

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: HOBOKEN SCHOOL DISTRICT	School: Hoboken Junior Senior High School
Chief School Administrator: INTERIM, DR. RICHARD BROCKEL	Address: 158 4 th Street, Hoboken, NJ 07030
Chief School Administrator's E-mail: Richard.brockel@hoboken.k12.nj.us	Grade Levels: 7-12
Title I Contact: Jennifer Lopez	Principal: Robin Piccapietra
Title I Contact E-mail: jennifer.lopez@hoboken.k12.nj.us	Principal's E-mail: robin.piccapietra@hoboken.k12.nj.us
Title I Contact Phone Number: 201-356-3605	Principal's Phone Number: 201-356-3701

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.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 5 stakeholder engagement meetings.
- State/local funds to support the school were \$ 9,626,945.00, which comprised 97% of the school’s budget in 2014-2015.
- State/local funds to support the school will be \$ 9,894,933.00, which will comprise 97.8% 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
Math Consultant	#2 – Math Proficiency	RTI –student centered learning	20-270-200-300-18-0000	\$5,000.00
ELA Consultant	#1- ELA Proficiency	RTI- student centered learning	20-270-200-300-18-0000	\$5,000.00
Improving chronic absenteeism	#3 – Chronic Absenteeism	Evidence based strategies for combatting absenteeism	Fund 15	
PD - 80 minute block scheduling	# 1, #2, and #3	Effective use of block scheduling	Title IIA	\$2500.00
PD – Student Centered Learning Strategies	#1, #2, and #3	Student Engagement practices	Title IIA	\$5,000.00

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
Robin Piccapietra	Principal	Y	Y	Y	
Anna Gullo	Vice Principal	Y	Y	Y	
Donna D'Acunto	Supervisor	Y	Y	N	
Michael Saulnier	Supervisor	Y	Y	Y	
Ilia Cruz	Parent	Y	Y	N	
Melissa Gigante	Community Representative	Y	Y	N	
Charles Bartlett	Supervisor	Y	Y	N	
Dominique Rotondi	Student	N	N	N	

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	
April 27, 2015	HJSHS	Comprehensive Needs Assessment	Yes		Yes	
May 12, 2015	HJSHS	Schoolwide Plan Development	YES		Yes	
May 20, 2015	HJSHS	Program Evaluation	YES		Yes	
May 26, 2015 May 27, 2015	HJSHS HJSHS	Intervention Development	Yes		Yes	
June 8, 2015	HJSHS	SWP Revisions	Yes		Yes	
June 14, 2015	HJSHS	SWP Revisions	Yes		Yes	
June 29, 2015	HJSHS	SWP Revisions	Yes		Yes	

****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?

<p>What is the school's mission statement?</p>	<p>The staff, parents, and community of Hoboken High School believe that:</p> <ul style="list-style-type: none">• Education is the key element of a successful future• Each stakeholder group shares in the responsibility to support students in achieving his/her academic potential by providing both the material and fiscal resources necessary for success• Students will meet the challenges of a rigorous academic curriculum• Shared decision-making achieves positive change• It is important to understand, appreciate, and accept diversity• Community involvement and support enhance the success of our school• Every individual has intrinsic worth
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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, the intervention strategies were implemented with fidelity with the exception of any summer enrichment programs.*
2. What were the strengths of the implementation process? *The supervisors, part time math coach, and math consultant were instrumental during the administration of the benchmark assessments. Supervisors, part time math coach, and math consultant helped administration provide assistance to teachers by sharing interventions that allowed them to reteach in the areas that needed more time.*
3. What implementation challenges and barriers did the school encounter? *Lack of common planning time built into the master schedule made it difficult to have meetings.*
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? *Implementation of the program was strong in the extended time, after school tutoring, 80 minute block periods, and our ability to acquire a math consultant to work with the math team. Time to reteach and retest interventions was also difficult giving the rigor of the content, and the pacing guide provided by the state. Lack of common planning also made discussion in content area difficult.*
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? *By sharing the plan with the stakeholders, and also making prior year data available, STAR and Benchmarks, teachers had a greater understanding of the needs based on standards based proficiency analysis.*
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? *Staff was open to the interventions due to a better understanding of how the interventions could assist them as they work toward meeting proficiency on benchmarks and PARCC. By administering a survey in the fall and spring we are able to collect data on staff perception.*

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

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? *We administered a school climate and culture survey to parents and analyzed and shared the results of the survey with staff. The survey results will be shared with the PTO board members at our next committee meeting.*
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? *Group sessions for faculty and PTO. Students had whole group and small group instruction as well as one on one when necessary. It is different based on the programs we were working on.*
9. How did the school structure the interventions? *Interventions were during class time, after school and on Saturdays (Jan – April). Teachers received information during faculty meetings and during common planning.*
10. How frequently did students receive instructional interventions? *Interventions were provided after assessments (5 times a year) in class, daily in ACE program, and weekly during Saturday instruction.*
11. What technologies did the school use to support the program? *Read 180, Google Chromebooks, Computer Labs, Khan Academy, A+ Credit Retrieval, Edmodo.*
12. Did the technology contribute to the success of the program and, if so, how? *Yes. Through the use of the google chromebooks, we were able to administer the STAR assessment and analyze the data, and provide interventions based on the specific standard and area of weakness for each student.*

****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 <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7	49	NA	All students received 80 minutes block time of instruction in ELA. STAR assessments as well as benchmark assessments were administered to determine student starting points and mastery. Saturday school provided for 2 hours of supplemental instruction targeted for standard proficiency. Academic center of Excellence mandated for students with failing grades.	TBD
Grade 8	31	NA	All students received 80 minutes block time of instruction in ELA. STAR assessments as well as benchmark assessments were administered to determine student starting points and mastery. Saturday school provided for 2 hours of supplemental instruction targeted for standard proficiency. Academic center of Excellence mandated for students with failing grades.	TBD

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

Grade 11	6	NA	STAR assessments as well as benchmark assessments were administered to determine student starting points and mastery of SLO. ACE tutoring Supplemental course offering during regular scheduled day. Curriculum was revised to ensure alignment with the PARCC blueprints.	TBD
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7	34	NA	All students received 80 minutes block time of instruction in Math. STAR assessments as well as benchmark assessments were administered to determine student starting points and mastery. Saturday school provided for 2 hours of supplemental instruction targeted for standard proficiency. Academic center of Excellence mandated for students with failing grades. Curriculum was revised to ensure alignment with the PARCC blueprints.	TBD
Grade 8	59	NA	All students received 80 minutes block time of instruction in ELA. STAR assessments as well as benchmark assessments were administered to determine student starting	TBD

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

			<p>points and mastery. Saturday school provided for 2 hours of supplemental instruction targeted for standard proficiency. Academic center of Excellence mandated for students with failing grades. Curriculum was revised to ensure alignment with the PARCC blueprints.</p>	
Grade 11	34	NA	<p>Curriculum was revised to ensure alignment with the PARCC blueprints. Supplemental course offering during regular scheduled day. STAR assessments as well as benchmark assessments were administered to determine student starting points and mastery of SLO.</p>	TBD
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 <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9	75	65	80 minute block period of instruction in ELA, Read 180 supplemental program, ACE after	80 minute block period is not reaching the potential due to lack of Professional Development in this area.

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

			school tutoring	Read 180 supplemental program is not servicing the majority of students that are in the urgent intervention range. ACE tutoring program is not mandatory therefore student attendance is not regular enough to affect change.
Grade 10	58	68	Supplemental remedial class offerings in ELA, Read 180 supplemental program, ACE after school tutoring	80 minute block period is not reaching the potential due to lack of Professional Development in this area. Read 180 supplemental program is not servicing the majority of students that are in the urgent intervention range. ACE tutoring program is not mandatory therefore student attendance is not regular enough to affect change.

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9	40	45	80 minute block period of instruction in Algebra I, KHAN Academy, ACE after school tutoring	80 minute block period is not reaching the potential due to lack of Professional Development in this area. KHAN academy was implemented in the math department in January, so results may not reflect properly.
Grade 10	37	51	Supplemental remedial class offerings in Math, KHAN Academy, ACE after school tutoring	80 minute block period is not reaching the potential due to lack of Professional Development in this area. KHAN academy was implemented in the math department in January, so results may not reflect properly.

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	80 Minute Block Period, Read 180 Supplemental Reading Program	Gr 7 – Yes Gr 8 – Yes Gr 9 - YES	Benchmark Assessments PARCC STAR	Benchmark Assessment Data: Gr 7 – FY13/14 – 0% Prof, FY14/15 –27% prof STAR assessment shows a 19 pt increase in SS Benchmark Assessment Data: Gr 8 – FY13/14- 0% Prof , FY14/15 – 21% Prof STAR assessment shows a 88 pt increase in SS Benchmark Assessment Data: Gr 9 – FY13/14 –0 % Prof , FY14/15 -14% Prof STAR assessment shows a 23 point increase in SS PARCC - TBD
Math	Students with Disabilities	80 Minute Block Period, KHAN Academy	Gr 7 – Yes Gr 8 – Yes Gr 9 -No	Benchmark Assessments PARCC STAR	Benchmark Assessment Data: Gr 7 – FY13/14 – 0%Prof, FY14/15 – 18%Prof STAR assessments shows a 38 pt increase in SS. Benchmark Assessment Data: Gr 8 – FY13/14- 0% Prof, FY14/15 – 0% Prof STAR assessments shows a 48 pt increase in SS Benchmark Assessment Data: Gr 9 – FY13/14 – 0% Prof, FY14/15 -0%Prof STAR assessment shows a (8) pt decrease in SS PARCC - TBD
ELA	Homeless	NA			

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	NA			
Math	ELLs	NA			
ELA	Economically Disadvantaged	80 Minute Block Period, Read 180 Supplemental Reading Program	Gr 7 – Yes Gr 8 – No Gr 9 - TBD	Benchmark Assessments PARCC	Gr 7 – FY13/14 – 22%Prof ,FY14/15 – 41%Prof Gr 8 – FY13/14-42% Prof, FY14/15–34% Prof Gr 9 – FY13/14 – NA, FY14/15 -59% Prof PARCC - TBD
Math	Economically Disadvantaged	80 Minute Block Period, KHAN Academy	Gr 7 – No Gr 8 – Yes Gr 9 -TBD	Benchmark Assessments PARCC	Gr 7 – FY13/14 – 7% Prof , FY14/15 – 3%Prof Gr 8 – FY13/14- 4%Prof, FY14/15 – 10%Prof Gr 9 – FY13/14 – NA, FY14/15 -0% Prof PARCC - TBD
ELA	Total Population	80 Minute Block Period, Read 180 Supplemental Reading Program	Gr 7 – Yes Gr 8 – Yes Gr 9 - No	Benchmark Assessments PARCC STAR Assessments	Benchmark Assessment Data: Gr 7 – FY13/14 – 28%Prof, FY14/15 – 46%Prof STAR assessment shows a 45 pt increase in SS Benchmark Assessment Data: Gr 8 – FY13/14- 26% Prof, FY14/15 – 30% Prof STAR assessment shows a 8 pt increase in SS Benchmark Assessment Data: Gr 9 – FY13/14– 51% Prof, FY14/15-43% Prof STAR assessment shows a 4 pt increase in SS PARCC - TBD
Math	Total Population	80 Minute Block	Gr 7 – Yes	Benchmark Assessments	Benchmark Assessment Data:

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)
		Period, KHAN Academy	Gr 8 – Yes Gr 9 - Yes	PARCC STAR Assessments	Gr 7 – FY13/14 – 18%Prof, FY14/15–42% Prof STAR assessment shows a 8 pt increase in SS Benchmark Assessment Data: Gr 8 – FY13/14- 8% Prof, FY14/15 – 10% Prof STAR assessment shows a 31 pt increase in SS Benchmark Assessment Data: Gr 9 – FY13/14 – 0% Prof, FY14/15 -3% Prof STAR assessment shows a 10 pt decrease in S PARCC - TBD

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	ACE After School Tutoring, Jr High Saturday Intervention Program	Yes	STAR Benchmark Assessments PARCC - TBD	Benchmark Assessment Data: Gr 7 – FY13/14 – 0%Prof, FY14/15 – 27% Prof STAR assessment shows a 19 pt increase in SS Benchmark Assessment Data: Gr 8 – FY13/14-0 % Prof, FY14/15 – 21% Prof STAR assessment shows a 88 pt increase in SS Benchmark Assessment Data: Gr 9 – FY13/14 – 0% Prof, FY14/15 -14% Prof STAR assessment shows a 23 point increase in SS

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)
					PARCC - TBD
Math	Students with Disabilities	ACE After School Tutoring, Jr High Saturday Intervention Program	Yes	STAR Benchmark Assessments PARCC - TBD	Benchmark Assessment Data: Gr 7 – FY13/14–0% Prof, FY14/15–18% Prof STAR assessments shows a 38 pt increase in SS. Gr 8 – FY13/14- 0% Prof, FY14/15 – 0%Prof STAR assessments shows a 48 pt increase in SS Benchmark Assessment Data: Gr 9 – FY13/14 –0 % Prof, FY14/15 -0% Prof STAR assessment shows a (8) pt decrease in SS PARCC - TBD
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	ACE After School Tutoring, Jr High Saturday Intervention Program		Benchmark Assessments PARCC	Benchmark Assessment Data: Gr 7 – FY13/14 – 22% Prof, FY14/15– 1% Prof Gr 8 – FY13/14- 42% Prof, 14/15 – 34% Prof Gr 9 – FY13/14 – NA, 14/15 -59% Prof PARCC - TBD

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)
Math	Economically Disadvantaged	ACE After School Tutoring, Jr High Saturday Intervention Program		Benchmark Assessments PARCC	Benchmark Assessment Data: Gr 7 – FY13/14 – 7%, FY14/15 – 3% Gr 8 – FY13/14- 4%, FY14/15 – 10% Gr 9 – FY13/14 – NA, FY14/15 -0% PARCC - TBD
ELA	Total Population	ACE After School Tutoring, Jr High Saturday Intervention Program	Yes	STAR Benchmark Assessments PARCC - TBD	Benchmark Assessment Data: Gr 7 – FY13/14–28% Prof, FY14/15–46% Prof STAR assessment shows a 45 pt increase in SS Benchmark Assessment Data: Gr 8 – FY13/14- 26%Prof, FY14/15 – 30% Prof STAR assessment shows a 8 pt increase in SS Benchmark Assessment Data: Gr 9 – FY13/14 – 51% Prof, FY14/15-43% Prof STAR assessment shows a 4 pt increase in SS PARCC - TBD
Math	Total Population	ACE After School Tutoring, Jr High Saturday Intervention Program	Yes	STAR Benchmark Assessments PARCC - TBD	Benchmark Assessment Data: Gr 7 – FY13/14–18% Prof, FY14/15 – 42% Prof STAR assessment shows a 8 pt increase in SS Benchmark Assessment Data: Gr 8–FY13/14- 8% Prof, FY14/15 – 10% Prof STAR assessment shows a 31 pt increase in SS Benchmark Assessment Data: Gr 9 – FY13/14 – 0% Prof, FY14/15 -3% Prof STAR assessment shows a 10 pt decrease in S PARCC - TBD

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	ALATNJ –Association of Language Arts Teachers of New Jersey.	Yes	STAR Benchmark Assessments PARCC - TBD	Benchmark Assessment Data: Gr 7 –FY13/14 – 28% Prof, FY14/15– 46% Prof STAR assessment shows a 45 pt increase in SS Benchmark Assessment Data: Gr 8 – FY13/14-26% Prof, FY14/15–30% Prof STAR assessment shows a 8 pt increase in SS Benchmark Assessment Data: Gr 9 – FY13/14–51% Prof , FY14/15-43%Prof STAR assessment shows a 4 pt increase in SS PARCC - TBD
Math	Students with Disabilities	Math Consultant hired to provide job embedded professional development	Yes	STAR Benchmark Assessments PARCC - TBD	Benchmark Assessment Data: Gr 7 – FY13/14 – 0% Prof, FY14/15–18% Prof STAR assessments shows a 38 pt increase in SS. Benchmark Assessment Data: Gr 8 –FY13/14 0% Prof, FY14/15 –0% Prof STAR assessments shows a 48 pt increase in SS Benchmark Assessment Data: Gr 9 - FY13/14–0 % Prof, FY14/15-0% Prof STAR assessment shows a (8) pt decrease in SS PARCC - TBD
ELA	Homeless	NA			

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	NA			
Math	ELLs	NA			
ELA	Economically Disadvantaged	ALATNJ –Association of Language Arts Teachers of New Jersey.	Yes	Benchmark Assessments PARCC - TBD	Benchmark Assessment Data: Gr 7 – FY13/14 –28% Prof, FY14/15–46% Prof Gr 8 – FY13/14-26% Prof, FY14/15–30% Prof Gr 9 – FY13/14 – 51% Prof, FY14/15-43% Prof PARCC - TBD
Math	Economically Disadvantaged	Math Consultant hired to provide job embedded profession development	Yes	Benchmark Assessments PARCC - TBD	Benchmark Assessment Data: Gr 7 – FY13/14 – 7% Prof, FY14/15– 3%Prof Gr 8 – FY13/14-4% Prof, FY14/15– 10% Prof Gr 9 – FY13/1 -NA, FY14/15 -0% Prof PARCC - TBD
ELA	Students with Disabilities	ALATNJ –Association of Language Arts Teachers of New Jersey.		STAR Benchmark Assessments PARCC - TBD	Benchmark Assessment Data: Gr 7 – FY13/14–28% Prof, FY14/15–46% Prof STAR assessment shows a 45 pt increase in SS Benchmark Assessment Data: Gr 8 – FY13/14-26% Prof, FY14/15–30% Prof STAR assessment shows a 8 pt increase in SS Gr 9 – FY13/1- 51% Prof, FY14/15 -43% Prof STAR assessment shows a 4 pt increase in SS

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)
					PARCC - TBD
Math	Students with Disabilities	Math Consultant hired to provide job embedded professional development	Yes	STAR Benchmark Assessments PARCC - TBD	Benchmark Assessment Data: Gr 7 – FY13/14–18% Prof, FY14/15–42% Prof STAR assessment shows a 8 pt increase in SS Benchmark Assessment Data: Gr 8 – FY13/14- 8% Prof, FY14/15– 10% Prof STAR assessment shows a 31 pt increase in SS Benchmark Assessment Data: r 9–FY13/14 – 0% Prof, 1 FY14/15 -3% Prof STAR assessment shows a 10 pt decrease in S PARCC - TBD

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				

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

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

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

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

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

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

**2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis**

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	STAR Assessment, NJ Model Curriculum Unit Assessments	Grade 7, 8, 9 will show a 10% increase in the number of students testing at grade level. Student proficiency will increase by 10% in Grades 7,8,9 on unit benchmarks. PARCC-TBD
Academic Achievement - Writing	NJ Model Curriculum Unit Assessments, PARCC	Student proficiency will increase by 10% in Grades 7,8,9 on unit benchmarks. PARCC - TBD
Academic Achievement - Mathematics	STAR Assessment, NJ Model Curriculum Unit Assessments, PARCC	Grade 7, 8, 9 will show a 10% increase in the number of students testing at grade level. Student proficiency will increase by 10% in Grades 7,8,9 on unit benchmarks. PARCC - TBD
Family and Community Engagement	Attendance to after school activities (Back to School Night, Parent’s Night, PTO, Guidance Sponsored Events). Parent participation on surveys. Attendance at concerts, plays and sporting events.	Attendance sheets will show an increase in participation of after school activities by 20%. PTO will show a 10% increase in membership

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)
Professional Development	In-service teacher attendance & embedded PD (faculty meeting PLC, Common Planning). Requests for outside Professional Development attendance.	Attendance Sheets for in service PD and faculty meetings. Common planning sign-in sheets and agendas. 20 % Increase in the number of teachers requesting attendance at outside professional development
Leadership	Building SGO and SGP data.	Both measures will be over a 3.0
School Climate and Culture	School Climate Survey, Code of Conduct (Referral & Suspension) Data, Attendance Rate (Staff & Student), HIB Data, EVVRS	Increase of 10% participation in the survey Reduction of 10% in discipline referrals
School-Based Youth Services	SBYSP attendance from Genesis SIS Turnstile, SBYSP Referrals	Increase in the number of referrals and attendance at SBYSP
Students with Disabilities	Same As Above	Proficiency will be measured using Model Curriculum Benchmark Assessments as well as STAR Renaissance data.
Homeless Students	NA	
Migrant Students	NA	
English Language Learners	NA	
Economically Disadvantaged	Same as Above	Proficiency will be measured using Model Curriculum Benchmark Assessments as well as STAR Renaissance data.

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? *The school worked with the committee and the regional achievement center to discuss the needs, they looked at the turnaround principles and did a Quality School Review. Based on the information gathered from this review and the data gathered from the current school year we identified three priority problems.*

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

Data was collected from Benchmark Assessments, STAR Renaissance, Genesis SIS, Danielson Observation Model.

2. What process did the school use to collect and compile data for student subgroups? *Genesis SIS, Benchmark Data Collection, STAR generated reports, NJ SMART*
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)? *Use of Reports generated from SIS.*
4. What did the data analysis reveal regarding classroom instruction? *Using Teachscape Domain and Score Distribution, data showed for Domain 3 – Instruction, only 5.87% of the teachers are partially effective, which is a decrease from the prior year.*
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? *That teachers really want professional development in the area of curriculum and the common core.*
6. How does the school identify educationally at-risk students in a timely manner? *Analyzing NJ Model Curriculum Benchmark Standard Analysis, Read 180 data and reports, STAR Assessment generated data and standard specific instructional strategies, Genesis SIS interim comments and course failures.*
7. How does the school provide effective interventions to educationally at-risk students? *Through analysis of multiple-measures, students are provided supplemental instruction during the school day, after school (ACE Tutoring Lab), and Saturday Programs specifically geared toward Grade 7 and 8.*
8. How does the school address the needs of migrant students? *NA*
9. How does the school address the needs of homeless students? *NA*
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? *Teachers were trained on STAR Renaissance, and also on the NJ Model Curriculum. The benchmark analysis sheets were developed to provide teachers with the information that they need on the standards and student proficiency in meeting those standards.*
11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? *Orientation days, Open-House tours, Moving-up Day, Camp Redwings, Redwing for a day and parent meetings*
12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? *By reviewing academic measures (STAR, Benchmark, Course Grades), and also reviewing the school survey to determine areas that are not meeting the standards necessary to show academic growth. Data analysis, professional development, time management, assessment of curriculum and instruction, climate and culture, leadership, family and community engagement.*

****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	Proficiency in ELA	Proficiency in Math
Describe the priority problem using at least two data sources	In most groups there are less than 50% of the students meeting proficiency on NJ Model Curriculum Benchmark Assessment, and STAR Assessments. Over 20% of the students in each grade are failing ELA for the year causing students to be retained.	In most of the groups there are less than 50% of the students meeting proficiency on NJ Model Curriculum Benchmark Assessment, and STAR Assessments. Over 20% of the students in each grade are failing Math for the year causing students to be retained.
Describe the root causes of the problem	Transition to the common core state standards from partial to full implementation, and a change of the state assessment model. Students coming into 7 th grade at reading levels two or more years behind.(based on STAR data) School choice into 9 th grade also presents a problem with students coming from varying schools with little transitional material.	Transition to the common core state standards from partial to full implementation, and a change of the state assessment model. Students coming into 7 th grade at reading levels two or more years behind (based on STAR data) School choice into 9 th grade also presents a problem with students coming from varying schools with little transitional material.
Subgroups or populations addressed	Economically disadvantaged and SWD in grades 7,8,9	Economically disadvantaged and SWD in grades 7,8,9
Related content area missed (i.e., ELA, Mathematics)	ELA	Math
Name of scientifically research based intervention to address priority problems	Data Driven Instruction - Remediation by classroom teachers on SLO’s on NJ model curriculum units with assessment when remediation by standard is complete to reassess for proficiency.	Data Driven Instruction - Remediation by classroom teachers on SLO’s on NJ model curriculum units with assessment when remediation by standard is complete to reassess for proficiency.
How does the intervention align with the Common Core State Standards?	It aligns with the NJ Common Core State Standards because the district has adopted the Model Curriculum and all benchmark assessments as well as STAR is aligned to the common core.	It aligns with the NJ Common Core State Standards because the district has adopted the Model Curriculum and all benchmark assessments as well as STAR is aligned to the common core.

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	Chronic Absenteeism	
Describe the priority problem using at least two data sources	Chronic Absenteeism is defined as missing 10% of the number of school days that have already taken place. Our current school average is 7% (Sept-April) of population is chronically absent, which is 2% higher than state average. This is determined using the Genesis SIS.	
Describe the root causes of the problem	Home Life, multiple failures, responsibility for siblings, behind in classwork.	
Subgroups or populations addressed	Economically Disadvantaged, SWD in grades 7,8,9	
Related content area missed (i.e., ELA, Mathematics)	All content area classes are missed when students are absent.	
Name of scientifically research based intervention to address priority problems	Response to Intervention -- evidence based program to combat absenteeism: Mentors for Students, incentive program, and awareness campaign. http://www.attendanceworks.org	
How does the intervention align with the Common Core State Standards?	This will increase the amount instructional time in class for students that would otherwise be missing instruction.	

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)(1)(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	Student Centered Instructional Strategies for Staff Pure common planning in ELA for Data Analysis	Principal and VP	NJ Model Curriculum Benchmark Assessments STAR Renaissance Assessment Growth and Diagnostic Genesis SIS	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf
Math	Students with Disabilities	Student Centered Instructional Strategies for Staff Pure common planning in Math for Data Analysis	Principal and VP	NJ Model Curriculum Benchmark Assessments STAR Renaissance Assessment Growth and Diagnostic Genesis SIS	Response to Intervention http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf Using Student Data to Support Instructional Decision-Making http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf NJ State Regional Achievement Center
ELA	Homeless				

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Student Centered Instructional Strategies for Staff Pure common planning in ELA for Data Analysis	Principal and VP	NJ Model Curriculum Benchmark Analysis System STAR Renaissance Genesis SIS End of Course Failures	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf Response to Intervention NJ State Regional Achievement Center
Math	Economically Disadvantaged	Student Centered Instructional Strategies for Staff Pure common planning in	Principal and VP	NJ Model Curriculum Benchmark Analysis System STAR Renaissance	Response to Intervention http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf Using Student Data to Support Instructional Decision-Making http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf NJ State Regional Achievement Center

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Math for Data Analysis		Genesis SIS End of Course Failures	
ELA	Grades 7,8,9	Student Centered Instructional Strategies for Staff Pure common planning in ELA for Data Analysis	Principal and VP	NJ Model Curriculum Benchmark Analysis System STAR Renaissance Genesis SIS End of Course Failures	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf Response to Intervention NJ State Regional Achievement Center
Math	Grade 7,8,9	Student Centered Instructional Strategies for Staff Pure common planning in Math for Data Analysis	Principal and VP	NJ Model Curriculum Benchmark Analysis System STAR Renaissance Genesis SIS End of Course Failures	Response to Intervention http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf Using Student Data to Support Instructional Decision-Making http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf NJ State Regional Achievement Center

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

ESEA §1114(b)(1)(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)

**Use an asterisk to denote new programs.*

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

ESEA §1114(b)(1)(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	ACE After School Tutoring – Remedial Instruction based on student needs 80 Minute Block Period	Principal/VP	NJ Model Curriculum Benchmark Analysis System STAR Renaissance Genesis SIS End of Course Failures	https://www.relmidatlantic.org/SDPAttendanceProject http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf Response to Intervention NJ State Regional Achievement Center
Math	Students with	ACE After School	Principal/VP	NJ Model Curriculum	https://www.relmidatlantic.org/SDPAttendanceProject

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

ESEA §1114(b)(1)(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)
	Disabilities	Tutoring – Remedial Instruction based on student needs 80 minute Block Period		Benchmark Analysis System STAR Renaissance Genesis SIS End of Course Failures	Response to Intervention http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf Using Student Data to Support Instructional Decision-Making http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf NJ State Regional Achievement Center
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	NA			
Math	ELLs	NA			
ELA	Economically Disadvantaged	ACE After School Tutoring – Remedial Instruction based on	Principal/VP	NJ Model Curriculum Benchmark Analysis System STAR	https://www.relmidatlantic.org/SDPAttendanceProject http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf Response to Intervention NJ State Regional Achievement Center

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

ESEA §1114(b)(1)(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)
		student need		Renaissance Genesis SIS End of Course Failures	
Math	Economically Disadvantaged	ACE After School Tutoring – Remedial Instruction based on student need 80 minute block period	Principal/VP	NJ Model Curriculum Benchmark Assessments STAR Renaissance Assessment Growth and Diagnostics Report	Response to Intervention http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf Using Student Data to Support Instructional Decision-Making http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf NJ State Regional Achievement Center
ELA	Grade 7,8,9	ACE After School Tutoring – Remedial Instruction based on student need 80 minute block period	Principal/VP	NJ Model Curriculum Benchmark Assessments STAR Renaissance Assessment Growth and Diagnostics Report	https://www.relmidatlantic.org/SDPAttendanceProject http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf Response to Intervention NJ State Regional Achievement Center
Math	Grade 7,8,9	ACE After School	Principal/VP	NJ Model Curriculum	Response to Intervention

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

ESEA §1114(b)(1)(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)
		Tutoring – Remedial Instruction based on student need 80 minute block period		Benchmark Assessments STAR Renaissance Assessment Growth and Diagnostics Report	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf Using Student Data to Support Instructional Decision-Making http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf NJ State Regional Achievement Center

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Teaching in the Block Period Developing High Quality Assessments	Supervisor of ELA and Math	NJ Model Curriculum Benchmark Analysis System STAR Renaissance Genesis SIS End of Course Failures	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf Response to Intervention NJ State Regional Achievement Center
Math	Students with Disabilities	Teaching in the Block Period Developing High Quality Assessments	Supervisor of ELA and Math	NJ Model Curriculum Benchmark Analysis System STAR Renaissance Genesis SIS End of Course Failures	Response to Intervention http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf Using Student Data to Support Instructional Decision-Making http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf NJ State Regional Achievement Center
ELA	Homeless				

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	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Teaching in the Block Period Developing High Quality Assessments	Supervisor of ELA and Math	NJ Model Curriculum Benchmark Analysis System STAR Renaissance Genesis SIS End of Course Failures	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf Response to Intervention NJ State Regional Achievement Center
Math	Economically Disadvantaged	Teaching in the Block Period Developing High Quality	Supervisor of ELA and Math	NJ Model Curriculum Benchmark Analysis System STAR	Response to Intervention http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf Using Student Data to Support Instructional Decision-Making http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf NJ State Regional Achievement Center

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)
		Assessments		Renaissance Genesis SIS End of Course Failures	
ELA	Grades 7,8,9	Teaching in the Block Period Developing High Quality Assessments	Supervisor of ELA and Math	NJ Model Curriculum Benchmark Analysis System STAR Renaissance Genesis SIS End of Course Failures	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf Response to Intervention NJ State Regional Achievement Center
Math	Grades 7,8,9	Teaching in the Block Period Developing High Quality Assessments	Supervisor of ELA and Math	NJ Model Curriculum Benchmark Analysis System STAR Renaissance Genesis SIS	Response to Intervention http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf Using Student Data to Support Instructional Decision-Making http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf NJ State Regional Achievement Center

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)
				End of Course Failures	

**Use an asterisk to denote new programs.*

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

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

Evaluation of Schoolwide Program*

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

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

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? *How frequently will evaluation take place? As I did when working with the RAC, I recommend that we review internally on a quarterly basis by reviewing the assessments listed in the plan.*
2. What barriers or challenges does the school anticipate during the implementation process? *Resources and buy in from the staff.*
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? *Sharing the plan with the staff during common planning, and explaining the role they play in the implementation of the plan as well as the evaluation. Assigning roles for key personnel (department lead person) to share with the staff.*
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? *School Climate and Culture Survey as well as classroom observations. Meeting with the staff in common planning will also allow us to discuss perceptions.*
5. What measurement tool(s) will the school use to gauge the perceptions of the community? *School Climate and Culture Survey as well as PTO feedback.*
6. How will the school structure interventions? *By following the steps that will be laid out in the plan for implementation.*

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

7. How frequently will students receive instructional interventions? *Based on the results from the first assessment, that will dictate how much remediation will need to take place in the classroom. Report cards and interim reports will also dictate those students that will be assigned interventions.*
8. What resources/technologies will the school use to support the schoolwide program? *Google Chromebooks, STAR Renaissance and Genesis SIS End of Course grades. Also the digital backpack and school website to share information with the parents and community.*
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? *NJ Model Curriculum Benchmark Assessments, STAR Data, Genesis SIS Data, and PARCC results.*
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? *Faculty Meetings, Common Planning, PTO Meetings, Website, Guidance, CST, and reports out about the status of our plan.*

****Provide a separate response for each question.***

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

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 & Math All Subgroups	Parent and Guardians	Parent Workshop Recruitment of Parents on the PTO Understanding the Assessments	PTO & Principal, VP, Supervisors	Attendance Sheets	Parental Involvement
All					
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Same as Above			
Math	Economically Disadvantaged	Same as Above			

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

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		Same as Above			
Math		Same as Above			

**Use an asterisk to denote new programs.*

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

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? *Through and increase in enrollment on the PTO we will get more parents out to our academic workshops. The goal is for parents to understanding what students are doing, and the resources available to struggling students.*
 2. How will the school engage parents in the development of the written parent involvement policy? PTO will assist in getting parent volunteers to sit on a committee that will work on developing the policy.
 3. How will the school distribute its written parent involvement policy? *Online and hard copy for parents that request it. Robocall parents that make them aware of the resources online. Making the policy available at all parent meetings (back to school night, parents night, PTO Meetings) will also be used.*
 4. How will the school engage parents in the development of the school-parent compact? *Parents will have the opportunity to volunteer to work on committee that develops the compact.*
 5. How will the school ensure that parents receive and review the school-parent compact? *Through the Genesis SIS parent portal, we will eliminate the need for paper copies. An online review of the compact and the ability to check a box will suffice for submissions.*
 6. How will the school report its student achievement data to families and the community? *Board meetings, emails and online.*
 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? *This has not been an issue, but if it were, the Title III Coordinator handles notification.*
 8. How will the school inform families and the community of the school's disaggregated assessment results?
 9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? *Selecting parents that are involved, have and understanding of the needs of the school, and have a desire to work on the plan development.*
 10. How will the school inform families about the academic achievement of their child/children? *Genesis SIS Parent Portal, as well as communication with faculty and guidance.*
 11. On what specific strategies will the school use its 2015-2016 parent involvement funds? *Parent Workshops*
- *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	64	Continued professional development in their content area. Allowing access to outside resources based on their choice to reinforce strong teaching practices.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	4	Continued professional development.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The district has an active teacher preparation intern placement program. Open faculty positions are posted on-line.	Principal Central Office