goals.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	Back to School Night Kindergarten Social	All content areas All parents Parents of Incoming Kindergarteners	Yes	Parent Attendance	School event was well publicized; flyers to homes, emails, phone calls to parents reminding families to bring their passports. Parents and incoming kindergarten students had the opportunity to visit their classroom, meet their teacher, tour the school building, and experience the cafeteria.

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)
					In addition, representatives from the school PTO are present to encourage parents to join the PTO and to become actively involved in the school community.
Math	Back to School Night Kindergarten Social	All content areas All parents Parents of Incoming Kindergarteners	Yes	Parent Attendance	School event was well publicized; flyers to homes, emails, phone calls to parents reminding families to bring their passports. Parents and incoming kindergarten students had the opportunity to visit their classroom, meet their teacher, tour the school building, and experience the cafeteria. In addition, representatives from the school PTO are present to encourage parents to join the PTO and to become actively involved in the school community.

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	PARCC, Terra Nova, SRI, Lexile scores, Teacher SGOs	Teacher SGO data
Academic Achievement - Writing	PARCC, Terra Nova, SRI	
Academic Achievement - Mathematics	PARCC, Terra Nova, SRI, Teacher SGOs	
Family and Community Engagement	Parent Perception Survey, Attendance at events., Family Literacy Events, Number of Parent Passports Collected	High approval rating parents on school safety, teacher communication and learning environment. One-hundred and ten families participated in 10 or more school evening events.
Professional Development	Collaborative Support Meeting Logs, PD Survey	Participation and contribution to PLC meetings, favorable response on district PD survey
Leadership	Homework Tutoring Club, Academic Excellence Club	Reduction in retentions
School Climate and Culture	KTEA, ESY	Individually measured as per student IEP goals
School-Based Youth Services	WAPT	Individually measured as per student IEP goals
Students with Disabilities	PARCC, Terra Nova, SRI	Motivation Math and Reading, pre and post tests
Homeless Students	Family Outreach/School Evening Events, Teacher Passport Assembly	Based on sign in sheets, family participation continues to increase; outreach communication, and parent surveys
Migrant Students		

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)
English Language Learners	Staff and Parent Perception Surveys	Approval rating of administration and its practices continues to increase.
Economically Disadvantaged	PARCC, Terra Nova, SRI, Academic Excellence Clubs	Student proficiency level, NJ School Report Card

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

The school collected data from various sources including standardized test scores, report cards, class reading sheets and RTI Successmaker reports and analyzed the data. The school distributed and collected a variety of parent and staff perception surveys. The results were tallied and shared with families and staff.

2. What process did the school use to collect and compile data for student subgroups?

Collect data from various sources, analyze data, make informed decisions. Data was inputted to Excel spreadsheet. Separate identified subgroups from total student population.

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 committee collects and sorts all data by program, subgroups, grade levels, classroom teachers, and basic skills teachers. NJASK data was collected from a secured test. A controlled testing environment for READ 180 and KTEA was used. Sign off sheets for surveys were used as part of the process

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

The data revealed weaknesses in the basic skills program. The basic skills staff had difficulty learning and administering the benchmarks assessments, entering the data into the system and addressing student weaknesses. The data supported the use of skill targeted, small group instruction to increase student achievement. Classroom teachers who implemented this strategy consistently had students who showed the most academic growth.

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

The data revealed that ongoing PD including classroom coaching is necessary for teachers to learn and implement re-teaching strategies effectively.

6. How does the school identify educationally at-risk students in a timely manner?

All students take a Universal Screening. Student scores below district cut-off identified. Students must process through the Basic Skills Program; Teachers monitor student progress through district benchmarks and midyear checks for their SGO's.

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

At risk students receive small group instruction and remediation. At risk students are encouraged to participate in the Afterschool Academic Excellence Clubs. Guidance provides counseling in small group in an individual setting. The focus for at-risk students is to provide remedial instruction in a small group setting with a targeted program.

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

Attendance is monitored closely for all students. Follow-up is completed by School Health and Services coordinator and home visits are conducted.

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

The district provides transportation to D'Ippolito for homeless students. The Health and Social Services Coordinator assists families as needed. Attendance is monitored closely for all students.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(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 meet monthly at grade level meetings to discuss academic progress. They also meet weekly in PLC's to review student work, plan for remediation, and share strategies. Improvement of the instructional program is an ongoing process at each grade level.

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

Preschool students visit kindergarten twice a year to participate in kindergarten transition activities. In addition, preschool and kindergarten teachers meet each year to discuss strategies for successful transitions. D'Ippolito School hosts a Kindergarten Social annually in August to provide incoming kindergarten students and families with the opportunity to meet the school staff and their teacher, see the classrooms, and tour the building. Parents are given a Parent Handbook and welcome gift. For the 2014-2015 school year, transition visits have been scheduled for fifth graders moving on to middle school.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

All available standardized test data including the former NJASK and Terra Nova were used to determine areas in need of improvement. Additionally, building and district benchmarks assessment data, report cards grades, as well as parent and staff perception surveys were used to support selected priority problems.

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		
Describe the priority problem using at least two data sources		
Describe the root causes of the problem		
Subgroups or populations addressed		
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems		
How does the intervention align with the Common Core State Standards?		

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

2015-2016 Comprehensive Needs Assessment Process

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

	#3	#4
Name of priority problem		
Describe the priority problem using at least two data sources		
Describe the root causes of the problem		
Subgroups or populations addressed		
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems		
How does the intervention align with 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				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

***Use an asterisk to denote new programs**.

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

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

***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				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

***Use an asterisk to denote new programs**.

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

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

Evaluation of Schoolwide Program*

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

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

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
2. What barriers or challenges does the school anticipate during the implementation process?
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
6. How will the school structure interventions?
7. How frequently will students receive instructional interventions?
8. What resources/technologies will the school use to support the schoolwide program?
9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

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					
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?
2. How will the school engage parents in the development of the written parent involvement policy?
3. How will the school distribute its written parent involvement policy?
4. How will the school engage parents in the development of the school-parent compact?
5. How will the school ensure that parents receive and review the school-parent compact?
6. How will the school report its student achievement data to families and the community?
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?
8. How will the school inform families and the community of the school's disaggregated assessment results?
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
10. How will the school inform families about the academic achievement of their child/children?
11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

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		
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)		
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*		

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible