

# 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: Wallace
Chief School Administrator: RICHARD BROCKEL	Address: 1100 Willow Ave. Hoboken, NJ 07030
Chief School Administrator's E-mail: <a href="mailto:Richard.Brockel@hoboken.k12.nj.us">Richard.Brockel@hoboken.k12.nj.us</a>	Grade Levels: K-6
Title I Contact: Jennifer Lopez	Principal: Roger Bowley
Title I Contact E-mail: <a href="mailto:jennifer.lopez@hoboken.k12.nj.us">jennifer.lopez@hoboken.k12.nj.us</a>	Principal's E-mail: <a href="mailto:roger.bowley@hoboken.k12.nj.us">roger.bowley@hoboken.k12.nj.us</a>
Title I Contact Phone Number: 201-356-3605	Principal's Phone Number: 201-356-3650

**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 13 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 6,430,322.00, which comprised 97% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 7,268,465.00, which will comprise 97.65 % 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
	3			
Summer Enrichment Program	#1 (ELA) and #2 (MATH)	ELA & Math Instruction & Tutorial	100-101	\$15,000.00
Supplemental technology materials	#3 Technology	Differentiated instruction, tech skills	100-600	\$18,000.00

## 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
Roger Bowley	Administrator	Yes	Yes	Yes	
Maria Morales	Administrator	Yes	Yes	Yes	
Allison Lemberg	School Counselor	Yes	Yes	Yes	
Rosanne Versaci	Teacher	Yes	Yes	Yes	
Bess Mitsakos	Teacher	Yes	Yes	Yes	
Kerry McLoughlin	Teacher	Yes	Yes	Yes	
Donna Pukash	Teacher	Yes	Yes	Yes	
Lauren Nassau	Parent	Yes	Yes	Yes	
Sue Roderick	Parent	Yes	Yes	Yes	
Magdalena Gray	Parent	Yes	Yes	Yes	
Luz Durando	Teacher	Yes	Yes	Yes	
Grace Orellano	RTI Coordinator	Yes	Yes	Yes	

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

Donna D'Acunto	Math & Science Curriculum Coordinator	Yes	Yes	Yes	
Charles Bartlett	LAL & Social Studies Curriculum Coordinator	Yes	Yes	Yes	
Daniel Simone	Hoboken Police Officer	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
9/17/14	Wallace	Needs Assessment	Yes	No	Yes	No
10/1/14	Wallace	Plan Development	X		X	
11/12/14	Wallace	Program Evaluation	X		X	
12/3/15	Wallace	Plan Development	X		X	
1/7/15	Wallace	Program Evaluation	X		X	
2/11/15	Wallace	Program Evaluation	X		X	
3/4/15	Wallace	Plan Development	X		X	
4/1/15	Wallace	Plan Development	X		X	
5/7/14	Wallace	Plan Development	X		X	
5/22/15	Wallace	Plan Development	X		X	
5/12/15	Wallace	Plan Development	X		X	
5/6/15	Wallace	Plan Development	X		X	
6/3/15	Wallace	Plan Development	X		X	

***\*Add rows as necessary.***

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

**School's Mission**

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Wallace Elementary School intends to be an urban school of excellence, celebrating the diversity of our community while simultaneously laying the foundation for our students to be college and career ready in the ever-changing 21 <sup>st</sup> Century world. By establishing a culture of high expectations and accountability for all students and staff, the Wallace School Community will commit to becoming an exemplary model of urban education.
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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.**
2. What were the strengths of the implementation process? ***All students were administered the STAR Assessment in late September or early October. This gave us data that could be used immediately to guide instruction in both curriculum areas.***
3. What implementation challenges and barriers did the school encounter? ***The limited technology resources posed a challenge while implementing the STAR assessment.***
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? ***The technology we needed to administer the assessment (computers and headphones), teaching primary students to use the mouse, and scheduling over 30 classes in our one computer lab to administer the assessment was a weakness.***
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? ***Stakeholders realized the needs to implement programs that would meet needs of CCCS requirements. Discussions were held in faculty meetings and with other community stakeholders in School Leadership Committee (SLC) meetings.***
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? ***The staff was in agreement with all programs to support the curriculum changes. The staff was surveyed and discussions were held in faculty meetings and SLC meetings.***
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? ***The community supported the programs. Parental input was given at SLC meetings and they also participated in a survey.***
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? ***The methods of delivery were primarily in whole group and small group sessions. All ELA and Math classes in grades 2-6 were homogeneously grouped by ability levels.***
9. How did the school structure the interventions? ***The READING WONDERS Program was a daily program delivered to all students inclusive of special education groups by teachers that specialized in ELA instruction. All ELA and Math classes in grades 2-6 were homogeneously grouped by ability levels. The availability of online resources was a critical component of the READING***

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

***WONDERS Program. All K-6 classes accessed these resources through SMARTBoard technology. Interventions were structured as embedded lessons on a daily basis. RTI support in first grade was provided in a pullout format with individuals and small groups daily. After school intervention tutoring was provided for grades 3-6.***

10. How frequently did students receive instructional interventions? ***Students received instructional interventions on a daily basis and through weekly mandatory tutoring.***
11. What technologies did the school use to support the program? ***The school utilized Smartboards, Chromebooks, Reading Wonders Online, Think Central Online, and STAR RENAISSANCE assessments.***
12. Did the technology contribute to the success of the program and, if so, how? ***Yes, the technology contributed to success of the program by engaging students in the learning. The SMARTBoards were instrumental in making full use of the READING WONDERS and SINGAPORE Math programs. They also provide a better medium for our visual learners. The STAR RENAISSANCE Assessment allowed us to have timely and focused feedback that helped direct our instruction 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.

<b>English Language Arts</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Grade 4	28	TBD	1. ½ hour after school remedial tutoring 2. Mandatory Intervention tutoring	Student Attendance was low
Grade 5	42	TBD	1. ½ hour after school remedial tutoring 2. Mandatory Intervention tutoring	Student Attendance was low
Grade 6	13	TBD	1. ½ hour after school remedial tutoring 2. Mandatory Intervention tutoring	Student Attendance was low

<b>Mathematics</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Grade 4	25	TBD	1. ½ hour after school remedial tutoring 2. Mandatory Intervention tutoring	Student Attendance was low
Grade 5	37	TBD	1. ½ hour after school remedial tutoring 2. Mandatory Intervention tutoring	Student Attendance was low
Grade 6	13	TBD	1. ½ hour after school remedial tutoring 2. Mandatory Intervention tutoring	Student Attendance was low

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

**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).
Kindergarten	STAR EARLY LITERACY FALL EER 22 LER 16 SPRING ERR 3 LER 22	STAR EARLY LITERACY Sept-June EER 7 LER 17	STAR Assessment administered to direct the focus of instruction. Supplemental reading program integrated with SMART technology.	Lack of early literacy fundamental skills.
Grade 1	41 Students in RTI  STAR ASSESSMENT 16 students EER and 57 students at LER levels	19 Students in RTI	STAR Assessment administered to direct the focus of instruction. RTI was provided for all first graders who scored in the lowest 25% on the DRA. Supplemental reading program integrated with SMART technology.	The district goal was to have 80% of students show 6 months growth and the goal was met as 100% of the students made the 6 months gain.
Grade 2	STAR ASSESSMENT 17 students below 25 <sup>th</sup> % and 8	STAR ASSESSMENT 13 students below 25 <sup>th</sup> % and 25	STAR Assessment administered to direct the focus of instruction. Students were grouped by ability for instruction. Supplemental reading program integrated with SMART technology.	STAR ASSESSMENT 58 students tested Average Scale Score increased by 145 points and Average Grade Equivalent increased from 2.3 to 3.4

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

<b>Mathematics</b>	<b>2013 -2014</b>	<b>2014 -2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Kindergarten	N/A	N/A	N/A	N/A – The district did not administer standardized tests at this grade level.
Grade 1	STAR ASSESSMENT 18 students below 25 <sup>th</sup> % and 13 students between 25 <sup>th</sup> & 49 <sup>th</sup> %	STAR ASSESSMENT 14 students below 25 <sup>th</sup> % and 20 students between 25 <sup>th</sup> & 49 <sup>th</sup> %	STAR Assessment administered to direct the focus of instruction. Differentiated instruction was enhanced by SMART Technology.	Summative assessment 126 students tested. Average Scale Score increased by 135 points and Average Grade Equivalent increased from 1.2 to 2.3
Grade 2	STAR ASSESSMENT 17 students below 25 <sup>th</sup> % and 17 students between 25 <sup>th</sup> & 49 <sup>th</sup> %	STAR ASSESSMENT 8 students below 25 <sup>th</sup> % and 10 students between 25 <sup>th</sup> & 49 <sup>th</sup> %	STAR Assessment administered to direct the focus of instruction. Differentiated instruction was enhanced by SMART Technology.	Summative Assessment average Scale Score increased by 128 points and Average Grade Equivalent increased from 2.0 to 3.3.

**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

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities	Mandatory weekly tutoring	TBD	PARCC testing results	TBD
Math	Students with Disabilities	Mandatory weekly tutoring	TBD	PARCC testing results	TBD
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	Access to supplemental technology English language development resources (Rosetta Stone, Wordly Wise) a minimum of 3 times per week.	N/A	PARCC testing results ; Access Wida Assessment	All results are pending release of scores for various tests.
Math	ELLs	Mandatory weekly tutoring	TBD	PARCC testing results	All results are pending release of scores for various tests.
ELA	Economically Disadvantaged	Mandatory weekly tutoring	TBD	PARCC testing results	TBD
Math	Economically Disadvantaged	Mandatory weekly tutoring	TBD	PARCC testing results	TBD

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Mandatory weekly tutoring	TBD	PARCC testing results	TBD
Math	Students with Disabilities	Mandatory weekly tutoring	TBD	PARCC testing results	TBD
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	Mandatory weekly tutoring; after school intervention tutoring	TBD	PARCC testing results	TBD
Math	ELLs	Mandatory weekly tutoring; after school intervention tutoring	TBD	PARCC testing results	TBD
ELA	Economically Disadvantaged	Mandatory weekly tutoring; after school intervention tutoring	TBD	PARCC testing results	TBD
Math	Economically Disadvantaged	Mandatory weekly tutoring; after school intervention tutoring	TBD	PARCC testing results	TBD

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

**Evaluation of 2014-2015 Interventions and Strategies**

***Professional Development – Implemented in 2014-2015***

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities				
Math	Students with Disabilities				
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	New Jersey Teachers of English to Speakers of Other Languages Annual Conference	TBD	PARCC scores	PARCC testing results (TBD)
Math	ELLs	New Jersey Teachers of English to Speakers of Other Languages Annual Conference	TBD	PARCC scores	PARCC testing results (TBD)
ELA	Economically Disadvantaged	Differentiating instruction. Integrating technology across the content areas.	TBD	PARCC scores, DRA2 (K-3)	PARCC testing results (TBD). The district goal was to have 80% of students show 6 months growth and the goal was met as 100% of the students made the 6 months gain.
Math	Economically Disadvantaged	Differentiating instruction. Integrating technology across the content areas.	TBD	PARCC scores, DRA2 (K-3)	PARCC testing results (TBD). The district goal was to have 80% of students show 6 months growth and the goal was met as 100% of the students made the 6 months gain.

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

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

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities	Special Education Parent Advisory Council	YES	Sign-in attendance sheets for parent conferences.	Workshop evaluation form
Math	Students with Disabilities	Special Education Parent Advisory Council	YES	Sign-in attendance sheets for parent conferences.	Workshop evaluation form
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	Bi-annual parent conferences to discuss student achievement and progress.	YES	Sign-in attendance sheets for parent conferences.	Attendance rate based on number of students enrolled.
Math	ELLs	Bi-annual parent conferences to discuss student achievement and progress	YES	Sign-in attendance sheets for parent conferences.	Attendance rate based on number of students enrolled.
ELA	Economically Disadvantaged	Parent/Teacher conferences; I&RS Team; True Mentors referrals; Pro-active student support services	YES	Sign-in sheets; number of student applications for True Mentors; number of attendees at school events; attendance sheets; counseling referrals.	True Mentors: 10 active mentors and mentees.
MATH	Economically Disadvantaged	Parent/Teacher conferences; I&RS Team; True Mentors referrals; Pro-active student support services	YES	Sign-in sheets; number of student applications for True Mentors; number of attendees at school events; attendance sheets; counseling referrals.	True Mentors: 10 active mentors and mentees.

**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 2015-2016**

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	STAR Renaissance	<ul style="list-style-type: none"> <li>• STAR Renaissance Assessments will be given to all students in grade K-6 to assess students reading levels. The data generated will be used to guide differentiation of instruction and increase vertical and horizontal instructional strategies through professional conversations.</li> <li>• DRA 2 assessments will be given to all students in grades K-3.</li> <li>• Benchmark assessments will be given 4 – 5 times per year. They will be standards-based and common across grade levels. The assessment data will be tracked via a spreadsheet.</li> <li>• PARCC results will be analyzed to measure student growth.</li> </ul>
Academic Achievement - Writing	Model Curriculum	<ul style="list-style-type: none"> <li>• Benchmark assessments will be given 4 – 5 times per year. They will be standards-based and common across grade levels.</li> <li>• PARCC Results will be analyzed to measure student growth.</li> </ul>

**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)
Academic Achievement - Mathematics	STAR Renaissance; Model Curriculum	<ul style="list-style-type: none"> <li>• STAR Math Assessment will be given to all students in grades K-6. The data will drive differentiation strategies and guide professional conversations.</li> <li>• Benchmark assessments will be given 4 – 5 times per year. The assessments will be standards-based and results will be tracked via a spreadsheet.</li> <li>• PARCC results will be analyzed to determine student growth.</li> </ul>
Family and Community Engagement	Monthly Parent Team Meetings, participation in parent workshops, Back to School Night, School Leadership Council (SLC), parent volunteer classroom support program.	Attendance at all family and community engagement activities will be provided by way of sign-in sheets.
Professional Development	District PD Plan	<p>Staff will sign-in to every common planning session they are required to attend as indicated in their schedule.</p> <p>Staff will attend professional development days in September, October, and February.</p> <p>Staff will complete a school climate and culture survey in the Fall and Spring</p>
Leadership	School Leadership Council (SLC)	<p>Staff will complete two surveys regarding the climate and culture of the school, one in the fall and one in the spring.</p> <p>Faculty attendance rates will be analyzed as an indicator of positive school climate.</p>

**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)
School Climate and Culture	Anti-bullying data, Monthly Suspension Incidents Reports; Disciplinary Referrals	Minutes from meeting, school-wide programs to improve climate. Surveys from counselor for staff, students, and parents indicate Wallace School is a positive place. Staff 69% Agree 28% Sort of 3% Disagree Students: 79% Agree, 20% Sort of, 2% Disagree Parents: 91% Agree, 8 % Sort of, 1% Disagree
Students with Disabilities		Student data will be analyzed to assess student growth and evaluate placement, as well as to determine individual needs and increase professional conversations among involved stakeholders.
English Language Learners	WIDA & ACCESS proficiency results	Assessment results will be analyzed to measure student growth.
Economically Disadvantaged		Student data will be analyzed to assess student growth and evaluate placement, as well as to determine individual needs and increase professional conversations among involved stakeholders.

**2015-2016 Comprehensive Needs Assessment Process\***

***Narrative***

1. What process did the school use to conduct its Comprehensive Needs Assessment? ***The school used a multi-faceted process to conduct its needs assessment which included data collection, teacher feedback and parental feedback.***
2. What process did the school use to collect and compile data for student subgroups? ***The school used model curriculum and STAR Renaissance results to collect and compile data for student subgroups.***

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

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? ***The school ensures the validity and reliability of the data by relying on highly regarded assessments such as model curriculum and STAR Renaissance which were administered on a consistent and regular basis.***
4. What did the data analysis reveal regarding classroom instruction? ***The data analysis revealed that while the school has made some strides in the areas of reading, writing and mathematics, we must continue to improve in each area and every grade level.***
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? ***The data analysis revealed that delivery of professional development was not successful. Building-level professional development for staff was virtually non-existent. For the 2015-2016 school year, the incoming Principal is making weekly common planning sessions a focus to better target and provide professional development strategies to increase teacher capacity.***
6. How does the school identify educationally at-risk students in a timely manner? ***The school analyzes several data points to target student intervention, including STAR assessments, common benchmark assessments, and DRA 2 results, as well as teacher feedback. Identified students are provided intervention through I&RS and RTI.***
7. How does the school provide effective interventions to educationally at-risk students? ***The school provides effective assistance to its educationally at-risk students through intervention tutoring, I&RS intervention and RTI.***
8. How does the school address the needs of migrant students? ***N/A***
9. How does the school address the needs of homeless students? ***Our school does not have any known homeless students.***
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? ***The school enables teachers to use data compiled from a variety of valid and reliable assessments to help teachers decide how to plan their instruction and improve student achievement.***

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

11. How does the school help students transition from pre-school to kindergarten, elementary to middle school, and/or middle to high school? ***Our school prepares each student for the academic challenges that come with transitions to each level by offering instruction and activities that serve as educational building blocks. We have implemented a program that enables our students to spend the day with next year's teacher to help ensure a smooth transition. Parents were also invited to visit their child's new teacher(s) prior to the end of the 2014-2015 school year.***
12. How did the school select the priority problems and root causes for the 2015-2016 school-wide plan? ***Our school used data collected from a variety of assessments, teacher feedback and parental feedback to select the priority problems and root causes for the 2015-2016 school-wide plan.***
13. ***\*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.

	<b>#1</b>	<b>#2</b>
Name of priority problem	ENGLISH LANGUAGE ARTS LITERACY	MATHEMATICS
Describe the priority problem using at least two data sources	45% of students are scoring below the 50% proficiency level across all grade levels based on the STAR Renaissance and model curriculum benchmark assessments. Wallace School did not meet its 2014 ESEA-NCLB Progress Targets	29% are scoring below the 50% proficiency level across all grade levels based on the STAR Renaissance and model curriculum benchmark assessments. Wallace School did not meet its 2014 ESEA-NCLB Progress Targets.
Describe the root causes of the problem	Need for more early interventions to address areas of weakness in the primary grades, specifically a lack of fundamental skills. Also a need for more intervention and support services for intermediate students	Need for more early interventions to address areas of weakness in the primary grades, specifically a lack of fundamental skills. Also a need for more intervention and support services for intermediate students
Subgroups or populations addressed	ALL	ALL
Related content area missed (i.e., ELA, Mathematics)	ELA	Mathematics
Name of scientifically research based intervention to address priority problems	Guided Reading; Writer’s Workshop, close reading; differentiation and planning; student centered instructional planning; intervention tutoring. The addition of a reading coach would provide additional instructional support and assistance with interventions.	Differentiation and planning; student centered instructional planning; intervention tutoring.
How does the intervention align with the Common Core State Standards?	They afford the at-risk students the opportunity to receive additional instruction and targeted support to achieve proficiency in the directed area. The interventions are designed to ensure that the students meet college and career readiness requirements.	They afford the at-risk students the opportunity to receive additional instruction and targeted support to achieve proficiency in the directed area. The interventions are designed to ensure that the students meet college and career readiness requirements.

**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	TECHNOLOGY	
Describe the priority problem using at least two data sources	There is a lack of sufficient, up to date technology to accommodate the school population. As a result, we are unable to afford the students the opportunity to utilize the available online resources we have access to because we don't have the available technology, i.e. computers.	
Describe the root causes of the problem	A lack of available technology on a daily basis is the root cause.	
Subgroups or populations addressed	ALL	
Related content area missed (i.e., ELA, Mathematics)	ELA, Mathematics, 21 <sup>st</sup> Century Life and Careers	
Name of scientifically research based intervention to address priority problems	The ratio of available technology to students is 255/597. The results of a school survey among instructional staff indicated additional computer technology for instructional purposes was a critical need. 85% of the respondents indicated this.	
How does the intervention align with the Common Core State Standards?	Additional availability of computer technology aligns with the CCSS because it is a vital component to prepare students for college and career readiness. It aligns specifically with 21 <sup>st</sup> Century Life and Careers and technology.	

## 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

<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)
ELA	Students with Disabilities	Guided Reading; Writer’s Workshop, close reading; differentiation and planning; student centered instructional planning; intervention tutoring.	Principal and Supervisors	Increase performance on standardized assessments.	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse.
Math	Students with Disabilities	Differentiation and planning; student centered instructional planning; intervention tutoring.	Principal and Supervisors	Increase performance on standardized assessments.	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the 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

**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>					
<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Guided Reading; Writer’s Workshop, close reading; differentiation and planning; student centered instructional planning; intervention tutoring	Principal and Supervisors	Increase performance on standardized assessments.	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse.
Math	ELLs	Differentiation and planning; student centered instructional planning; intervention tutoring.	Principal and Supervisors	Increase performance on standardized assessments.	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse.

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

***ESEA §1114(b)(1)(B) strengthen the core academic program in the school;***

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Economically Disadvantaged	Guided Reading; Writer’s Workshop, close reading; differentiation and planning; student centered instructional planning; intervention tutoring.	Principal and Supervisors	Increase performance on standardized assessments.	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse.
Math	Economically Disadvantaged	Differentiation and planning; student centered instructional planning; intervention tutoring.	Principal and Supervisors	Increase performance on standardized assessments.	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the 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;***

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

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities	Intervention tutoring on a weekly basis for one hour.	Principal and Supervisors	Increase performance on standardized assessments.	IES Practice Guide: Structuring Out-of-School Time to Improve Academic Achievement. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse
Math	Students with Disabilities	Intervention tutoring on a weekly basis for one hour	Principal and Supervisors	Increase performance on standardized assessments.	IES Practice Guide: Structuring Out-of-School Time to Improve Academic Achievement. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the 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	Intervention tutoring on a weekly basis for one hour.	Principal and Supervisors	Increase performance on standardized assessments.	IES Practice Guide: Structuring Out-of-School Time to Improve Academic Achievement. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse
Math	ELLs	Intervention tutoring on a weekly basis for one hour.	Principal and Supervisors	Increase performance on standardized assessments.	IES Practice Guide: Structuring Out-of-School Time to Improve Academic Achievement. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse

## 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	ELA consultant to provide embedded PD and workshops for special needs, resource, and general education teachers.	Principal and Supervisors	Increased performance on standardized assessments	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse
Math	Students with Disabilities	Math consultant to provide embedded PD and workshops for special needs, resource, and general education teachers.	Principal and Supervisors	Increased performance on standardized assessments	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the 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	District provided professional development training; attendance at New Jersey Teachers of English to Speakers of Other Languages	Principal and Supervisors	Increased performance on standardized assessments	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-

**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.***

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		conference			07-CO-0062 by the What Works Clearinghouse
Math	ELLs	Math consultant to provide embedded PD and in-service workshops	Principal and Supervisors	Increased performance on standardized assessments	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse
ELA	Economically Disadvantaged	ELA consultant to provide embedded PD and in-service workshops	Principal and Supervisors	Increased performance on standardized assessments	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse
Math	Economically Disadvantaged	Math consultant to provide embedded PD and in-service workshops	Principal and Supervisors	Increased performance on standardized assessments	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse

***\*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 school-wide program for 2014-2015? Will the review be conducted internally (by school staff), or externally? ***The school-wide program for 2015-2016 will be reviewed internally by members of the 2014-2015 Planning Team and the new 2015-2016 Planning Team.***
2. What barriers or challenges does the school anticipate during the implementation process? ***A challenge to the implementation of the process will be shifting the building to a culture of high expectations and accountability. The district initiated a leadership change at both the Principal and Vice-Principal level for Wallace Elementary School.***
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? ***We were fortunate to have an excellent group of stakeholders on our planning team. Our faculty members are leaders in our school who are well respected by their colleagues and our whole learning community. Our parent stakeholders are members of our very active PTO and our School Leadership Committee (SLC). They will assist in the promotion of meetings and forums to support the plan.***
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? ***A survey will be given to staff and we will collect feedback in staff meetings and common planning periods.***
5. What measurement tool(s) will the school use to gauge the perceptions of the community? ***A survey for parents and community members, feedback from members of the SLC and the PTO will help us to gauge community perceptions.***
6. How will the school structure interventions? ***Interventions like RTI are scheduled into the daily instruction of students. Other interventions will be scheduled as after-school and before school.***
7. How frequently will students receive instructional interventions? ***RTI interventions are scheduled daily. Other interventions will be scheduled on a weekly basis during certain time periods in the school year.***

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

8. What resources/ technologies will the school use to support the school-wide program? **Three new computer labs were opened with desktop computers and MACS. Ninety CHROMEBOOKS were also made available to classrooms in grades third through sixth. In addition some MACS have been put into second grade classrooms and additional desktop computers have been moved into classrooms throughout grades K-6.**
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? ***The DRA2, STAR Renaissance, and PARCC will provide data. We also use Unit Assessments for Model Curriculum and UNIT Assessments provide with our ELA and MATH Programs.***
10. How will the school disseminate the results of the school-wide program evaluation to its stakeholder groups? ***Information will be disseminated through staff meetings, SLC meetings, PTO meetings, and electronic communications like school and district websites.***

## 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	ALL	Parent Information Sessions	Principal	Increased parent understanding of local, state, and federal initiatives promoting student academic growth as measured by surveys and parental attendance	Source: Giles, H. (1998). <u>Parent engagement as a school reform strategy</u> . New York, NY: ERIC Clearinghouse on Urban Education. [ED419031]
Math	ALL	Parent Information Sessions	Principal	Increased parent understanding of local, state, and federal initiatives promoting student academic growth as measured by surveys and parental attendance	Source: Giles, H. (1998). <u>Parent engagement as a school reform strategy</u> . New York, NY: ERIC Clearinghouse on Urban Education. [ED419031]
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)**

ELA	ELLs	Parent Information Sessions	Principal	Increased parent understanding of local, state, and federal initiatives promoting student academic growth as measured by surveys and parental attendance	Source: Giles, H. (1998). <u>Parent engagement as a school reform strategy</u> . New York, NY: ERIC Clearinghouse on Urban Education. [ED419031]
Math	ELLs	Parent Information Sessions	Principal	Increased parent understanding of local, state, and federal initiatives promoting student academic growth as measured by surveys and parental attendance	Source: Giles, H. (1998). <u>Parent engagement as a school reform strategy</u> . New York, NY: ERIC Clearinghouse on Urban Education. [ED419031]
ELA	Economically Disadvantaged	Parent Information Sessions	Principal	Increased parent understanding of local, state, and federal initiatives promoting student academic growth as measured by surveys and parental attendance	Source: Giles, H. (1998). <u>Parent engagement as a school reform strategy</u> . New York, NY: ERIC Clearinghouse on Urban Education. [ED419031]
Math	Economically Disadvantaged	Parent Information Sessions	Principal	Increased parent understanding of local, state, and federal initiatives promoting student academic growth as measured by surveys and parental attendance	Source: Giles, H. (1998). <u>Parent engagement as a school reform strategy</u> . New York, NY: ERIC Clearinghouse on Urban Education. [ED419031]

*\*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? **Parent engagement in their child's academic program has been proven to be an important factor in helping students reach their academic potential and achieve success.**
2. How will the school engage parents in the development of the written parent involvement policy?
3. How will the school distribute its written parent involvement policy? **The parent involvement policy is distributed at Back to School Night, it is posted on the district and school websites in both the Parent Menu and the Digital Backpack. It is also distributed through the PTO website and newsletter.**
4. How will the school engage parents in the development of the school-parent compact? **The school will engage parents in the development of the school- parent compact in the same way it engages them in the development of the parent involvement policy: SLC, PTO, and surveys.**
5. How will the school ensure that parents receive and review the school-parent compact? **The school-parent compact is distributed at Back to School Night, through student backpacks, and it is posted on the district and school website and in the digital backpack.**
6. How will the school report its student achievement data to families and the community? **The school distributes student achievement data at: the Annual Title I Parent Meeting, Board of Ed fall meeting, and at PTO meetings where district administrators present the data to the parents, and the state assessment results are mailed home to parents/guardians.**
7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III? **NA – the district has met its AMAO goals for Title III – if it hadn't notice would be sent to parents via mail.**
8. How will the school inform families and the community of the school's disaggregated assessment results? **Disaggregated assessment results are reported out at the October Board of Education meeting.**
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? The School Leadership Committee (SLC) participates in discussions of the comprehensive needs assessment; **It also elects representative members to participate in the SW plan development. We are currently reaching out to the community to include them in the planning process.**
10. How will the school inform families about the academic achievement of their child/children? **Student progress is reported to parents via electronic interim progress reports and report cards. Parents without access to electronic means of reporting, contact the school and a hard copy is produced for them. The school maintains a list of people who require a hard copy.**
11. On what specific strategies will the school use its 2014-2015 parent involvement funds? **Parent involvement funds will be used to provide parent workshops on cyberbullying and PARCC.**

## 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	66 Teachers	Continued professional development in their content area. Access to the resources needed to meet the demands of a changing and challenging curriculum.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	49	Professional development appropriate to their position (instructional aide, special needs). Access to resources and support needed to meet the demands of their assignment.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<p>The district is active in providing placements for area college/university students teacher preparation s and school counselor, school psychologist candidates internships and required observation hours.</p> <p>The district maintains an on-pine notification and application process.</p>	<p>Assistant Superintendent Principals</p>