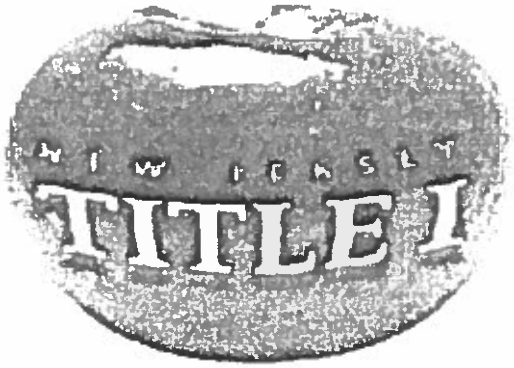
Wahlstrom

# 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: Wahlstrom Academy |
| Chief School Administrator: DR. GLORIA C. SCOTT | Address: 340 Prospect Street, East Orange, NJ |
| Chief School Administrator's E-mail: g.scott@eastorange.k12.nj.us | Grade Levels: Pre-k and Kindergarten |
| Title I Contact: Mr. James Leutz | Principal: Mrs. Fidelia Sturdivant |
| Title I Contact E-mail: j.leutz@eastorange.k12.nj.us | Principal's E-mail: f.sturdivant@eastorange.k12.nj.us |
| Title I Contact Phone Number: 973-266-5781 | Principal's Phone Number: 973-395-1210 |

## 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.

Fidelia Sturdivant
**Principal's Name (Print)**

**Principal's Signature**

6/15/15
**Date**

## Critical Overview Elements

- The School held 5 (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ 1,497,065, which comprised 99% of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 1,497,065, 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 |
|---|---|---|---|---|
| Parent resource materials, books in the area of Literacy and math (or) Literacy and Math board games (or) Technology software or cds | 3 | Home School Connection | 200-600 | $325 |
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# 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 |
|---|---|---|---|---|---|
| Fidelia Sturdivant | School Staff-Administrator | Yes | Yes | Yes | |
| Vanessa Moore | School Staff | Yes | Yes | Yes | |
| Yolanda Martin | Parent-PTO President | No | Yes | Yes | |
| Katherine Saunders Glover | School Staff – Support | No | Yes | Yes | |
| Brendalynn Evans | School Staff–Kindergarten | Yes | Yes | Yes | |
| Kathryn Dempsey | School Staff-Prek-ScIP | Yes | Yes | Yes | |
| | | | | | |
| | | | | | |

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

## Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

| Date | Location | Topic | Agenda on File | | Minutes on File | |
|---|---|---|---|---|---|---|
| | | | Yes | No | Yes | No |
| April 2015 | Wahlstrom | Comprehensive Needs Assessment | X | | X | |
| May 2015 | Wahlstrom | Schoolwide Plan Development | X | | X | |
| 11/2015, 3/2016, 5/2016 | Wahlstrom | Program Evaluation | | | | 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? | Wahlstrom Early Childhood Academy aspires to provide a quality education to all students that lay the foundation for their continued academic success throughout the advancing grade levels and to become model citizens of their community.<br><br>The goal for our students is to demonstrate excellence in literacy and critical thinking skills in all areas in instruction, curriculum and assessment. Wahlstrom Early Childhood Academy aspires to further educate the parents and community to become "Models of Excellence" within literacy. Instructors are expected to be effective "Out of the Box" differentiated instructors, possess effective classroom management skills and collaborate with parents in order to ensure student success. Wahlstrom Early Childhood Academy strives to create an atmosphere that encourages learning, builds positive self esteem among students and parents and uses positive reinforcement for academic success and effort. Instructional, managerial and support staff also create an environment that is clean, safe and parent friendly. Collaboration is essential to what it takes to make successful students and consists of:<br>• Hard work among all stakeholders (community, schools and local agencies)<br>• Holistic approach to address the whole child and family<br>• Parent/teacher collaboration<br>Regular review and assessment of instructional material, utilization of technology, and adapting a new and innovative curricula to ensure sustainability demonstrates the continuous commitment to improvement that the East Orange School District has for its students. |

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

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

## Evaluation of 2014-2015 Schoolwide Program *

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

1. Did the school implement the program as planned? *Yes*
2. What were the strengths of the implementation process?

   *The Tools of the Mind curriculum has been implemented in pre – k and as a result, student writing and self-concept skills have improved. We have also implemented monthly perfect attendance assemblies, which has helped to improve student attendance. The students received awards and prizes for perfect attendance for every month of the school year.*
3. What implementation challenges and barriers did the school encounter?

   *One of the challenges that we encountered was effectively differentiating instruction consistently through the curriculum.*
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

   *Attendance: strengths-consistent parent contact, effective use of the attendance officer, exceeded District attendance requirement,*
   *Improving instruction: strengths-scored in the 91st percentile, consistent Danielson Framework training*
   *Closing achievement gap: strength –better writing of SGO, consistent Danielson Framework training*
   *Weakness: unacceptable attendance which impacted negatively on achievement*
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

   *Effective use of communication i.e. - newsletters, announcement, and technology*
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

   Tools-However both K and Pre K teachers are satisfied with curriculum but there is a need for additional training in order to meet the needs of all students at and below level.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

*The feedback communicated during District Board meetings and at regularly scheduled PTO/SLC/LC meetings is that the community of East Orange is pleased with the curriculum if it continues to lead to student growth to promote student success. Parents continue to express concerns about the hardship of having children in multiple schools whose school day begins at the same time. This continues to potentially create a barrier to student growth, punctuality and improved attendance.*

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

   The methods of delivery were one-on-one instruction, small group, whole group and co-teaching were used.

9. How did the school structure the interventions?

   *Any Kindergarten student in need of additional attention and assistance follows the district mandated process for referral to Intervention and Referral Services, student mentoring by a certified teacher, on-site after school tutorial services, pre – k students who require additional services are referred to the Early Childhood Preschool Intervention and Referral Team. Additionally Intervention &Referral Services (I&RS) meetings were held periodically.*
   *We also offer an afterschool tutorial program for students who scored below the District requirement and need assistance strengthening their academic skills. Both pre –k and kindergarten students receive character education, speech, occupational therapy, and physical therapy. A phone call is made to the home of students after one absence. If absenteeism becomes a concern, the social worker and attendance officer is contacted and the parents must conference with the school principal upon the student's return to school.*

10. How frequently did students receive instructional interventions?

    Instructional interventions are available to the students on a daily or weekly basis as per student need.

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

    *Students have access to Smart Boards, iPads, Hatch computers, Hatch tablets, desktop computers and training in the use of technology. Focus is used to keep record of student attendance.*

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

    As a result of incorporating technology into the curriculum, students are highly motivated, more engaged and better prepared to compete using 21st century skills and knowledge. The student's technology experience is aligned with the curriculum and with the common core standards for college and career readiness and it provided them with the skills needed for online assessments.

***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 | | | N/A | |
| Grade 5 | | | N/A | |
| Grade 6 | | | N/A | |
| Grade 7 | | | N/A | |
| Grade 8 | | | N/A | |
| Grade 11 | | | N/A | |
| Grade 12 | | | N/A | |

| 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 | | | N/A | |
| Grade 5 | | | N/A | |
| Grade 6 | | | N/A | |
| Grade 7 | | | N/A | |
| Grade 8 | | | N/A | |
| Grade 11 | | | N/A | |

| | | | | |
|---|---|---|---|---|
| Grade 12 | | | N/A | |

## 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 | 39 | 66 | In-class support, differentiated instruction | Teachers were able to provide alternative intervention programs and offered remediation in targeted skills to prepare the young child for success in school. |
| Kindergarten | 33 | 73 | After school tutoring, in-class support, small group remediation, differentiated instruction, Co-teaching | Teachers were able to provide alternative intervention programs and offered remediation in targeted skills to prepare the young child for success in school. |
| Grade 1 | | | | |
| Grade 2 | | | | |
| Grade 9 | | | | |
| Grade 10 | | | | |

| Mathematics | 2013 - 2014 | 2014 - 2015 | Interventions Provided | Describe why the interventions provided *did or did not* result in proficiency (Be specific for each intervention). |
|---|---|---|---|---|
| Pre-Kindergarten | 34 | 66 | In-class support, differentiated instruction | Teachers were able to provide alternative intervention programs and offered remediation in targeted skills to prepare the young child for success in school. |
| Kindergarten | 58 | 73 | After school tutoring, In-class support, small group remediation, differentiated instruction, Co-teaching | Teachers were able to provide alternative intervention programs and offered remediation in targeted skills to prepare the young child for success in school. |
| Grade 1 | | | | |
| Grade 2 | | | | |

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

| | | | | |
|---|---|---|---|---|
| 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<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| ELA | Students with Disabilities | Teachers monitored student progress via intervention<br>Nurse monitored health screenings (hearing, vision)<br>Social worker scheduled IEP re-evaluations<br>After school tutoring<br>One-on-one instruction<br>Small group instruction | Yes | Literacy assessment results<br>Medical records<br>IEPs | Monitoring number of medical referrals, student attendance reports, Work sampling checklists, Star Early Literacy scores |
| Math | Students with Disabilities | Teachers monitored student progress via intervention<br>Nurse monitored health screenings (hearing, vision)<br>Social worker scheduled IEP re-evaluations<br>After school tutoring<br>One-on-one instruction<br>Small group instruction | Yes | Literacy assessment results<br>Medical records<br>IEPs | Monitoring number of medical referrals, student attendance reports, Work sampling checklists, Star Early Literacy and Think Central scores |
| ELA | Homeless | Educational Support and Parent Relations | Yes | Number of referrals and follow up to school | Number of referrals and follow up to school |

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

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of<br>Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| | | Programs | | | |
| Math | Homeless | Educational Support and Parent Relations Programs | N/A | N/A | N/A |
| ELA | Migrant | Educational Support and Parent Relations Programs | N/A | N/A | N/A |
| Math | Migrant | Educational Support and Parent Relations Programs | N/A | N/A | N/A |
| ELA | ELLs | District Bilingual Assessment | N/A | N/A | N/A |
| Math | ELLs | District Bilingual Assessment | N/A | N/A | N/A |
| ELA | Economically Disadvantaged | Assess academic needs addressed through: After school tutorial programs, in-class support, Co-teaching, small group remediation, differentiated instruction | Yes | Work Sampling, Teacher Assessment, Renaissance Reports | Elevated student proficiency in Star Early Literacy Assessment Scores, Think Central, Work Sampling Assessment System |
| Math | Economically Disadvantaged | Assess academic needs addressed through: After school tutorial programs, in-class support, Co-teaching, small group remediation, differentiated instruction | Yes | Work Sampling, Teacher Assessment Think Central | Elevated student proficiency in Star Early Literacy Assessment Scores, Think Central, Work Sampling Assessment System |

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

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of<br>Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| ELA | | Assess academic needs addressed through: After school tutorial programs, in-class support, Co-teaching, small group remediation, differentiated instruction | Yes | Work Sampling, Teacher Assessment, Renaissance Reports | Elevated student proficiency in Star Early Literacy Assessment Scores, Think Central, Work Sampling Assessment System |
| Math | | Assess academic needs addressed through: After school tutorial programs, in-class support, Co-teaching, small group remediation, differentiated instruction | Yes | Work Sampling, Teacher Assessment Think Central | Elevated student proficiency in Star Early Literacy Assessment Scores, Think Central, Work Sampling Assessment System |

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

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of<br>Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| ELA | Students with Disabilities | Addressing identified skill needs through: after school tutoring, co-teaching, one-on-one instruction and small group | Yes | Pre and post assessment | Star Early Literacy Assessment Scores, Elevated student proficiency in Work Sampling Assessment System |
| Math | Students with Disabilities | Addressing identified skill needs through: after school tutoring, co-teaching, one-on-one instruction and | Yes | Pre and post assessment | Star Early Literacy Assessment and Think Central Scores, Elevated student proficiency in Work Sampling Assessment System |

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

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of<br>Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| | | small group | | | |
| ELA | Homeless | N/A | N/A | N/A | N/A |
| Math | Homeless | N/A | N/A | N/A | N/A |
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| ELA | ELLs | N/A | N/A | N/A | N/A |
| Math | ELLs | N/A | N/A | N/A | N/A |
| ELA | Economically Disadvantaged | Addressing identified skill needs through: after school tutoring, co-teaching, one-on-one instruction and small group | Yes | Pre and post assessment | Star Early Literacy Assessment Scores, Elevated student proficiency in Work Sampling Assessment System |
| Math | Economically Disadvantaged | Addressing identified skill needs through: after school tutoring, co-teaching, one-on-one instruction and small group | Yes | Pre and post assessment | Star Early Literacy Assessment and Think Central Scores, Elevated student proficiency in Work Sampling Assessment System |
| ELA | | Addressing identified skill needs through: after school tutoring, co-teaching, one-on-one instruction and small group | Yes | Pre and post assessment | Star Early Literacy Assessment Scores, Elevated student proficiency in Work Sampling Assessment System |

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

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of<br>Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| Math | | Addressing identified skill needs through: after school tutoring, co-teaching, one-on-one instruction and small group | Yes | Pre and post assessment | Star Early Literacy Assessment and Think Central Scores, Elevated student proficiency in Work Sampling Assessment System |

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

## Evaluation of 2014-2015 Interventions and Strategies

*Professional Development* – Implemented in 2014-2015

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| ELA | Students with Disabilities | Watson Institute, Deepening Your Understanding of the Laws and Refining the I&RS Process, Tools of The Mind, Journeys curriculum | Yes | Class observations, evaluations, I&RS reports | Students demonstrated skill mastery on Renaissance Assessment |
| Math | Students with Disabilities | Watson Institute, Deepening Your Understanding of the Laws and Refining the I&RS Process, Tools of The Mind, Journeys curriculum | Yes | Class observations, evaluations, I&RS reports | Students demonstrated skill mastery on Renaissance Assessment and Think Central scores |
| ELA | Homeless | N/A | N/A | N/A | N/A |
| Math | Homeless | N/A | N/A | N/A | N/A |
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| ELA | ELLs | N/A | N/A | N/A | N/A |
| Math | ELLs | N/A | N/A | N/A | N/A |
| ELA | Economically Disadvantaged | Watson Institute, Deepening Your Understanding of the | Yes | Class observations, evaluations, I&RS reports | Students demonstrated skill mastery on Renaissance Assessment |

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

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of<br>Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| | | Laws and Refining the I&RS Process, Tools of The Mind, Journeys curriculum | | | |
| Math | Economically Disadvantaged | Watson Institute, Deepening Your Understanding of the Laws and Refining the I&RS Process, Tools of The Mind, Journeys curriculum | Yes | Class observations, evaluations, I&RS reports | Students demonstrated skill mastery on Renaissance Assessment |
| ELA | Pre-k and Kindergarten | Journeys – Close Reading, Danielson Framework for Teaching, Tools of The Mind | Yes | Classroom observations, evaluations | Staff met SGO requirements, Danielson Framework observation and evaluations |
| Math | Pre-k and Kindergarten | Go Math, Think Central, Danielson Framework for Teaching, Tools of The Mind | Yes | Classroom observations, evaluations | Staff met SGO requirements, , Danielson Framework observation and evaluations |

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

*Family and Community Engagement* Implemented in 2014-2015

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of<br>Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| ELA | Students with Disabilities | SLC/PTO/LC meetings and workshops | Yes | Agenda, Sign in Sheets | Assessment results, improved attendance report |
| Math | Students with Disabilities | SLC/PTO/LC meetings and workshops | Yes | Agenda, Sign in Sheets | Assessment results, improved attendance report |
| ELA | Homeless | N/A | N/A | N/A | N/A |
| Math | Homeless | N/A | N/A | N/A | N/A |
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| ELA | ELLs | N/A | N/A | N/A | N/A |
| Math | ELLs | N/A | N/A | N/A | N/A |
| ELA | Economically Disadvantaged | Tools 4 School, Holiday Food baskets, clothing and toy donations, SLC/PTO/LC meetings and workshops | Yes | Referrals | Student attendance |
| Math | Economically Disadvantaged | Tools 4 School, Holiday Food baskets, clothing and toy donations, SLC/PTO/LC meetings and workshops | Yes | Referrals | Student attendance |
| ELA | | SLC/PTO/LC meetings and workshops | Yes | Agenda, Sign in Sheets | Assessment results, improved attendance report |
| Math | | SLC/PTO/LC meetings | Yes | Agenda, Sign in Sheets | Assessment results, improved attendance |

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

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of<br>Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| | | and workshops | | | report |

# 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.

Fidelia Sturdivant
**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 | Teacher assessment, Star Early Literacy Assessment, Work Sampling Checklist | Student achievement through Star Early Literacy testing and Work Sampling Checklists |
| Academic Achievement - Writing | Teacher assessment, Star Early Literacy Assessment, Work Sampling Checklist | Student achievement through Star Early Literacy testing and Work Sampling Checklists |
| Academic Achievement - Mathematics | Teacher assessment, Star Early Literacy Assessment, Think Central, Work Sampling Checklist | Student achievement through Star Early Literacy testing, Think Central and Work Sampling Checklists |
| Family and Community Engagement | Attendance at Back To School Night, PTO/SLC/LC meetings, Parent Teacher conferences, Parent resource room | Increased parent involvement, improved student attendance, increase in student achievement on district assessments |
| Professional Development | District, School, Union Association and private opportunities, on-line training | Increased teacher knowledge resulting in enhanced instruction and student achievement |
| Leadership | Administrative evaluation, attendance report, student assessment reports | Evaluation report, attendance monthly report, SGO results |
| School Climate and Culture | PTO/SLC/LC meetings, Teacher | Back To School Nigh Participation, Participation at PTO/SLC/LC meetings, |

## 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) |
|---|---|---|
| | assessment, Discipline Referrals, parent conferences, PTO/SLC involvement, I&RS referrals | Attendance at PTO/SLC/LC activities, Focus data collection |
| School-Based Youth Services | N/A | N/A |
| Students with Disabilities | Child Study Team IEPs and I&RS Action Plans | I&RS recommendations |
| Homeless Students | Referrals to Education Support Department | Department reports |
| Migrant Students | Referrals to Education Support Department | Department reports |
| English Language Learners | Referrals to Bi-lingual Department | Department reports |
| Economically Disadvantaged | Referrals to Education Support Department, Social Worker | Social Worker Action Plans, referrals to community agencies |

### 2015-2016 Comprehensive Needs Assessment Process*
### *Narrative*

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

   *School Title 1 Unified Plan Committee meets to assess possible needs (student/family/classroom/school) and develops a "Plan of Action" to address need. The plan is then shared with the PTO/SLC team and staff participate in follow up meetings and surveys.*

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

*Depending on the particular need, a variety of data collection tools are used, specifically – but not limited to – Lunch applications/Star Early Literacy Assessment results/Work Sampling rubric outcomes/I&RS assessment inventories/attendance records/teacher recommendations.*

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)?

   *A committee of diverse stakeholders assesses and cross-references information received from several sources of data and ensures that it complies with District, State and/or Nationally normed criterion.*

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

   *The analyzed data revealed that classroom instruction, supported with utilizing supplemental strategies, has positively impacted student achievement. However, it also provided information necessary for future professional development relative to instruction and student achievement.*

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

   *The data revealed that there is a need for more effective instructional strategies to meet the needs of challenging students.*

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

   *Kindergarten students are assessed using Think Central online Math testing beginning in September and the Star Early Literacy Assessment in October. This data along with teacher assessments is utilized to develop supplemental/differentiated programs to meet the individual needs of our students.*

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

   *Assistance is provided based upon student's needs. Students identified as at-risk receive tutoring, one-on-one instruction, differentiated instruction, small group and supplemental instructional materials via computer and iPad programs.*

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

   *In addition to the above, migrant students are referred to the Social worker who works in collaboration with the Educational Support and Parent Relations Department.*

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

   *Homeless students and families are referred to Educational Support and Parent Relations Department. Additionally, Social Worker and I&RS team work together to develop a "Plan of Action" to target the child(ren)'s specific social/academic needs*

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

    *Teachers are engaged in decisions through grade level team meetings, staff meetings, conferences with parents/peers/school, Departmental and District Administration, and through referrals to the I&RS team.*

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

    *Each spring, the District establishes a "Transition Day" event (for those families who have registered for kindergarten), which encompasses a variety of activities, designed to aid families in transitioning their children to kindergarten. These activities include: slideshows highlighting a typical kindergarten day, a tour of the school, visitations with the Kindergarten staff to provide an overview of the curriculum utilized in East Orange as well as student expectations, materials are distributed (books, pamphlets, newsletters, calendars, et.al.) and a "question & answer time" to address school policies and parental concerns. In addition, Wahlstrom Academy provides a Parent "Meet & Greet" event preceding the start of school in September to inform families of "what to expect" in preschool and kindergarten.*

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

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

*Prioritization of problems is based upon review and assessment of students, the results of a needs assessment completed by classroom and specialty teachers and recommendations from the Principal.*

***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 | Build capacity of all teachers to meet the needs of students with challenging behaviors | Sustaining acceptable student attendance practices |
| Describe the priority problem using at least two data sources | Danielson Framework for Teaching evaluation, student incident reports/referrals -Pre-k Requests For Assistance (RFAs) | School must maintain District student attendance policy that has been increased to a requirement of 91% |
| Describe the root causes of the problem | Increased number of classified students Included into General Education classroom<br>Lack of adequate social skills to address conflict issues | Use of public transportation, Personal and child-related illness, Death in the Family, Family Crisis |
| Subgroups or populations addressed | At risk, Special Education and general education students and gifted and talented students of Early Childhood age | Students with inconsistent and unacceptable attendance practices<br>Medically fragile students |
| Related content area missed (i.e., ELA, Mathematics) | Language Arts and Mathematics | Language Arts and Mathematics |
| Name of scientifically research based intervention to address priority problems | Positive Behavior Support (PBS)<br>Full implementation of Danielson Framework for Teaching | Parental involvement<br>Health and wellness screening from Nurse |
| How does the intervention align with the Common Core State Standards? | *Effective implementation of the Danielson Framework.<br>*Effective implementation of Positive Behavior Support (PBS)<br>*College to career readiness preparation requires that students learn self regulation skills in order to successful participate in higher education and the work force.<br>*It reduces the risk of high school drop out and educational concerns due to lack of self-regulation. | College to career readiness preparation requires that students learn the importance of daily attendance and performance. It reduces the risk of high school drop out. |

## 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 | Closing the Achievement gap | |
| Describe the priority problem using at least two data sources | Renaissance Assessment, Danielson Framework for Teaching | |
| Describe the root causes of the problem | Less than proficient instruction and lack of knowledge on differentiating instruction | |
| Subgroups or populations addressed | At risk and Special Education students of Early Childhood age | |
| Related content area missed (i.e., ELA, Mathematics) | Language Arts and Mathematics | |
| Name of scientifically research based intervention to address priority problems | Data driven instruction<br>Full implementation of Danielson Framework for Teaching<br>Common Core aligned instructional materials | |
| How does the intervention align with the Common Core State Standards? | Tools of the Mind and Journeys Language Arts curriculums have both been cross referenced to the Common Core standards and grade level assessments | |

# 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 | Teachers monitor student progress via intervention<br>Nurse monitored health screenings (hearing, vision)<br>I&RS meetings<br>Social worker schedule IEP re-evals<br>After school tutoring<br>One-on-one instruction<br>Small group instruction | Yes | Literacy assessment results<br>Medical records<br>IEPs | IEP committee evaluations<br>I&RS guidelines and manuals<br>Danielson Framework for Teaching<br>New Jersey Department of Education Health Guidelines |
| Math | Students with Disabilities | Teachers monitor student progress via intervention<br>Nurse monitored health screenings (hearing, vision)<br>I&RS meetings<br>Social worker schedule IEP re-evals<br>After school tutoring<br>One-on-one instruction<br>Small group instruction | Yes | Math assessment results<br>Medical records<br>IEPs | IEP committee evaluations<br>I&RS guidelines and manuals<br>Danielson Framework for Teaching<br>New Jersey Department of Education Health Guidelines |

# 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) |
| ELA | Homeless | N/A | N/A | N/A | N/A |
| Math | Homeless | N/A | N/A | N/A | N/A |
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| ELA | ELLs | N/A | N/A | N/A | N/A |
| Math | ELLs | N/A | N/A | N/A | N/A |
| ELA | Economically Disadvantaged | Danielson Framework, Journeys Response to Intervention, Tutorial Program: Windsor Program, Modern Curriculum Press materials, Technology: Starfall, PBS Kids, | Fidelia Sturdivant/ Instructional Staff | Pre and post data results | Danielson Framework for Teaching<br>Winsor Sonday Program<br>Modern Curriculum Press materials |
| Math | Economically Disadvantaged | Danielson Framework, Journeys Response to Intervention, Tutorial Program: Windsor Program, Modern Curriculum Press materials, Technology: Starfall, PBS Kids | Fidelia Sturdivant/ Instructional Staff | Pre and post data results | Danielson Framework for Teaching<br>Winsor Sonday Program<br>Modern Curriculum Press materials |
| ELA | | Danielson Framework, Journeys Response to Intervention, Tutorial Program: Windsor Program, Modern Curriculum Press | Fidelia Sturdivant/ Instructional Staff | Pre and post data results | Danielson Framework for Teaching<br>Winsor Sonday Program<br>Modern Curriculum Press materials |

# 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) |
| | | materials, Technology: Starfall, PBS kids | | | |
| Math | | Danielson Framework, Journeys Response to Intervention, Tutorial Program: Winsor Sonday System, Modern Curriculum Press materials, Technology: Starfall and PBS Kids | Fidelia Sturdivant/ Instructional Staff | Pre and post data results | Danielson Framework for Teaching<br>Winsor Sonday Program<br>Modern Curriculum Press materials |

***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 | Tutorial Program: Winsor Sonday System, Modern Curriculum Press materials Technology: Starfall and PBS Kids | Fidelia Sturdivant/ Instructional Staff | Pre and post assessments using Renaissance testing | Danielson Framework for Teaching<br>Winsor Sonday Program<br>Modern Curriculum Press materials |
| Math | Students with Disabilities | Tutorial Program: Winsor Sonday System, Modern Curriculum Press materials Technology: Starfall and PBS Kids | Fidelia Sturdivant/ Instructional Staff | Pre and post assessments using Renaissance testing | Danielson Framework for Teaching<br>Winsor Sonday Program<br>Modern Curriculum Press materials |
| | | | | | |
| ELA | Homeless | N/A | N/A | N/A | N/A |
| Math | Homeless | N/A | N/A | N/A | N/A |
| | | | | | |

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

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

| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
|---|---|---|---|---|---|
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| | | | | | |
| ELA | ELLs | N/A | N/A | N/A | N/A |
| Math | ELLs | N/A | N/A | N/A | N/A |
| | | | | | |
| ELA | Economically Disadvantaged | Tutorial Program: Winsor Sonday System, Modern Curriculum Press materials Technology: Starfall and PBS Kids | Fidelia Sturdivant/Instructional staff | Pre and post assessments using Renaissance testing | Danielson Framework for Teaching<br>Winsor Sonday Program<br>Modern Curriculum Press materials |
| Math | Economically Disadvantaged | Tutorial Program: Winsor Sonday System, Modern Curriculum Press materials Technology: Starfall and PBS Kids | Fidelia Sturdivant/Instructional staff | Pre and post assessments using Renaissance testing | Danielson Framework for Teaching<br>Winsor Sonday Program<br>Modern Curriculum Press materials |
| | | | | | |
| ELA | Kindergarten students | Tutorial Program: Winsor Sonday System, Modern Curriculum Press materials Technology: Starfall and PBS Kids | Fidelia Sturdivant/Instructional staff | Pre and post assessments using Renaissance testing | Danielson Framework for Teaching<br>Winsor Sonday Program<br>Modern Curriculum Press materials |
| Math | Kindergarten students | Tutorial Program: Winsor Sonday System, Modern Curriculum Press materials Technology: Starfall and PBS Kids | Fidelia Sturdivant/Instructional staff | Pre and post assessments using Renaissance testing | Danielson Framework for Teaching<br>Winsor Sonday Program<br>Modern Curriculum Press materials |

***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 | Positive Behavior Support<br>T-POT training<br>IEP and I&RS training | Early Childhood<br>District Social Worker | Reduction in referrals<br>Increase in academic achievement | Positive Behavior Support<br>T-POT training<br>IEP and I&RS training |
| Math | Students with Disabilities | Positive Behavior Support<br>T-POT training<br>I&RS training | Early Childhood<br>District Social Worker | Reduction in referrals<br>Increase in academic achievement | Positive Behavior Support<br>T-POT training<br>IEP and I&RS training |
| | | | | | |
| ELA | Homeless | McKinney Vento Training | Educational Support Services and Parent Relations Department | Pre and post test data | |
| Math | Homeless | McKinney Vento Training | Educational Support Services and Parent Relations Department | Pre and post test data | |
| | | | | | |
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |
| | | | | | |
| ELA | ELLs | N/A | N/A | N/A | N/A |

## 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 | N/A | N/A | N/A | N/A |
| ELA | Economically Disadvantaged | Safe and Drug Free Training | Educational Support Services and Parent Relations Department | Pre and post test data | |
| Math | Economically Disadvantaged | Safe and Drug Free Training | Educational Support Services and Parent Relations Department | Pre and post test data | |
| | | | | | |
| ELA | All staff | Differentiating Instruction<br><br>Positive Behavior Supports | Supervisor of Curriculum and Instruction/ Teachers Early Childhood Behavior Specialists | Pre and post test data | |
| Math | All staff | Differentiating Instruction | Supervisor of Curriculum and Instruction/ Teachers Early Childhood | Pre and post test data | |

## 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) |
|---|---|---|---|---|---|
| | | Positive Behavior Supports | Behavior Specialists | | |

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

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

### Evaluation of Schoolwide Program*

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

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

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

   *School staff will continue to internally evaluate the 2015-2016 school-wide program. The evaluation will be ongoing throughout the school year but not less than twice a year.*

2. What barriers or challenges does the school anticipate during the implementation process?

   *The challenges might be the availability of supervisors, trainers and the availability of District approved technology. Sustaining student attendance rate and the availability of an attendance officer to address concerns.*

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

*Parents and community will be informed via workshops and newsletters of student academic progress and the conditions necessary for improvement.*

*Teachers participated in a Needs Assessment and helped establish the goals necessary to promote student growth.*

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

   *Wahlstrom will continue to use a needs assessment, parent/school assessment and student achievement results.*

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

   *Continued participation, membership and involvement in such programs as PTO, SLC, and LC (Leadership Community).*

6. How will the school structure interventions?

   *Students will receive additional assistance as needed as determined by results of the Star Renaissance, Think Central and teacher recommendations. Wahlstrom Academy will continue to use a co-teaching model and after school tutorial program.*

7. How frequently will students receive instructional interventions?

   *Based on the student's need, he/she could receive assistance daily: co-teaching and one-one one assistance. He/she could also receive assistance up to 3 days/week in the tutorial program. Additional interventions are also provide in the Journeys curriculum.*

8. What resources/technologies will the school use to support the schoolwide program?

   Teachers use iPads, laptops, desktop computers and Smart Boards. Additionally, teachers use Starfall and PBS kids.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

   *Renaissance testing, Think Central scores and Work Sampling Checklist will be used to measure the effectiveness of teacher training in differentiating instruction. Fewer Pre-k "Requests for Assistance" and student discipline referrals, due to behavioral concerns will measure the effectiveness of working with students demonstrating challenging behaviors.*

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

    *A summary report of student achievement including District assessment results along with annual attendance ratings will be distributed to parents during PTO/SLC/LC and Back to School meetings. The Principal shares information about the status of the school at Board of Education community meetings.*

## 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)

***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 | Parenting with Power<br>PTO/SLC/LC<br>Parent teacher conferences<br>Evening Book Fair<br>Tools of The Mind<br>Journeys Curriculum (Response to Intervention) | Fidelia Sturdivant/ Instructional Staff/ School Social Worker | Sign-in sheets and attendance<br>PTO membership<br>SLC participation<br>Improved parental involvement<br>Improved student assessment results | |
| Math | Students with Disabilities | Parenting with Power<br>PTO/SLC/LC<br>Parent teacher conferences<br>Evening Book Fair<br>Tools of The Mind<br>Go Math curriculum | Fidelia Sturdivant/ Instructional Staff/ School Social Worker | Sign-in sheets and attendance<br>PTO membership<br>SLC participation<br>Improved parental involvement<br>Improved student assessment results | |
| ELA | Homeless | N/A | N/A | N/A | N/A |
| Math | Homeless | N/A | N/A | N/A | N/A |
| ELA | Migrant | N/A | N/A | N/A | N/A |
| Math | Migrant | N/A | N/A | N/A | N/A |

## 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) |
|---|---|---|---|---|---|
| ELA | ELLs | N/A | N/A | N/A | N/A |
| Math | ELLs | N/A | N/A | N/A | N/A |
| ELA | Economically Disadvantaged | Parenting with Power Program<br>PTO/SLC/LC<br>Parent teacher conferences<br>Evening Book Fair<br>Tools of The Mind<br>Journeys Curriculum-(Response to Intervention) | Fidelia Sturdivant/ Instructional Staff/ School Social Worker | Sign-in sheets and attendance<br>PTO membership<br>SLC participation<br>Improved parental involvement<br>Improved student assessment results | |
| Math | Economically Disadvantaged | Parenting with Power Program<br>PTO/SLC/LC<br>Parent teacher conferences<br>Evening Book Fair<br>Tools of The Mind<br>Go Math curriculum | Fidelia Sturdivant/ Instructional Staff/ School Social Worker | Sign-in sheets and attendance<br>PTO membership<br>SLC participation<br>Improved parental involvement<br>Improved student assessment results | |
| ELA | | Parenting with Power Program<br>PTO/SLC/LC<br>Parent teacher conferences<br>Evening Book Fair<br>Tools of The Mind<br>Journeys Curriculum-(Response to Intervention) | Fidelia Sturdivant/ Instructional Staff/ School Social Worker | Sign-in sheets and attendance<br>PTO membership<br>SLC participation<br>Improved parental involvement<br>Improved student assessment results | |
| Math | | Parenting with Power | Fidelia | Sign-in sheets and attendance | |

## 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) |
|---|---|---|---|---|---|
| | | Program<br>PTO/SLC/LC<br>Parent teacher conferences<br>Evening Book Fair<br>Tools of The Mind<br>Go Math curriculum | Sturdivant/ Instructional Staff/ School Social Worker | PTO membership<br>SLC participation<br>Improved parental involvement<br>Improved student assessment results | |

***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?

   *The problems of "Closing the Achievement Gap" and "Improving the Effectiveness of Instruction" will be addressed by offering parent workshops in various areas such as Language Arts, Mathematics so that parents will become effective partners in the students' growth. Parents will also be provided information and offered workshops on dealing with children with Challenging behaviors as a way to offer techniques to assist them with the behaviors exhibited at school and at home.*

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

   *The District has created initiatives through Educational Support Services and Parent Relations that we follow to include parents in the policy.*

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

   *The policy is available on our school website and the information is disbursed during parent meetings.*

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

   *Information is shared at the SLC/PTO meetings, then forwarded to school families via monthly school newsletter, flyers and the school website.*

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

   *School parent compacts are distributed at Back to School Night to families in attendance (families that are not in attendance will have the handbook sent home with the student). The tear-out pages is to be signed, returned to the school and maintained in the school file.*

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

   *Student achievement is reported via the State School Report Card, at parent conferences and SLC/PTO meetings.*

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

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

   *Parents are notified via District website and Board of Education meetings.*

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

   *Detailed results are reported during PTO and School Leadership Council (SLC) meetings.*

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

   *Information will be shared and discussed at SLC meetings, then forwarded to school families via the monthly newsletter and flyers.*

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

    *Parents will receive this information during Parent conferences through Work Sampling reports.*

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

    *Parent involvement funds will be used to purchase student attendance incentives.*

***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 | 14<br>93% | Salary increase and contract renewal for satisfactory performance. |
| Teachers who do not meet the qualifications for HQT, consistent with Title II-A | 1<br>.07% | |
| Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test) | 13<br>100% | Salary increase and contract renewal for satisfactory performance. |
| Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)* | 0<br>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 |
|---|---|
| | |