Gannaker

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: EAST ORANGE	School: Benjamin Banneker Academy
Chief School Administrator: DR. GLORIA C. SCOTT	Address: 500 South Clinton Street
Chief School Administrator's E-mail: g.scott@eastorange.k12.nj.us	Grade Levels: Pre-Kindergarten thru 5th
Title I Contact: Mr. James Leutz	Principal: Mrs. Sharon Vincent
Title I Contact E-mail: j.leutz@eastorange.k12.nj.us	Principal's E-mail: s.vincent@eastorange.k12.nj.us
Title I Contact Phone Number: 973-266-5781	Principal's Phone Number: 973-266-4320

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.

Sharon Vincent — Sharon Vincent — 6/15/15

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

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held _____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ 4,418,853, which comprised 99% of the school's budget in 2014-2015.
- State/local funds to support the school will be $4,418,853, which comprised 99%% 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

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
Anise Alexandre	Parent	No	Yes	No	
Mrs. Sharon Vincent	School Staff-Administrator	No	Yes	Yes	
Ms. Krysten Hayes	School Staff - Administrator	No	Yes	Yes	
Derrick Flubacher	School Staff – Classroom Teacher	Yes	Yes	No	
Sandra Watanabe	School Staff – Classroom Teacher	Yes	Yes	No	
Myrna Wilson	School Staff – Classroom Teacher	Yes	Yes	No	
Damita Jones	School Staff – Classroom Teacher	Yes	Yes	No	
Danielle Williams	School Staff – Classroom Teacher	Yes	Yes	No	
Nakeisha Moore	School Staff - Special	Yes	Yes	No	

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

	Education				
Veceleine Dufrene	School Staff - Bilingual, LEP	Yes	Yes	No	
Towana Wilson	School Staff - Reading Specialist	Yes	Yes	No	
Yvonne Hester-Lambert	School Staff - Math Specialist	Yes	Yes	No	
Ms. Teleus	School Staff - Paraprofessional	Yes	Yes	No	
Angela Brantley	School Staff —Technology	Yes	Yes	No	
Sharyn Smith	School Staff —Technology	Yes	Yes	No	
Richard Greene	School Staff – Social Worker	Yes	Yes	No	
Valerie Sterzel	School Staff – Guidance Counselor	Yes	Yes	No	

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
February, 2014	Benjamin Banneker Academy	Comprehensive Needs Assessment	X		X	
	Benjamin Banneker Academy	Schoolwide Plan Development	X		X	
	Benjamin Banneker Academy	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?	The Mission Statement of Benjamin Banneker Academy of Hospitality, Tourism, Hotel and Restaurant Management is to establish and maintain high standards for all students by providing them with an academically enriched, stimulating and challenging learning environment. Every student is encouraged to strive for personal excellence. To ensure success for all students, we support the need to strengthen the linkage between community, school and home. We believe that each individual can grow in self-esteem, social responsibility, and in those values and skills needed to face the challenge of tomorrow's world. **Summary** In an effort to include traditionally marginalized voices, the principal and assistant principal gave all school stakeholders multiple opportunities to participate in this process in order to ensure their ownership in a revised vision and mission. The principal and assistant principal engendered transformative discussions, which encouraged stakeholders to raise ideas based on the current conditions and experiences occurring within the school. This type of dialogue provided the principal an opportunity to connect all stakeholder transformative ideas, to the current school vision and mission. The principal and assistant principal continued to lead the staff through several visioning exercises and facilitated several rounds of whole staff and committee conversations until they developed the school's revised mission statement.

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?
2. What were the strengths of the implementation process?
3. What implementation challenges and barriers did the school encounter?
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
9. How did the school structure the interventions?
10. How frequently did students receive instructional interventions?
11. What technologies did the school use to support the program?
12. Did the technology contribute to the success of the program and, if so, how?

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	85%		Using the results of the Model Curriculum, District & State Assessments, Individual & Small Group Intervention sessions were scheduled daily in Language Arts Instruction was provided by assigned Teacher Tutors and Coaches. Students were grouped into remedial sessions based on their deficiency scores below 80% at the Elementary level, These students also participated in our Saturday Safety Net Program. The Bilingual grade 2/3 and 4/ 5 classes previously departmentalized, are now self-contained and therefore, followed the same remediation schedule as the general education students. The focus of the instruction centered on students continuously demonstrating proficiency when: A. Reading a passage and answering multiple choice and open-ended questions about the passage. Modeling, Interactive discussions, and conferencing during sessions reinforced the use of the following strategies to enhance their performance: 1. QAR-Question & Answer Relationships.	The PARCC PBA and EOY results for the 2014-2015 School Year will not be returned to the district until November 2015. However, Partially Proficient Scores obtained will be due to the following: Poor attendance, Incomplete class-work & homework assignments, and inconsistent participation in the Saturday Safety Net Program. Additionally, the Bilingual students continue to have difficulty fully comprehending the English Language. Former ELL students need ESL support one to two years after they have been mainstreamed into the General Education classes.

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

			2. RACER-Restating the question to begin the answer to open-ended questions, answer all parts of the open-ended question, Cite details from the passage to support the answer, Explain, Restate/Reread. 3. Scanning/Annotating 4. Process of Elimination B. Improving the Writing Process when responding to one of the following genres: Narratives, Informative/Explanatory, Speculative, & Persuasive. The focus was on how to use the following Writing Steps to demonstrate Adequate or Strong Command when responding to a Writing Task: 1. Planning- Use of a Graphic Organizer 2. Introduction-Creative Openings/Beginnings 3. Develop organized content/Even pertinent details/ logical progression of ideas 4. Grade appropriate grammar usage, sentence construction, & Use of mechanics. 5. Closing/compositional risks, rich vocabulary and well developed transitions.	
Grade 5	50%		Using the results of the Model Curriculum District & State Assessments, Individual & Small Group Intervention sessions were scheduled daily in Language Arts Instruction was provided by assigned Teacher Tutors and Coaches. Students were grouped into remedial sessions based on their deficiency scores below 80% at the Elementary level, These students also participated in our Saturday Safety Net Program. The Bilingual grade 2/3 and 4/ 5 classes previously departmentalized, are now self-contained	The PARCC PBA and EOY results for the 2014-2015 School Year will not be returned to the district until November 2015. However, Partially Proficient Scores obtained will be due to the following: Poor attendance, Incomplete class-work & homework assignments, and inconsistent participation in the Saturday Safety Net Program. Additionally, the Bilingual students continue to have difficulty fully comprehending the English Language. Former ELL students need ESL support one to two years after they have been mainstreamed into the General Education classes.

			and therefore, followed the same remediation schedule as the general education students. The focus of the instruction centered on students continuously demonstrating proficiency when: A. Reading a passage and answering multiple choice and open-ended questions about the passage. Modeling, Interactive discussions, and conferencing during sessions reinforced the use of the following strategies to enhance their performance: 5. QAR-Question & Answer Relationships. 6. RACER-Restating the question to begin the answer to open-ended questions, answer all parts of the open-ended question, Cite details from the passage to support the answer, Explain, Restate/Reread. 7. Scanning/Annotating 8. Process of Elimination B. Improving the Writing Process when responding to one of the following genres: Narratives, Informative/Explanatory, Speculative, & Persuasive. The focus was on how to use the following Writing Steps to demonstrate Adequate or Strong Command when responding to a Writing Task: 1. Planning- Use of a Graphic Organizer 2. Introduction-Creative Openings/Beginnings 3. Develop organized content/Even pertinent details/ logical progression of ideas 4. Grade appropriate grammar usage, sentence construction, & Use of mechanics.	

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

			5. Closing/compositional risks, rich vocabulary and well developed transitions.	

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	78.6%		Using the results of the District adopted Think Central Go Math Unit Test, PARCC Practice Tests and State Assessments, individual and Small Group Intervention Sessions were scheduled daily. Assigned Teacher Tutors and Coaches provided instruction during the Intervention Sessions. Students were grouped into remedial sessions based on their deficiency scores below 80% at the Elementary level. The Bilingual students follow the same procedures as regular mainstreamed students. All students in grades 3rd – 5th were given the opportunity to participate in the Saturday Safety Net Program. The focus of instruction in mathematics centered on students continuously demonstrating proficiency on: A. Computational Skills 1. Using timed skill drill practice on the basic math operations (+. -, x, etc.) 2. Allowing students to take home Holey Cards for additional practice on computational skill proficiency. B. Answering an Open Ended Question. 1. Coaches, and Teacher Tutors held Conferences, small group Accountable Talks, modeling, and reviewed the QAR-Question & Answer Relationship Strategy. 2. Modeling of the Five Step Plan: a, Read and Think. • Read the Problem carefully. • What are you being asked to do? • Identify the facts given.	The results from the PARCC PBA and EOY State Assessment for 2014-2015 will not be returned to the district until November of 2015. At that time we will be able to make a determination if the intervention strategies resulted in the targeted students reaching proficiency. If the targeted population does not score in the proficiency range it may possibly be due to the following: Poor attendance, Incomplete class-work & Homework assignments, demonstrated an inability to stay focused on the objective,

			• Decide what facts are needed. b. Select A Strategy. How am I going to solve this problem? What strategy should I use?: • Draw a Picture or Graph. • Make a Model or Act It Out. • Make an Organized List of Table. • Look for a Pattern. • Guess and Test. • Logical Thinking • Work Backward. • Write a Number Sentence or Algebraic Equation or use a Formula. • Divide and Conquer – Make It Simpler. c. Solve • Be very careful – you must get the correct answer. Check your arithmetic! • Label your work. Use units or a sentence that explains the answer. d. Write / Explain. Write out an explanation of how you solved the problem. • Explain the strategy you choose and why you chose it. • Review the steps you utilized. e. Reflect • Review your work. Complete the Read It and Think List. • Improve What You Wrote. Try to rewrite your answer to make it	

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

			clearer, more accurate, and complete. Teachers and Coaches used the "Elementary and Middle School Mathematics, Teaching Developmentally " by John A Van De Walle which offered additional strategies to impart to students.	
Grade 5	60%		Using the results of the District adopted Think Central Go Math Unit Test, PARCC Practice Tests and State Assessments, individual and Small Group Intervention Sessions were scheduled daily. Assigned Teacher Tutors and Coaches provided instruction during the Intervention Sessions. Students were grouped into remedial sessions based on their deficiency scores below 80% at the Elementary level. The Bilingual students follow the same procedures as regular mainstreamed students. All students in grades 3rd – 5th were given the opportunity to participate in the Saturday Safety Net Program. The focus of instruction in mathematics centered on students continuously demonstrating proficiency on: A. Computational Skills 3. Using timed skill drill practice on the basic math operations (+.-, x, etc.) 4. Allowing students to take home Holey Cards for additional practice on computational skill proficiency. B. Answering an Open Ended Question. 1. Coaches, and Teacher Tutors held Conferences, small group Accountable Talks, modeling, and reviewed the QAR-Question & Answer Relationship Strategy. 2. Modeling of the Five Step Plan: a, Read and Think. • Read the Problem carefully. • What are you being asked to do?	The results from the PARCC PBA and EOY State Assessment for 2014-2015 will not be returned to the district until November of 2015. At that time we will be able to make a determination if the intervention strategies resulted in the targeted students reaching proficiency. If the targeted population does not score in the proficiency range it may possibly be due to the following: Poor attendance, Incomplete class-work & Homework assignments, demonstrated an inability to stay focused on the objective,

			• Identify the facts given. • Decide what facts are needed. b. Select A Strategy. How am I going to solve this problem? What strategy should I use?: • Draw a Picture or Graph. • Make a Model or Act It Out. • Make an Organized List of Table. • Look for a Pattern. • Guess and Test. • Logical Thinking • Work Backward. • Write a Number Sentence or Algebraic Equation or use a Formula. • Divide and Conquer - Make It Simpler. c. Solve • Be very careful – you must get the correct answer. Check your arithmetic! • Label your work. Use units or a sentence that explains the answer. d. Write / Explain. Write out an explanation of how you solved the problem. • Explain the strategy you choose and why you chose it. • Review the steps you utilized. e. Reflect • Review your work. Complete the Read It and Think List. • Improve What You Wrote. Try to	

			rewrite your answer to make it clearer, more accurate, and complete. Teachers and Coaches used the "Elementary and Middle School Mathematics, Teaching Developmentally " by John A Van De Walle which offered additional strategies to impart to students.	

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: Emerging Literacy Survey Journeys Unit Benchmark			The district provided a program called; The Emerging Literacy Survey to obtain baseline data on students. The program generates a screening in Phonemic Awareness, Concepts of Print and Decoding, and Comprehension of Reading Passages. The teacher or teacher assistant provided individual Intervention sessions. The focus was on providing intrinsic hands on interactive lessons to remediate the identified weak skills. The beginning reader skills were as follows: Phonemic Awareness, Familiarity with Print-Letter Naming, Word Recognition, Word Writing, Sentence Dictation, Reading & Comprehending Passages. The students were also given instruction and assessment on skills from the Journeys Reading Program thru Units 1-6. Students were retested on skills where they scored below 80%. The remediation/retest was stapled to the original test.	The students that did not demonstrate proficiency demonstrated the following characteristics; Inability to stay focused on the objective, poor attendance, a lack of self-confidence and motivation to learn.

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

Grade 1: Journeys Unit Benchmark			Using the results of the Journeys Unit Tests and District Assessments, Individual & Small Group Intervention sessions were scheduled daily in Language Arts. Assigned Teacher Tutors provided instruction. Students were grouped into remedial sessions based on their deficiency scores below 80% at the Elementary level. The focus of the instruction centered on students continuously demonstrating proficiency when: A. Reading a passage and answering multiple choice and open-ended questions about the passage. Modeling, Interactive discussions, and conferencing during sessions reinforced the use of the following strategies to enhance their performance: 1. QAR-Question & Answer Relationships. 2. RACER-Restating the question to begin the answer to open-ended questions, answer all parts of the open-ended question, Cite details from the passage to support the answer, Explain, Restate/Reread Answer, Explain, Restate/Reread. 1. Process of Elimination B. Improving the Writing Process when responding to one of the following genres: Narratives, Explanatory, Speculative, & Persuasive. The focus was on how to use the following Writing Steps to demonstrate Adequate or Strong Command when responding to a Writing Task: 1. Planning- Use of a Graphic Organizer 2. Introduction-Creative Openings/Beginnings 3. Develop organized content/Even pertinent details/ logical progression of ideas	The PARCC results for the 2014-15 School Year will not be returned to the district until November 2015. However, students who do not score in the proficiency range will be due to the following: Poor attendance, Incomplete class-work & Homework assignments, and demonstrated an inability to stay focused on the objective, lacked self confidence, and a motivation to learn.

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

			4. Grade appropriate grammar usage, sentence construction, & Use of mechanics. 5. Closing/compositional risks.	
Grade 2: Journeys Unit Benchmark			Using the results of the Model Curriculum District & State Assessments Unit Tests and District /State Assessments, Individual & Small Group Intervention sessions were scheduled daily in Language Arts. Assigned Teacher Tutors and Coaches provided instruction. Students were grouped into remedial sessions based on their deficiency scores below 80% at the Elementary level and 70% at the Middle School Level. These students also participated in our Saturday Safety Net Program. The focus of the instruction centered on students continuously demonstrating proficiency when: A. Reading a passage and answering multiple choice and open-ended questions about the passage. Modeling, Interactive discussions, and conferencing during sessions reinforced the use of the following strategies to enhance their performance: 1. QAR-Question & Answer Relationships. 2. RACER-Restating the question to begin the answer to open-ended questions, answer all parts of the open-ended question, Cite details from the passage to support the answer, Explain, Restate/Reread. 3. Answer, Explain, Restate/Reread. 4. Scanning/Annotating 5. Process of Elimination B. Improving the Writing Process when responding to one of the following genres:	The PARCC results for the 2014-15 School Year will not be returned to the district until November 2015. However, students who do not score in the proficiency range will be due to the following: Poor attendance, Incomplete class-work & Homework assignments, and demonstrated an inability to stay focused on the objective, lacked self confidence, and a motivation to learn.

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

			Narratives, Explanatory, Speculative, & Persuasive. The focus was on how to use the following Writing Steps to demonstrate Adequate or Strong Command when responding to a Writing Task: 1. Planning- Use of a Graphic Organizer 2. Introduction-Creative Openings/Beginnings 3. Develop organized content/Even pertinent details/ logical progression of ideas 4. Grade appropriate grammar usage, sentence construction, & Use of mechanics. 5. Closing/compositional risks.	

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	80%	87% of students	The teacher, teacher assistant / teacher aide provided individual and small group Intervention sessions. The focus was on providing intrinsic hands on/ interactive lessons to remediate the identified weak skills found on Think Central Go Math Chapter/Unit Tests. Students performing below 80% were identified for intervention. After intervention sessions were held on the identified skills students were retested. The remediation/retest was stapled to the original test for documentation.	There were thirteen kindergarten students identified for individual and small group intervention strategies in mathematics. Fifty Percent (eight) of the identified kindergarten population achieved proficiency. The five students that did not reach proficiency demonstrated the following characteristics; Difficulty/inability to stay focused on the objective, poor attendance, a lack of self confidence, and possibly showing an indication a learning disability (academic or emotional). Students in kindergarten are now being exposed to taking assessments on line. Administration, coaches, teachers, and school technology support staff are collaboratively working together on strategies to make the transition for students easier.
Grade 1	70% of students	76% of students	Using the results of the District adopted Think Central	There were twenty four 1st grade students identified for

			Go Math Unit Test, PARCC Practice Tests and State Assessments, individual and Small Group Intervention Sessions were scheduled daily. Assigned Teacher Tutors and Coaches provided instruction during the Intervention Sessions. Students were grouped into remedial sessions based on their deficiency scores below 80% at the Elementary level. The Bilingual students follow the same procedures as regular mainstreamed students. All students in grades 3rd – 5th were given the opportunity to participate in the Saturday Safety Net Program. The focus of instruction in mathematics centered on students continuously demonstrating proficiency on: A. Computational Skills 5. Using timed skill drill practice on the basic math operations (+. -, x, etc.) 6. Allowing students to take home Holey Cards for additional practice on computational skill proficiency. B. Answering an Open Ended Question. 1. Coaches, and Teacher Tutors held Conferences, small group Accountable Talks, modeling, and reviewed the QAR-Question & Answer Relationship Strategy. 2. Modeling of the Five Step Plan: a, Read and Think. • Read the Problem carefully. • What are you being asked to do? • Identify the facts given. • Decide what facts are needed. b. Select A Strategy. How am I going to solve this problem? What strategy should I use?: • Draw a Picture or Graph. • Make a Model or Act It Out. • Make an Organized List of Table. • Look for a Pattern.	individual and small group intervention strategies in mathematics. Seventy Five Percent (eighteen) of the identified 1st grade population achieved proficiency. The six students that did not reach proficiency demonstrated the following characteristics; Difficulty/Inability to stay focused on the objective, poor attendance, a lack of self confidence, and possibly showing an indication a learning disability (academic or emotional). Students in 1st grade are now expected to take assessments on line in preparation for the Partnership for Assessment of Readiness for College and Careers (PARCC). Administration, coaches, teachers, and school technology support staff are collaboratively working together on strategies to make the transition for students easier.

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

			• Guess and Test. • Logical Thinking • Work Backward. • Write a Number Sentence or Algebraic Equation or use a Formula. • Divide and Conquer - Make It Simpler. c. Solve • Be very careful – you must get the correct answer. Check your arithmetic! • Label your work. Use units or a sentence that explains the answer. d. Write / Explain. Write out an explanation of how you solved the problem. • Explain the strategy you choose and why you chose it. • Review the steps you utilized. e. Reflect • Review your work. Complete the Read It and Think List. • Improve What You Wrote. Try to rewrite your answer to make it clearer, more accurate, and complete. Teachers and Coaches used the "Elementary and Middle School Mathematics, Teaching Developmentally " by John A Van De Walle which offered additional strategies to impart to students.	
Grade 2	80% of students	70% of students	Using the results of the District adopted Think Central Go Math Unit Test, PARCC Practice Tests and State Assessments, individual and Small Group Intervention Sessions were scheduled daily. Assigned Teacher Tutors and Coaches provided instruction during the	There were twenty second grade students identified for individual and small group intervention strategies in mathematics. Eighty Percent (sixteen) of the identified kindergarten population achieved proficiency. The five students that did not reach proficiency demonstrated

			Intervention Sessions. Students were grouped into remedial sessions based on their deficiency scores below 80% at the Elementary level. The Bilingual students follow the same procedures as regular mainstreamed students. All students in grades 3rd – 5th were given the opportunity to participate in the Saturday Safety Net Program. The focus of instruction in mathematics centered on students continuously demonstrating proficiency on: A. Computational Skills 7. Using timed skill drill practice on the basic math operations (+. -, x, etc.) 8. Allowing students to take home Holey Cards for additional practice on computational skill proficiency. B. Answering an Open Ended Question. 1. Coaches, and Teacher Tutors held Conferences, small group Accountable Talks, modeling, and reviewed the QAR-Question & Answer Relationship Strategy. 2. Modeling of the Five Step Plan: a, Read and Think. • Read the Problem carefully. • What are you being asked to do? • Identify the facts given. • Decide what facts are needed. b. Select A Strategy. How am I going to solve this problem? What strategy should I use?: • Draw a Picture or Graph. • Make a Model or Act It Out. • Make an Organized List of Table. • Look for a Pattern. • Guess and Test. • Logical Thinking • Work Backward. • Write a Number Sentence or	the following characteristics; Difficulty/inability to stay focused on the objective, poor attendance, a lack of self confidence, and possibly showing an indication a learning disability (academic or emotional). Students in 1st grade are now expected to take assessments on line in preparation for the Partnership for Assessment of Readiness for College and Careers (PARCC). Administration, coaches, teachers, and school technology support staff are collaboratively working together on strategies to make the transition for students easier.

			Algebraic Equation or use a Formula. • Divide and Conquer - Make It Simpler. c. Solve • Be very careful – you must get the correct answer. Check your arithmetic! • Label your work. Use units or a sentence that explains the answer. d. Write / Explain. Write out an explanation of how you solved the problem. • Explain the strategy you choose and why you chose it. • Review the steps you utilized. e. Reflect • Review your work. Complete the Read It and Think List. • Improve What You Wrote. Try to rewrite your answer to make it clearer, more accurate, and complete. Teachers and Coaches used the "Elementary and Middle School Mathematics, Teaching Developmentally " by John A Van De Walle which offered additional strategies to impart to students.	

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		No	• Analysis & rubric scoring of Student Book of the Month Responses • Analysis from State, District, teacher-made test scores • District and school-based "focus walks • Renaissance Score Report Item Analysis Results from The Model Curriculum Assessments	The averaged results of The Model Curriculum and other District Assessments in Reading for the 2014-2015 school year indicate the following: 50 % of Grade 3rd – 5th students scored at 80% or above on the Reading Objectives.
Math	Students with Disabilities		No	• Feedback from horizontal and vertical articulation grade level meetings • District and school-based "focus walks • Analysis from Think Central Go Math Chapter Assessments.	The averaged results of The Think Central Go Math Assessments in Mathematics for the 2014-2015 school year indicate the following: 0% (1 student) of Grade 3 students scored at 80% or above on the Math Objectives. 47% of Grade 4 students scored at 80% or above on the Math Objectives.
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	• Same intervention as the regular Education students along with small group Push In/ Pull Out English Language Learner Tutoring and intervention. • Use of Computer Based Program Imagine Learning.	No	• Analysis & rubric scoring of Student Book of the Month Responses • Analysis from State, District, teacher-made test scores • District and school-based "focus walks • Renaissance Score Report Item Analysis Results from The Model Curriculum Assessments	The averaged results of The Model Curriculum and other District Assessments in Reading for the 2014-2015 school year indicate the following: 20 % of Grade 1 – 2 students scored at 80% or above on the Reading Objectives. 30 % of Grade 3rd – 5th students scored at 80% or above on the Reading Objectives.
Math	ELLs	• as the regular Education students along with small group Push In/ Pull Out English Language Learner Tutoring and intervention. • Use of Computer Based Program Imagine Learning.	No	• Feedback from horizontal and vertical articulation grade level meetings • District and school-based "focus walks • Analysis from Think Central Go Math Chapter Assessments.	The averaged results of The Think Central Go Math Assessments in Mathematics for the 2014-2015 school year indicate the following: 53% of Grade 3 - 5 students scored at 80% or above on the Math Objectives.
ELA	ELA	Maintain a 120 minute block that includes: A. Writing Prompts bi-monthly, scored holistically on State and teacher made rubrics. B. The Three-Tiered Reading Instructional	Yes	Feedback from horizontal and vertical articulation grade level meetings Analysis & rubric scoring of Student Book of the Month Responses Analysis from State, District,	The PARCC results in November 2015 will be able to show Banneker's Measurable Outcome in Writing and Reading. There were no District Writing Assessments administered during the 2014-15 school year. The Journeys & Holt Unit/Benchmark & District Assessments in Reading allowed the teachers to

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)
		Model that includes Bi-weekly Guided LAL Groups and an intervention period to remediate students at risk. C. Push-in and/or Pull-out ELA instructional support from ELA Literacy Coach. D. Push-in ELA instructional support from teacher tutors. E. Implementation of district and school initiatives, teacher looping model, increased professional development in Language Arts Literacy, Lunch Period Tutoring & Saturday Safety Net Program		teacher-made test scores District and school-based "focus walks' Achieve300 Score Reports Item Analysis Results from The Journeys & Holt Unit/Benchmark Assessments.	customize their instruction to meet the needs of the students. These formative tests showed student performance in one of the following categories; mastery, partial mastery, and non-mastery on specific skills for each grade level for grades K-5 mastery was a score of 80% or better. The averaged results of The Model Curriculum Assessment in Reading for the 2014-2015 school year indicate the following: 37% of Grade 3 students scored at 80% or above on the Reading Obj. 49% of Grade 4 students scored at 80% or above on the Reading Obj. 58% of Grade 5 students scored at 80% or above on the Reading Obj.
Math	Math	Maintain a 80 minute block that includes : A. Implementation of detailed Math Work-shop. **1. Skill / Drills.** – Practice with computational skills in the four basic math operations. (+, - etc,)		• Feedback from horizontal and vertical articulation grade level meetings. • Analysis & rubric scoring of Student Authentic Math Activity. • Analysis from State, District, and teacher-made test	The results of the Partnership for Assessment of Readiness for College and Careers (PARCC), will not be available until November 2015. The Think Central Go Math Chapter Tests allowed the teachers to tailor their instruction to meet the needs of the students. These formative tests showed student performance in one of the

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)
		2. Opening - Introduce the Instructional Objective. Give Mini lesson on related skills. Analyze Strategies. Do word related problems. **3. Work Period.** Student conferencing. Math Centers. Students work Independently, partners or group. Teacher monitors students progress. 4. **Test Taking Strategies** NJASK Math Practice using available resources (Test Taking Genre Study, Explore, NJASK Coach) 5. **Closing** Connect and clarify the day's main concept. Address strategies. Students present solutions and or explanations. **B.** Push-in Mathematics instructional support from teacher tutors. **C.** Implementation of a Weekly Authentic Math (Writing in Math) Activity. **D.** Implementation of district and school initiatives, teacher looping model, increased professional		scores. • District and school-based "focus walks. • Item Analysis Results from the District the Think Central Go Math Chapter Assessments.	following categories; mastery, partial mastery, and non-mastery on specific skills for each grade level. For grades Kdg.-5 mastery was a score of 80% or better. Kdg. - 5 students who performed below 80% were given intervention strategies for remediation and retested. The averaged results of the Think Central Go Math Chapter Tests for grades 3-5 for the 2014-2015 school year indicate the following: 70% of Grade 3 students scored at 80% or above on the Math Obj. 64% of Grade 4 students scored at 80% or above on the Math Obj. 64% of Grade 5 students scored at 80% or above on the Math Obj.

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)
		development in Language Arts Literacy, Lunch Period Tutoring & Saturday Safety Net Program			

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	Implementation of Saturday and Summer Safety Net Programs.	YES	Attendance Records	The PARCC Test scores will be forthcoming in November of 2015.
Math	Students with Disabilities	Implementation of Saturday and Summer Safety Net Programs.	YES	Attendance Records	The PARCC Test scores will be forthcoming in November of 2015.
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Implementation of Saturday and Summer Safety Net Programs.	YES	Attendance Records	The PARCC Test scores will be forthcoming in November of 2015.
Math	ELLs	Implementation of Saturday and Summer Safety Net Programs.	YES	Attendance Records	The PARCC Test scores will be forthcoming in November of 2015.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	Implementation of Saturday and Summer Safety Net Programs.	YES	Attendance Records	The PARCC Test scores will be forthcoming in November of 2015.
MATH	Economically Disadvantaged	Implementation of Saturday and Summer Safety Net Programs.	YES	Attendance Records	The PARCC Test scores will be forthcoming in November of 2015.
ELA	ELA	Implementation of Saturday and Summer Safety Net Programs. These programs will utilize an innovative resource called "Measuring Up Live" that gives our learner's exposure to a variety of CCSS skills that are aligned to the PARCC assessment.	YES	Attendance Records	The PARCC Test scores will be forthcoming in November of 2015.
Math	Math	Implementation of Saturday and Summer Safety Net Programs. These programs will utilize an innovative resource called "Measuring Up Live" that gives our learner's exposure to a variety of CCSS skills that are aligned to the PARCC assessment.	YES	Attendance Records	The PARCC Test scores will be forthcoming in November of 2015.

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)
	Students with Disabilities		Yes	District/school attendance records Teacher professional improvement plan Teacher Assessment Notebooks (TANN)	Teacher Participation Rate- 100% Teachers met outcomes of 100% attendance. Teachers are committed to technology and curriculum infusion. Teachers must meet *HQT* requirements, as mandated by NJDOE.
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	• Utilization of Journeys ELL Leveled readers and Language Support Cards. • Computer Program Imagine Learning • Journeys' Grab N Go & Think Central	Yes	Results of all Grade Level School/District Assessments	Teacher Participation Rate- 100% Teachers met outcomes of 100% attendance. Teachers are committed to technology and curriculum infusion. Teachers must meet HQT requirements, as mandated by NJDOE.
Math	ELLs	• Computer Program Imagine Learning. • Go Math Resource Book ELL / Every child can learn. • Go Math Learning	Yes	Results of all Grade Level School/District Assessments	Teacher Participation Rate- 100% Teachers met outcomes of 100% attendance. Teachers are committed to technology and curriculum infusion. Teachers must meet HQT requirements, as mandated by NJDOE.

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)
		Center with games, stories, etc.			
ELA	Economically Disadvantaged	NA			
Math	Economically Disadvantaged	NA			
ELA	ELA	Monthly Writing Prompts are scored holistically with State and teacher made rubrics. Maintain a 120 min, ELA block that includes Readers & Writers Workshops reinforced with Learning Centers. • Periodic Common Planning and Grade Level Meetings were used to share strategies and best practices. • ELA Literacy strategies such as QAR and RACER, were implemented routinely by using the following resources SMART Boards, Anchor Charts, Rubrics, Journeys' Grab N Go and Think Central	Yes	District/school attendance records Teacher professional improvement plan Teacher Assessment Notebooks (TANN)	Teacher Participation Rate 100% Teachers met outcomes of 100% attendance. Teachers are committed to technology and curriculum infusion. Teachers must meet requirements *HQT* requirements, as mandated by NJDOE.
Math		• Grade Level Study Groups to identify key lessons from each chapter of Go Math that are aligned with the	Yes	District/school attendance records Teacher professional improvement plan	Teacher Participation Rate- 100% Teachers met outcomes of 100% attendance. Teachers are committed to technology and curriculum infusion. Teachers must meet *HQT* requirements, as mandated

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)
		Model Curriculum Mathematics Assessment for grades 1st-5th. • Professional Development for Teachers in the effective use of math manipulative, Holey Cards, SMART Boards, and Rubrics. • Periodic Grade Level Meetings to share strategies and discussion on the use of the book by John Van De Walle, • Grade Level Study Groups to identify key lessons from each chapter of Go Math that are aligned with the Model Curriculum Mathematics Test.		Teacher Assessment Notebooks (TANN)	by NJDOE.

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	Standardized Testing	Yes	District/school attendance records	Number of student logins during the 2014-2015 school

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)
	Disabilities	Workshop- Study Island, Achieve 3000 & PARCC Readiness Workshop			year.
Math	Students with Disabilities	Standardized Testing Workshop- Study Island, Achieve 3000 & PARCC Readiness Workshop	Yes	District/school attendance records	Number of student logins during the 2014-2015 school year.
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Standardized Testing Workshop- Study Island, Achieve 3000 & PARCC Readiness Workshop	Yes	District/school attendance records	Number of student logins during the 2014-2015 school year.
Math	ELLs	Standardized Testing Workshop- Study Island, Achieve 3000 & PARCC Readiness Workshop	Yes	District/school attendance records	Number of student logins during the 2014-2015 school year.
ELA	Economically Disadvantaged	Standardized Testing Workshop- Study Island, Achieve 3000 & PARCC Readiness Workshop	Yes	District/school attendance records	Number of student logins during the 2014-2015 school year.
Math	Economically Disadvantaged	Standardized Testing Workshop- Study Island, Achieve 3000 & PARCC Readiness Workshop	Yes	District/school attendance records	Number of student logins during the 2014-2015 school year.
ELA	ELA	Standardized Testing	Yes	District/school attendance records	Number of student logins during the 2014-2015 school

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)
		Workshop- Study Island, Achieve 3000 & PARCC Readiness Workshop			year.
Math	MATH	Standardized Testing Workshop- Study Island, Achieve 3000 & PARCC Readiness Workshop	Yes	District/school attendance records	Number of student logins during the 2014-2015 school 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.**

Mrs. Sharon Vincent
Principal's Name (Print)

Principal's Signature

6/15/15
Date

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

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

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	District Benchmark Assessments in Reading (Grades: 1-5)	The District/State Model Curriculum Assessments in Reading are formative assessments given five times a year. They are created by the Department of Education and are designed to track each child's progress throughout the entire school year. The Model Curriculum Assessment system enables Benjamin Banneker Academy teachers to build a comprehensive instructional view of student academic progress during pivotal points in the year, prior to the administration of PARCC Assessments. The assessment instruments indicate what specific skills students have acquired in LAL and Writing, in relationship to the core expectations established by the CCSS. The model curriculum assessments are formative assessments meant to provide progress monitoring of students (GE, SE, ELL) skill strengths and need improvement areas as teachers plan, differentiate and adjust instruction based on these findings. Moreover, test results are disaggregated by student, class and district performance, creating a cross content view of LAL instruction. Specifically, Benjamin Banneker Academy Model Curriculum Assessments in LAL/Reading for the 2014-2015 school year indicate: 68% of the Grade 1 students have shown mastery of the Reading Objectives 68% of the Grade 2 students have shown mastery of the Reading Objectives 37% of the Grade 3 students have shown mastery of the Reading Objectives 49% of the Grade 4 students have shown mastery of the Reading Objectives 58% of the Grade 5 students have shown mastery of the Reading Objectives 25% of the Bilingual students in Grades 1-5 have shown mastery of the Reading Objectives. 50% of the Special Needs (YESS) students in Grades 3-5 have shown mastery of the

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)
		Reading Objectives.
Academic Achievement - Writing	NA	
Academic Achievement - Mathematics	District Benchmark Assessments in Mathematics (Grades: 1-5) Special Needs	The District Think Central Go Math Chapter Tests in Mathematics are assessments given twelve times a year. They are c an on line assessment created by the publishers of Houghton Mifflin/Scott Fresman and are designed to track each child's progress throughout the entire school year. The Go Math Assessments enable Benjamin Banneker Academy teachers to build a comprehensive instructional view of student academic progress during pivotal points in the year, prior to the administration of the PARCC Assessment. The assessment instruments indicate what specific skills students have acquired in Mathmatics, in relationship to the core expectations established by the NJCCCS. The benchmark assessments are meant to provide progress monitoring of students (GE, SE, ELL) skill strengths and need improvement areas as teachers plan, differentiate and adjust instruction based on these findings. Moreover, test results are disaggregated by student, class and district performance, creating a cross content view of Math instruction. Specifically, Benjamin Banneker Academy District Benchmark Assessments in Math for the 2014-2015 school year indicate: 74% of the Grade 1 students have shown mastery of the Mathematics Objectives 77% of the Grade 2 students have shown mastery of the Mathematics Objectives 70% of the Grade 3 students have shown mastery of the Mathematics Objectives 64% of the Grade 4 students have shown mastery of the Mathematics Objectives 64% of the Grade 5 students have shown mastery of the Mathematics Objectives 81% of the Bilingual students in Grades 1 have shown mastery of the Mathematics.Objectives 37% of the Bilingual students in Grades 2 have shown mastery of the Mathematics Objectives 53% of the Bilingual students in Grades 3 have shown mastery of the Mathematics Objectives 54% of the Bilingual students in Grades 4 have shown mastery of the Mathematics Objectives 52% of the Bilingual students in Grades 5 have shown mastery of the Mathematics Objectives

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)
		56% of the Special Needs (YESS) students in Grades 3 have shown mastery of the Mathematics Objectives. 47% of the Special Needs (YESS) students in Grades 4 have shown mastery of the Mathematics Objectives.
Family and Community Engagement	Standardized Testing Workshop Measuring Up Live Study Island Achieve 3000	District/school attendance records. Number of student logins during the 2014-2015 school year
Professional Development	• Jason Foundation Training • Resilience Strategies and De-escalation	Certificates of Completion
Leadership		
School Climate and Culture	• Stop Bullying Now sessions • Second Step Session • R.E.S.P.E.C.T. School wide Initiative	Signature Pages Signature Pages/Assessments Daily Announcements
School-Based Youth Services	• Homelessness Prevention – McKinney Vento • School Guidance Counselor Sessions • School Social Worker Sessions • Summer Enrichment Programs Workshop • Community Tutoring and Afterschool Programs Workshop	Notes Attendance Signature Pages
Students with Disabilities	Standardized Testing Workshop	District/school attendance records.

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)
	Measuring Up Live Achieve 3000 Study Island	Number of student logins during the 2014-2015 school year
Homeless Students	NA	
Migrant Students	NA	
English Language Learners	Standardized Testing Workshop Measuring Up Live Achieve3000 Study Island Imagine Learning	District/school attendance records. Number of student logins during the 2014-2015 school year
Economically Disadvantaged	Standardized Testing Workshop Measuring Up Live Study Island Achieve 3000	District/school attendance records. Number of student logins during the 2014-2015 school year

2015-2016 Comprehensive Needs Assessment Process*
Narrative

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

The process through which Benjamin Banneker Academy develops priorities in the building is based on several different steps. The first step involves the School Leadership Team. Each week the School Leadership Team meets to discuss various issues that need to be addressed as it relates to the 5 Factor Tasks. The 5 Factor Tasks include and focus on Aligned Instructional System, High Performance Leadership and Organization, Professional Learning Community,

Parent/Guardian and Community Involvement. These factors are monitored through classroom observations and analyzing test data; PARCC, Model Curriculum Assessment, district cycle tests, benchmark assessments and safety net programs, the School Leadership Team areas that need to be strengthened in order to increase student achievement. The Literacy Coach, Math Coach, Teacher on Special Assignment, and Technology Coordinator work with classroom teachers to provide strategies that will assist in this process. In addition to the steps mentioned above, classroom teachers and coaches collaborate during grade level meetings staff meeting periods to identify strategies to use to meet class, grade level, and school wide goals. In the last few years, teachers have been required to submit lesson plans and technology integration checklist which include an outline of areas in need of improvement.

Typically, a needs assessment is used to describe the "gap" or discrepancy between "what is" and "what should be." This assessment involves the gathering of information from a variety of sources. Information can be quantitative and qualitative. Strengths and weaknesses are identified as a result of the investigation and assessment of programs, practices, values and activities. They provide baseline information from which to develop future plans. The next step is setting goals and objectives. These describe the desired results and are used for evaluation and accountability. Next, strategies are identified and activities are planned. Typically, these action plans include the people responsible for implementation and timelines from the beginning through completion. Then, the cycle begins again. Our school community has engaged in a continuous cycle of data collection, analysis, planning, and implementation. School improvement planning is contingent on these factors.

Specific to the requirements of the NCLB Comprehensive Needs Assessment, meetings will be held with stakeholder groups such as teachers, parents, and community members through monthly School Leadership Panel (SLP) meetings. SLP members will review and discuss the NCLB "Needs Assessment" forms and academic achievement and assessment results and determine the priority areas to be addressed for the 2014-2015 school year. Furthermore, the Teachers' Professional Development Committee, determined professional development areas to be addressed based on staff surveys and committee meetings. The SLP and school leadership team also reviewed discipline, at-risk behaviors and the parental and community needs.

Benjamin Banneker Academy has the largest Haitian/Creole bilingual population in the district. After monitoring and analyzing our student's progress in the bilingual program over several years, the principal, the district's ESL Supervisor and the School Leadership Panel agreed that there was a need to change the organization and structure of the Bilingual Program at Benjamin Banneker Academy.

In the 2014-2015 school year, the entire Haitian/Creole bilingual population will be a pivotal instructional focus, as all stakeholders will be involved in improving the GEP population of our school. Classroom teachers will be given in class support from the ESL teachers, coaches, and certified bilingual tutors. The organization of the enhanced program will be continuously discussed at staff meeting (2-3 times a month) with the principal, coaches, teaching staff, classroom teachers, and all

support staff. A year-long professional development is being provided to one teacher called SIOP (Sheltered Instruction Observation Protocol) which will introduce teachers to effective strategies for ELL students. The professional development is provided through a partnership with the NJDOE and East Orange School District.

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

The process through which Benjamin Banneker Academy collects data for student subgroups is based on various identified assessment tools that are administered throughout the school year.

- The results of the test are recorded on class grade, and school wide student performance profile forms.
- Teachers identify student performance based on identified benchmarks.
- Sub groups are then formed for instruction based on benchmark test results that identify the students who performed at these categories; Partially Proficient, Proficient or Advanced Proficiency.
- Teachers monitor student progress by recording their daily and cycle performance on profile forms.

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 collection methods are statistically sound because they are based on the National Percentile Range, Stanine Scores, and National, State and District Benchmark Standards.

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

The data analysis of the PARCC test scores for the 2014-2015 school year will take place once we receive the results in November 2015.:

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

The data analysis regarding professional development implemented in 2014-2015 will be revealed once we receive the PARCC scores in November, 2015

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

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

The assessment data, student portfolio and performance profile information from the previous year, and pre-test at the beginning of the school year are used to help identify at-risk students.

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

The Benjamin Banneker Academy student population consists of ELL students. Therefore, our needs assessment shows that our ELL population continues to have difficulty responding to the English language both oral and written. The ELL students in grades three thru five have been placed together in a small self contained class for intensive instruction from one teacher for all subjects for the 2014-2015 school year. We have too many students who have been in the United States for less than two years. Most of these students have limited prior educational experiences. Their performance indicates that they have great difficulty responding to social and academic English. It is expected that this program will improve the performance of the ELL students because it addresses the academic and social English needs of the students through concrete strategies in all domains.

Benjamin Banneker Academy offers a combination pullout and push-in ELL instructional model. Teachers with HGT ESL meet with the students twice a week for small group instruction. All ELL students are given additional time on task, translation of directions to the student's native language, and use of a bilingual dictionary as mandated by the state. For the 2014-2015 school year, Bilingual / ESL teachers will continue to receive SIOP training, to provide better strategies and practices for teachers. Teachers of Bilingual/ELL students will conduct a deeper analysis of ACCESS scores and Program Evaluation Analysis reports.

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

NA

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

Benjamin Banneker Academy has a full time school social worker on staff that works with our classroom teachers as well as our homeless population to address the needs of our students.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Benjamin Banneker Academy's principal presents and discusses state and district test data with the School Leadership Panel and then a presentation is made to the faculty at the beginning of the year. Additionally, teachers complete task analysis sheets after each District Benchmark Test. The task analysis sheets are then used to monitor student's progress and help the teacher plan for instruction.

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

The School Leadership Panel reviews student assessments to identify student strengths and weakness school-wide. Coachers are assigned to assist teachers with strategies to improve students' deficiencies and increase student performance. In addition, they assist teachers in planning appropriately to teach the core curriculum content standards and address individual student needs. Lesson plans are collected bi-weekly and review by the school administration to ensure that teachers are planning appropriately.

For the 2014-2015 school year, all students in Kindergarten and Grade 1 will be screened at the beginning of the year using the Houghton Mifflin Reading Emerging Literacy Survey. Kindergarten and grade 1 students are also given an Emerging Literacy Survey three times during the year. Students in grades 1-5 are administered the Model Curriculum Assessment. The results of these assessments allow teachers to plan lessons with a specific focus on instruction as is evident in small group instruction during guided reading, delivery of effective conferencing strategies and Tier 3 intervention strategies. A district quarterly reading and writing benchmark assessment is given to monitor student progress, as well as grade level teacher made tests. Teachers meet by grade level, to analyze their specific data generated from assessment tests including the PARCC and the new Model Curriculum Assessment. This helps determine individual class, grade level, and school wide priorities. In addition, the assessment data is used to help identify students at risk in our school and to help teachers determine the targeted instruction for our Safety Net programs held on Saturdays and during the summer.

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

The East Orange Early Childhood Program has developed a transition plan from preschool to kindergarten. A committee of early childhood department staff, school administrators, master teachers, Community Outreach Coordinator, Social Worker, preschool staff, kindergarten staff and parents meet to evaluate and establish activities for a smooth transition of students. The committee meets several times during the year.
Several activities highlight transition for East Orange preschool students:

- Open House/Welcome Back to School Day/Night
- Kindergarten staff is in-serviced about the preschool program; preschool staff is in serviced about the kindergarten program.
- A Community Fair is held in the spring to orientate parents about program and registration process for preschool and kindergarten.
- The Transition Open House is held in the spring to invite parents of students from preschool to kindergarten.
- The school Guidance Counselor and Social Worker are instrumental in arranging classroom visitations and partnering with prospective parents.

Kindergarten teachers and assistants provide an overview of the program and expectations. Students tour the room and experience a sample of classroom activities. Books, pamphlets and flyers are distributed with information about the school and program. Summer activities are included in this distribution.
The Principal and Assistant Principal of Benjamin Banneker Academy have established a committee that has develop a transition plan from fifth grade to middle school. The committee is made up of members from the School Leadership Panel (SLP), School Management Team (SMT) and appropriate grade level staff. The committee meets several times during the year. Several activities highlight transition for students entering kindergarten and middle school:

- Open House/Welcome Back to School Day/Night;
- Appropriate staff members are in-serviced about middle school programs and expectations.

- The Transition Open House is held in the spring to invite parents of students entering middle school.
- The school Guidance Counselor and Social Worker are instrumental in arranging classroom visitations and partnering with prospective parents.
- Parents are apprised of available programs offered at different middle schools.
- Students have the opportunity to tour and audition at different middle school in the district.
- Books, pamphlets and flyers are distributed with information about the schools and their programs.

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

The process through which Benjamin Banneker Academy selects priority problems are based on data for student subgroups is based on various identified assessment tools that are administered throughout the school year.

- The results of the test are recorded on class grade, and school wide student performance profile forms.
- Teachers identify student performance based on identified benchmarks.
- Sub groups are then formed for instruction based on benchmark test results that identify the students who performed at these categories; partially proficient, proficient, or advanced proficient.
- Teachers monitor student progress by recording their daily and cycle performance on profile forms.

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	Closing the achievement gap in the content area of English Language Arts (ELA) for the following students: Economically Disadvantaged, Current and Former ELL and Special Education	
Describe the priority problem using at least two data sources	PARCC ELA Proficiency scores are usually 10% or more below Math scores. PARCC scores will not be in until November, 2015 to see if the math scores are higher than the ELA scores. Only 30% of the ELL student in Grades 3-5 scored at proficiency or above on the Model Curriculum Assessments in ELA. Only 50% of the YESS students scored at proficiency or above on the Model Curriculum Assessments in ELA.. The majority of our Special Education students do not score at proficiency or above in ELA on PARCC.	
Describe the root causes of the problem	The majority of our students are not reading a sufficient number of independent leveled and Chapter books. Both the ELL and Special Education students have difficulty sustaining their focus for a long period of time. The English Language presents a strong barrier for our Haitian students and their parents. ELL students continue to have great difficulty comprehending the vocabulary/language of grade level text. Inappropriate behavior interferes with the student academic performance of the (YESS) students.	
Subgroups or populations addressed	Economically Disadvantaged, ELL, and Special Education	
Related content area missed (i.e., ELA, Mathematics)	Social Studies	
Name of scientifically research based intervention to address priority problems	School Messenger Notification System	

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

How does the intervention align with the Common Core State Standards?	All District curriculum and technology curriculum infusion are aligned to NJCCS, teacher strategies are based on New Jersey Professional Development "Best Practice"	

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	School Messenger Notification System *Focus	Administrator, secretary, guidance counselor, teachers	Increase in students attendance Decrease in unexcused absences Increased Parental Outreach Increased School Communication Increase in Student Performance	Documents from the NJDOE, and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson
Math	Students with Disabilities	School Messenger Notification System *Focus	Administrator, secretary, guidance counselor, teachers	Increase in students attendance Decrease in unexcused absences Increased Parental Outreach Increased School Communication Increase in Student Performance	Documents from the NJDOE, and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant				
ELA	ELLs	School Messenger Notification System *Focus	Administrator, secretary, guidance counselor, Bil./ESL teachers & Supervisor	Increase in students attendance Decrease in unexcused absences Increased Parental Outreach Increased School Communication Increase in Student Performance	Documents from the NJDOE, and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson
ELA	Economically	School Messenger	Administrator,	Increase in students attendance	

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)
	Disadvantaged	Notification System *Focus	secretary, guidance counselor, teachers	Decrease in unexcused absences Increased Parental Outreach Increased School Communication Increase in Student Performance	
Math	Economically Disadvantaged	School Messenger Notification System *Focus	Administrator, secretary, guidance counselor, teachers	Increase in students attendance Decrease in unexcused absences Increased Parental Outreach Increased School Communication Increase in Student Performance	Documents from the NJDOE, and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson
ELA	General Education, Title 1	School Messenger Notification System *Focus	Administrator, secretary, guidance counselor, teachers	Increase in students attendance Decrease in unexcused absences Increased Parental Outreach Increased School Communication Increase in Student Performance	Documents from the NJDOE, and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson
Math	General Education, Title 1	School Messenger Notification System *Focus	Administrator, secretary, guidance counselor, teachers	Increase in students attendance Decrease in unexcused absences Increased Parental Outreach Increased School Communication Increase in Student Performance	Documents from the NJDOE, and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson

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	Continued Implementation of Saturday & Summer Safety Net. Continued Implementation of Remediation/Intervention/Retesting sessions individual/Small Groups	District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Test Model Curriculum Assessment Results	Documents from the NJDOE and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson
Math	Students with Disabilities	Continued Implementation of Saturday & Summer Safety Net. Continued Implementation of Remediation/Intervention/Retesting sessions individual/Small Groups	District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Test Model Curriculum Assessment Results	Documents from the NJDOE and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Continued Implementation of Saturday & Summer Safety Net. Continued Implementation of Remediation/Intervention/Retesting sessions individual/Small Groups	District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Test Model Curriculum Assessment Results	Documents from the NJDOE and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson
Math	ELLs	Continued Implementation of Saturday & Summer Safety Net. Continued Implementation of	District and school-based	State Test Data District Benchmark Data	Documents from the NJDOE and "Enhancing Professional Practice a Framework for Teaching" by

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)
		Remediation/Intervention/Retesting sessions individual/Small Groups	faculty / staff	Teacher-Made Test Model Curriculum Assessment Results	Charlotte Danielson
ELA	Economically Disadvantaged	Continued Implementation of Saturday & Summer Safety Net. Continued Implementation of Remediation/Intervention/Retesting sessions individual/Small Groups	District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Test Model Curriculum Assessment Results	Documents from the NJDOE and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson
Math	Economically Disadvantaged	Continued Implementation of Saturday & Summer Safety Net. Continued Implementation of Remediation/Intervention/Retesting sessions individual/Small Groups	District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Test Model Curriculum Assessment Results	Documents from the NJDOE and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson
ELA	Grades K-5	Continued Implementation of Saturday & Summer Safety Net. Continued Implementation of Remediation/Intervention/Retesting sessions individual/Small Groups	District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Test Model Curriculum Assessment Results	Documents from the NJDOE and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson
Math	Grades K-5	Continued Implementation of Saturday & Summer Safety Net. Continued Implementation of Remediation/Intervention/Retesting sessions individual/Small Groups	District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Test Model Curriculum Assessment Results	Documents from the NJDOE and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson

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

**Use an asterisk to denote new programs.*

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	• Teacher in-service on inclusion practices • Teacher in-service on ditterentiated instruction • Teacher in-service on Classroom Management • Continue staff in-service on the Charlotte Danielsons' Enhancing Professional Practice, A Framework for Teaching. • Establish Cross content/grade level meetings to formulate strategies to improve skills for students taking on line assessments.	District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Test Model Curriculum Assessment Results	Documents from the NJDOE and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson
Math	Students with Disabilities	• Teacher in-service on inclusion practices • Teacher in-service on differentiated instruction	District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Test	Documents from the NJDOE and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson

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)
		• Teacher in-service on Classroom Management • Continue staff in-service on the Charlotte Danielsons' Enhancing Professional Practice, A Framework for Teaching. Establish Cross content/grade level meetings to formulate strategies to improve skills for students taking on line assessments.			
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs		District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Tests Model Curriculum Assessment Results	Documents from NJDOE, and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson

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)
Math	ELLs		District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Tests	Documents from NJDOE, and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson
ELA	Economically Disadvantaged	• Teacher in-service on inclusion practices • Teacher in-service on differentiated instruction • Teacher in-service on Classroom Management • Continue staff in-service on the Charlotte Danielsons' Enhancing Professional Practice, A Framework for Teaching. Establish Cross content/grade level meetings to formulate strategies to improve skills for students taking on line assessments.	District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Tests Model Curriculum Assessment Results	Documents from NJDOE, and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson
Math	Economically Disadvantaged	• Teacher in-service on inclusion practices • Teacher in-service on differentiated instruction • Teacher in-service on	District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Tests	Documents from NJDOE, and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson

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)
		Classroom Management • Continue staff in-service on the Charlotte Danielsons' Enhancing Professional Practice, A Framework for Teaching. Establish Cross content/grade level meetings to formulate strategies to improve skills for students taking on line assessments.			
ELA	Grades K-5	• Teacher in-service on inclusion practices • Teacher in-service on differentiated instruction • Teacher in-service on Classroom Management • Continue staff in-service on the Charlotte Danielsons' Enhancing Professional Practice, A Framework for Teaching. Establish Cross content/grade level	District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Tests Model Curriculum Assessment Results	Documents from NJDOE, and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson

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)
		meetings to formulate strategies to improve skills for students faking on line assessments.			
Math	Grades K-5		District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Tests	Documents from NJDOE, and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson

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

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	Back to School Night, Parent-Teacher Conferences, Technology In-service, Homework-Support In-service	District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Tests Model Curriculum Assessment	Documents from NJDOE, and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson
Math	Students with Disabilities	Back to School Night, Parent-Teacher Conferences, Technology In-service, Homework-Support In-service	District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Tests Model Curriculum Assessment	Documents from NJDOE, and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Back to School Night, Parent-Teacher Conferences, Technology In-service, Homework-Support In-	District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Tests Model Curriculum Assessment	Documents from NJDOE, and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson

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)
		service			
Math	ELLs	Back to School Night, Parent-Teacher Conferences, Technology In-service, Homework-Support In-service	District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Tests Model Curriculum Assessment	Documents from NJDOE, and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson
ELA	Economically Disadvantaged	Back to School Night, Parent-Teacher Conferences, Technology In-service, Homework-Support In-service	District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Tests Model Curriculum Assessment	Documents from NJDOE, and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson
Math	Economically Disadvantaged	Back to School Night, Parent-Teacher Conferences, Technology In-service, Homework-Support In-service	District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Tests Model Curriculum Assessment	Documents from NJDOE, and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson
ELA	Grades K-5	Back to School Night, Parent-Teacher Conferences, Technology In-service, Homework-Support In-service	District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Tests Model Curriculum Assessment	Documents from NJDOE, and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson
Math	Grades K-5	Back to School Night, Parent-Teacher Conferences, Technology In-service,	District and school-based faculty / staff	State Test Data District Benchmark Data Teacher-Made Tests	Documents from NJDOE, and "Enhancing Professional Practice a Framework for Teaching" by Charlotte Danielson

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)
		Homework-Support In-service		Model Curriculum Assessment	

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 should communicate with the teacher often and monitor homework assignments.

2. How will the school engage parents in the development of the written parent involvement policy?

   State and District Website, School-Wide Mailings, Local Media Advertisements, PTO Meetings, SLP Meetings, Back to School Night, Parent / Teacher Conferences

3. How will the school distribute its written parent involvement policy?

   Faculty / Staff Communications (via telephone), email confirmations, school website, school-wide mailings distributed via students, and reminders to parents during PTO and School Leadership Panel Meetings

4. How will the school engage parents in the development of the school-parent compact?

   Benjamin Banneker Academy will hold parent workshops and engage parents by asking for input during Back to School Night, Parent Teacher Conferences, School Leadership Panel Meetings and Written / Oral Communication with Teachers

5. How will the school ensure that parents receive and review the school-parent compact?

   Benjamin Banneker parents will be required to sign the document and return the signature section to school

6. How will the school report its student achievement data to families and the community?

   Benjamin Banneker Academy meets the mandates for parent notification requirements as outline in Title III.
   Mailed individualized ACCESS score reports
   Mail individualized PARCC results
   Discuss Model Curriculum Assessment, PARCC, and ACCESS results at Parent / Teacher Conferences and Assessment Workshops

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

Benjamin Banneker Academy conducts an annual Bilingual/ESL Meeting to discuss Title III and other program requirements

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? The results are mailed home to all families, published in local newspapers, and published on the school website.

8. How will the school inform families and the community of the school's disaggregated assessment results?

   State and District Website, School-Wide Mailings, Local Media Advertisements, PTO Meetings, SLP Meetings, Back to School Night, Parent / Teacher Conferences.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

   Input provided during SLP meetings and NCLB Committee meeting

10. How will the school inform families about the academic achievement of their child/children?

    State and District Website, School-Wide Mailings, Local Media Advertisements, PTO Meetings, SLP Meetings, Back to School Night, Parent / Teacher Conferences.

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

    Funds were used to support all school-wide parental programming needs for the 2014-2015 school year.

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	100%	• Professional Development • Mentoring • In-class Support from Coaches • Instructional Remedial Support from Teacher Tutors
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	100%	• Professional Development • Mentoring • In-class Support from Coaches • Common Planning with Classroom Teachers
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Offer the following: • Professional Development • Mentoring • In-class Support from Coaches • Instructional Remedial Support from Teacher Tutors • Comparable pay/benefits with neighboring School Districts	East Orange Board of Education, District / School Administrators