Truth

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: Sojourner Truth Middle School
Chief School Administrator: DR. GLORIA C. SCOTT	Address: 116 Hamilton Street East Orange NJ
Chief School Administrator's E-mail: g.scott@eastorange.k12.nj.us	Grade Levels: 7
Title I Contact: Mr. James Leutz	Principal: Vincent L. Stallings
Title I Contact E-mail: j.leutz@eastorange.k12.nj.us	Principal's E-mail: v.stallings@eastorange.k12.nj.us
Title I Contact Phone Number: 973-266-5781	Principal's Phone Number: 973-266-5665

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.

Vincent Stallings
Principal's Name (Print)

Principal's Signature

6/23/15
Date

SCHOOLWIDE SUMMARY INFORMATION - *ESEA§1114*

Critical Overview Elements

- The School held 3(number) of stakeholder engagement meetings.
- State/local funds to support the school were $ 4,694,806, which comprised 99% of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 4,694,806, which will comprise 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
Professional consultant relative to student achievement in the CCSS	2 and 3	Parental Involvement, CCSS	200-300	$1500
Informative pamphlets	2 and 3	Academic achievement	200-600	$150
Light refreshments for parental meetings relative to academic achievement	2 and 3	Parental involvement/academic achievement	200-800	$200
Stipend for teacher conducting technology workshops for parents	2 and 3	Parental involvement	200-100	$300

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.

[illegible] 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
Vincent Stallings	Administrator	Yes	Yes	Yes	
Paul Santoro	Administrator	Yes	Yes	Yes	Paul Santoro
Cheryl Willoughby	Mathematics Coach	Yes	Yes	Yes	
Zainab Abdul-Zahir	Literacy Coach	Yes	Yes	Yes	Zainab Abdul Zahir
Gabriel Cajuste	Technology Coordinator	Yes	Yes	Yes	Gabriel Cajuste
Abina Gibson	Social Worker	Yes	Yes	Yes	
John Giotta	ELA Teacher	Yes	Yes	Yes	
Cathy Battle	COC	Yes	Yes	Yes	Cathy Battle

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
April	Truth Conference Room	Comprehensive Needs Assessment	x		x	
May		Schoolwide Plan Development	x		X	
June		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?	Sojourner Truth Middle School will be recognized as the number one middle school in the state of New Jersey in the following areas: 1. Student Achievement 2. Student Attendance 3. Student Discipline 4. Sojourner Truth Middle School's mission is to provide a positive, caring and safe environment conducive to learning, where students are equipped with the skills, knowledge and understanding needed to meet the challenges and opportunities that they will encounter.

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

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

Evaluation of 2014-2015 Schoolwide Program *

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

1. Did the school implement the program as planned? Yes. Our curriculum was implemented according to the pacing and curriculum guide. We reviewed student performance and implemented new state mandates as prescribed by TEACHNJ.
2. What were the strengths of the implementation process? Students respond to best practices during whole group instruction. Individualized and small group instruction is increasing. Collaborative planning and aligning instruction and classroom assessment to the model curriculum, model curriculum assessments and the Common Core Standards have been a noticeable strength.
3. What implementation challenges and barriers did the school encounter? Our 6th grade students had a great deal of difficulty mastering the CCSS. The transition to the Common Core Standards in mathematics was a challenge. Some staff experience management problems during small group and individualized instruction. Re-teaching while continuing with pacing implementation has been a challenge.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Collaboration of staff to develop interventions for ELA and Math are strengths. The collaboration of staff to uniformly implement the curriculum is a strength. The ELA coach did an effective job of modeling close reading strategies and identifying ways to differentiate instruction to support learners. The SGO process and additional assessments were challenges for staff members.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Professional development sessions are presented and follow-up sessions occur to reinforce expectations. Continue to have coaches and teachers share expertise and turnkey information to support program initiatives.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? A staff perception survey of the school-wide program was administered. 44/47 teaching staff members were consistently positive when rating school climate and administrative support. Data has been compiled and is on file.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? ? A community perception survey was administered. Data is on file. Perceptions of the school and academic program were mostly positive.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? Classroom instruction provides small group and 1:1 interventions. ELA pull out was provided 3 days per week in a small a group setting. The class size of after-school and Saturday programs varied. Fifteen to twenty students were scheduled per class.

9. How did the school structure the interventions? Interventions occurred via differentiated instruction in the classroom and at the extended day programs as well as Saturday.
10. How frequently did students receive instructional interventions? Afterschool program was held two times per week, Saturday Academy was once per week (3hours), and differentiated instruction occurs weekly, case manager interventions are implemented on various schedules.
11. What technologies did the school use to support the program? Computer labs, IPADS, Smartboards, Edusoft, Focus, Achieve 3000, Renaissance Learning, IXL
12. Did the technology contribute to the success of the program and, if so, how? Yes. It provided a method to collect and analyze data via Edusoft, Focus, Achieve and Renaissance Learning. Renaissance Learning also measured student growth between administrations. A growth report is available immediately. Standards' reports are also available on Edusoft and Achieve 3000. Parents are able to access their child's progress reports via Focus. Focus also contains a test history report where staff can review student achievement over a three-year period.

Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did or did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				

Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Evaluation of 2014-2015 Student Performance

Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				

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

Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

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

Evaluation of 2014-2015 Interventions and Strategies

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Classroom interventions, I&RS interventions, counseling sessions with CST	Yes	Renaissance Learning data showed that most students increased their reading levels from the Fall administration. Achieve 3000 data.	
Math	Students with Disabilities	Same as above			
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Same as above			
Math	ELLs	Same as above			
ELA	Economically Disadvantaged	Same as above			
Math	Economically Disadvantaged	Same as above			
ELA		Same as above			
Math		Same as above			

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	TOTAL POPULATION	1.Adapt instruction to individual and small group needs 2. Continued		Teacher observations and student achievement results.	Students' achievement outcomes on model curriculum assessments; Renaissance scores in Oct., January, and Feb.; PARCC proficiency

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)
		implementation of district curriculum			and growth.
Math	TOTAL POPULATION	1.Adapt instruction to individual and small group needs 2. Continued implementation of district curriculum		Teacher observations and student achievement results.	Students' achievement outcomes on model curriculum assessments; PARCC proficiency and growth.

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

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	TOTAL POPULATION	Parent Literacy Workshops-assist with learning in the home. CCSS workshop			Attendance at workshops; student performance results on PARCC; WIDA; Achieve 3000, Renaissance, technology
Math	TOTAL POPULATION	Parent math workshops-assist with learning in the home. CCSS workshop			Attendance at workshops; student performance results on PARCC; WIDA; Think Central, Renaissance, technology

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

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.

Vincent Stallings		6/23/15
Principal's Name (Print)	**Principal's Signature**	**Date**

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

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

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Model Curriculum Assessments. Renaissance Learning	There was a 15-point average gain per homeroom in their Renaissance Star Reading score. Model Curriculum Assessment 3 indicated 10% of students were at Acquired or above.
Academic Achievement - Writing	Model Curriculum Assessments	Model Curriculum Assessment Unit 3 indicated that 10% of students were at Acquired or above.
Academic Achievement - Mathematics	Model Curriculum Assessments. Renaissance Learning	Model Curriculum Assessment Unit 4 indicated that 10% of students were at Acquired or above. . Renaissance Learning Star Math: average 11-point gain per homeroom.
Family and Community Engagement	Parent contact logs, sign-in sheets for parental involvement events	There were twice as many parents at our summer orientation then previous years, however, parental involvement at school-based activities was not at the same level as it has been in the past. Sign-in sheets on file with COC.
Professional Development	All staff is in compliance	20 hours of professional development requirement/PDP plans.
Leadership	SCIP Agendas/Minutes	Observations and evaluations were conducted according to mandates.
School Climate and Culture	Perception surveys for teachers/parents	Data on file at school. The majority of the perceptions of both teachers and parents were positive.
School-Based Youth Services		
Students with Disabilities	Model Curriculum Assessments. Renaissance Learning	Model curriculum assessment Unit 3 Math: 0% at acquired or above. Model curriculum assessment Unit 4 ELA: 6% acquired or above. Renaissance Learning Star Reading: average 62-point gain. Renaissance Learning Star

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)
		Math: average 35-point gain per homeroom.
Homeless Students		
Migrant Students		
English Language Learners	Model Curriculum Assessments. Renaissance Learning	Model curriculum assessment Unit 3 Math: 0% at acquired or above. Model curriculum assessment Unit 4 ELA: 6% acquired or above. Renaissance Learning Star Reading: average 14-point gain per homeroom. Renaissance Learning Star Math: average 46-point gain per homeroom.
Economically Disadvantaged		

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? A comprehensive review of all programs took place. Participants in the process are listed on page 2 of this plan. Student achievement on the NJASK 2014 and various other assessments were examined. We attempted to align student results with students participating in our extended day programs. Data was compiled and analyzed. A thorough evaluation of the success and failure of the school's current programs and strategies took place. Priority problems were then identified.

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

2. Our first source of data analyzed was NJASK reports on achievement. Sub-groups were identified on our 2013 demographic group report. An analysis of their achievement levels was conducted. All data was shared at staff meetings, content area meetings and will be shared with the public at our Back to School Night. The data from each cycle test is organized and distributed to staff in a similar manner. Cycle test data is available via Edusoft. We also analyze student attendance, academic achievement on report cards, focus-walk results and student social, emotional development through the I&RS Team.

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)? Most of our academic data analyzed is in standardized form. We also use multiple measures such as Achieve 3000 data, chapter tests, Renaissance exams and portfolio assessments. Teachers are required to follow district

policy when calculating report card grades. Attendance data is accurate. The social and emotional data relative to students is gathered from various staff members as well as the families of students referred to the I&RS Team.

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

A need exists for teachers to plan more detailed lessons. This will improve the pacing of lessons as well as questioning practices. Teachers have developed standards-based teaching environments that allow students to experience the full curriculum. Instructional strategies between teachers are becoming more aligned. Skill practice between teachers is becoming more aligned due to increased articulation. Renaissance Learning data is being used to drive instruction. Classroom instruction is showing more evidence of differentiated instructional activities.

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

Continued observation of PD implementation is required. This is particularly true for the new curriculum implementation. Professional development has been effective. Strategies learned at PD sessions are being implemented in the classroom. Observations from peers, administration and content area supervisors have all indicated the same. Need continued focus on student engagement strategies. Need to increase focus on common core, anchor standards, and the model curriculum. Need to prepare for the upcoming PARCC assessment.

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

Students who have a severe incident will be referred to the I&RS team. Other students are first identified as educationally at risk through an examination of their NJASK, attendance, retention, academic and behavioral data. After one cycle of teacher interventions, students who have not made the desired progress will be referred to the I&RS team for additional interventions.

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

Students who exhibit difficulties either academically or socially at any given point in the school year may be referred to the I&RS team. Referred students receive a variety of interventions that are coordinated by a case manager. All students with disabilities have a case manager from our Child Study Team. Students are targeted for extended day instruction.

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

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

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

Educationally at-risk students are provided assistance through the I&RS process, guidance services and activities, differentiated instructional activities in the classroom and by establishing effective communication with the parents/guardians of these students. These students are encouraged participation in extended day programs. Students are supported with transportation to and from school.

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

Team meetings are held with administration. ELA teachers are using a textbook based software program to analyze data and develop reports using The Common Core Standards. Math teachers are developing weekly assessments collaboratively. Teachers can develop teacher made tests and quizzes that will provide data relative to students attaining their designed leaning outcomes.

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

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

The School Leadership Team conducted a needs assessment. Achievement data informed us that there is a need to increase achievement in the areas of mathematics and ELA. Performance targets were established with the goal students demonstrating typical to high growth on the school-wide measure of the 2014 NJASK. The same goal applies for each subgroup.

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	Using data/assess to improve learning	Language arts literacy and reading
Describe the priority problem using at least two data sources	Teachers are analyzing data but struggling to differentiate instruction as observed during classroom walkthroughs. Part of the struggle is not planning adequately in order to identify and address the needs of specific students as evidenced in lesson plans.	Implement newly revised ELA curriculum that is aligned with the common core standards. Collaborative planning and curriculum alignment and adjustments.
Describe the root causes of the problem	Although improving, teachers will require more direct supervision while engaging in data analysis and lesson planning activities.	Students reading below grade level make it difficult to teach at levels required to master the Common Core Standards.
Subgroups or populations addressed	All	All
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	Professional development in the area of data analysis and differentiated instruction. Continue implementing content area meetings. The school will identify curriculum gaps that will be used to adjust instructional practices and align content to the common core standards and model curriculum. Multiple data sources will be analyzed such as teacher made tests, chapter tests, Achieve 3000, Renaissance Learning and Model Curriculum assessment data	Implement newly revised ELA curriculum that is aligned with the common core standards. Collaborative planning and curriculum alignment and adjustments.
How does the intervention align with the Common Core State Standards?	Common Core materials will be utilized in order to assess student progress. Planning will align CCSS to instruction.	

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	Malhematics	
Describe the priority problem using at least two data sources	10% of students were at the acquired or above level on the Model Curriculum Unit 3 Assessment. 0% of students with disabilities were at the acquired or above level on the Model Curriculum Unit 3 Assessment.	
Describe the root causes of the problem	A need exists to better align the curriculum Model Curriculum assessments with classroom instruction.	
Subgroups or populations addressed	All	
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	Extended Day Instruction, Differentiated Instruction	
How does the intervention align with the Common Core State Standards?	Instruction will focus on students being able to implement the Common Core Mathematical Practices: Make sense of problems and persevere in solving them, Reason abstractly and quantitatively, Construct viable arguments and critique the reasoning of others, Model with mathematics, Use appropriate tools strategically, Attend to precision, Look for and make use of structure, Look for and express regularity in repeated reasoning.	

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	• Implement ELA curriculum aligned to CCSS • Focus on text dependent questioning • Focus on analyzing text • Continue to address close reading protocols Continue to focus on academic vocabulary	Administration, coaches, classroom teachers	Model curriculum assessment, PARCC, Renaissance assessment in LAL, Achieve 3000 lexile score.	Common Core Standards Improving Adolescent Literacy: Effective Classroom and Intervention Practices, What Works Clearinghouse. Co-teaching
Math	Students with Disabilities	• Implement Math curriculum aligned to CCSS. • Continue to Implement differentiated instruction. • Focus on short	Administration, coaches, classroom teachers	Model curriculum assessment, PARCC, Renaissance assessment in mathematics.	Common Core Standards Assisting Students Struggling With Mathematics" RTI for Elementary and Middle Schools, What Works Clearinghouse Co-teaching

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)
		answer constructed response items. • Focus on math academic vocabulary Continue to Implement re-teaching and targeted review.			
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Same as students with disabilities.	Administration, coaches, classroom teachers	Model curriculum assessment, PARCC, Renaissance assessment in LAL, Achieve 3000 lexile score.	Common Core Standards Improving Adolescent Literacy: Effective Classroom and Intervention Practices, What Works Clearinghouse.
Math	Economically Disadvantaged	Same as students with disabilities.	Administration, coaches, classroom teachers	Model curriculum assessment, PARCC, Renaissance assessment in mathematics.	Common Core Standards Assisting Students Struggling With Mathematics" RTI for Elementary and Middle Schools, What Works

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)
					Clearinghouse
ELA		Same as students with disabilities.	Administration, coaches, classroom teachers	Model curriculum assessment, PARCC, Renaissance assessment in LAL, Achieve 3000 lexile score.	Common Core Standards Improving Adolescent Literacy: Effective Classroom and Intervention Practices. What Works Clearinghouse.
Math		Same as students with disabilities.	Administration, coaches, classroom teachers	Model curriculum assessment, PARCC, Renaissance assessment in mathematics.	Common Core Standards Assisting Students Struggling With Mathematics" RTI for Elementary and Middle Schools, What Works Clearinghouse

Use an asterisk to denote new programs.

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

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	1.Adapt instruction to individual and small group needs 2. Continued implementation of	Administration, coaches, teachers	Model Curriculum Assessments, PARCC 2016, Star Reading	Structuring Out-of-School Time to Increase Academic Achievement, What Works Clearinghouse Implementation of Common Core

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)
		district curriculum			Standards
Math	Students with Disabilities	1.Adapt instruction to individual and small group needs 2. Continued implementation of district curriculum	Administration, coaches, teachers	Model Curriculum Assessments, PARCC 2016, Star Math	What Works Clearinghouse Implementation of Common Core Standards
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Same as above for ELA		Same as above	
Math	ELLs	Same as above for Math		Same as above	
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA		Same as above for ELA		Same as above	
Math		Same as above for Math		Same as above	

Use an asterisk to denote new programs.

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	ALL STUDENTS	Provide professional development throughout year on best practices; data	District Supervisors, School Administrators,	Staff will implement skill learned during PD. Classroom observations and walk-throughs will identify the strategies	

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)
		analysis, differentiated instruction, rubric scoring, standardized testing, Continued PD on the Danielson Frameworks for teaching.	Content Area Coaches	implemented. Lesson plans will support the implementation of strategies.	
Math	ALL STUDENTS	Provide professional development throughout year on best practices; data analysis, differentiated instruction, standards-based classroom, rubric scoring, standardized testing, Continued PD on the Danielson Frameworks for teaching.	District Supervisors, School Administrators, Content Area Coaches	Staff will implement skill learned during PD. Classroom observations and walk-throughs will identify the strategies implemented. Lesson plans will support the implementation of strategies.	

Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing thALLe 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.

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

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? The building Principal along with the SLT/ScIP will conduct reviews of the Title I plan.
2. What barriers or challenges does the school anticipate during the implementation process? We do not see barriers that are new. Continued implementation of NJACHIEVE consumes a great deal of time.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? We will continue with our approach that has been successful to date. We use the approach that we are all in this together to support our mission/vision to improve student achievement and become a model learning institution.
   What measurement tool(s) will the school use to gauge the perceptions of the staff? Staff perception surveys will be given.

   What measurement tool(s) will the school use to gauge the perceptions of the community? Community perception surveys will be given.
4. How will the school structure interventions? Interventions for improvement of programs will be embedded into the program.

   Extended day, Saturday, Differentiated instruction as per lesson plan.

   How frequently will students receive instructional interventions? Certain interventions are daily others will be based upon the availability of tutors. Afterschool program interventions will be provided two times per week.
5. What resources/technologies will the school use to support the schoolwide program? Smartboards, Promethean Boards, document cameras, laptops, iPads, web-based programs.

6. What quantitative data will the school use to measure the effectiveness of each intervention provided? PARCC disaggregated data Renaissance data, Achieve 3000 data, and Model Curriculum assessment data.

7. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Grade level team meetings, SLT/ScIP meetings, PTO meetings, staff meetings, Back to School Night

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

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

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

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

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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? Administration and coaches will collaborate to develop a series of parent workshops that will address topics in ELA and mathematics that will provide strategies for parents to assist with learning in the home.
2. How will the school engage parents in the development of the written parent involvement policy? A parent involvement policy is currently in place. Our community outreach coordinator will review this policy with a newly elected PTA Board.

3. How will the school distribute its written parent involvement policy? It will be available on the school's link from the district web site.

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

The school-parent compact is part of our district handbook.

5.How will the school ensure that parents receive and review the school-parent compact? The district student/parent handbook will be distributed when it arrives. The compact will be returned, signed by the parent/guardian.

6.How will the school report its student achievement data to families and the community? Administration reports out at our Back to School Night, posts on the school website, district places results in the local papers, and during various meetings-i.e., PTO and SLT meetings. Individual student results are reported to parents through the mail.

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 of ELL students PARCC scores will be available during parent conferences in September. Families have access to the data via the NJDOE website.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

8.How will the school inform families and the community of the school's disaggregated assessment results? DOE website, back to school night, upon request. Test scores are sent home with students and achievement data is shared at Back to School Night. Mid-quarter notices are mailed home as well as cycle progress reports. Teachers make regular contact with parents via phone, email, text, and letters or in person relative to the academic progress of their child/children.

9.How will the school involve families and the community in the development of the Title I Schoolwide Plan? Title I School-wide Plan implementation will be reviewed during monthly PTA meetings. The development of the next year's plan will be discussed.

10.How will the school inform families about the academic achievement of their child/children? Parents are informed quarterly via mid-quarter notices. Parents have access to their child's grade book via Focus.

11.On what specific strategies will the school use its 2015-2016 parent involvement funds? Parental involvement activities such as Career Day, Grandparents Day, Report Card Pick-up Day and to purchase informative pamphlets for parents. Funds will be used to provide training for parents on various topics relative to student achievement and technology.

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

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	50 100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0 0%	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	12 100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0 0%	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
All teachers must be highly qualified in order to apply for middle school teaching positions. Vacant teaching positions are advertised, administrative staff attend job fairs at various colleges and universities in order to interview and attract HQ staff.	**Human Resources, Administration**