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: **WEST NEW YORK**	School: **Public School # 4 Albio Sires Elementary School**
Chief School Administrator: **CLARA HERRERA**	Address: **6300 Palisade Avenue**
Chief School Administrator's E-mail: **cherrera@wnyschools.net**	Grade Levels: **K-6**
Title I Contact: **Eileen Calderone**	Principal: **Israel Rodriguez**
Title I Contact E-mail: **ecalderone@wnyschools.net**	Principal's E-mail: **irodriguez@wnyschools.net**
Title I Contact Phone Number: **(201) 388-7157**	Principal's Phone Number: **(201) 553-4000 EXT. 64010**

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.

Israel Rodriguez	**On File**	**6/30/2015**
Principal's Name (Print)	**Principal's Signature**	**Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held _____6_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ **$6,646,926**, which comprised _____96.7___% of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 6,400,556_____, which will comprise ___93.9___% 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
The West New York English Language Arts Plan was formulated in conjunction with the Common Core State Standards and includes several research-based programs and activities. The focus of this plan is to assist all students, including those from subgroups, through the following: A. McGraw-Hill *Treasures Reading* series 1. Reading 2. Writing 3. Speaking 4. Listening 5. Viewing and Media Literacy B. *The Multi-Sensory Institute of Orton-Gillingham*	Problem #1--Student Academic Needs—Common Core State Standards —English Language Arts	*The West New York English Language Arts Plan* was formulated in conjunction with the Common Core State Standards and includes several research-based programs and activities.	520-930	$139,270

1. Phonological Awareness 2. Decoding and word recognition 3. Fluency C. 90 minute uninterrupted reading block for Grades K-3 and 80 minute block in Grades 4-6 D. Speech & Language specialists/Resource Room 1. One-on-one tutoring 2. In class support E. ELA Supervisors—K-6; Bilingual Supervisor K-6; Special Education Supervisor 1. In-class support 2. Model lessons 3. Ensure curriculum alignment to CCSS 4. Monitor implementation of aligned curriculum in classrooms F. Extended Day Classes and Saturday Academy in ELA Gr. 1 to 6: 1. Reading a. Vocabulary and Concept Development b. Comprehension Skills and Response to Text 2. Writing a. Writing as a Process b. Writing as a Product c. Mechanics G. Parent Facilitator Program to build the home-school connection a. Ongoing parent				

workshops on a variety of topics b. Parent Library c. Presentations d. Parent Partner H. Staff development training 1. Staff development according to the district's and school's approved Professional Development Plans 2. SGO and SGP 3. Common Core State Standards/PARCC 4. Professional Day reassignments 5. Professional Learning Seminars 6. Staff Articulation Days for vertical and horizontal articulation 7. Author Visits 8. After school teacher PD workshop 9. *Hudson County Professional Development Consortium* I. Integration of technology and the curriculum. 1. Purchase of computers and appropriate ELA software 2. Promethean Boards 3. Open access computer lab 4. Ongoing staff development based on the District Technology Plan 5. Wireless Lap Top Computers, Digital Projector 6. *Easy IEP* 7. Chrome Books				

The West New York Mathematics Plan was formulated in conjunction with the Common Core State Standards and includes several research-based programs and activities. The focus of this plan is to assist all students, including those from all subgroups, through the following: A. Houghton Mifflin Harcourt *Go Math* 1. Number and Numerical Operations 2. Geometry and Measurement 3. Patterns and Algebra 4. Data Analysis, Probability, and Discrete Math 5. Mathematical Process B. *The National Council of Teachers of Mathematics* 1. Number and Operations 2. Algebra 3. Geometry 4. Measurement 5. Data Analysis and Probability 6. Reasoning and Proof 7. Problem Solving 8. Connections 9. Representation C. 80 minute math instruction for grades K-6 D. Math Supervisor—K-6; Bilingual Supervisor K-6; Special Education Supervisor	Problem #2--Student Academic Needs—Common Core State Standards — Mathematics	*The West New York Mathematics Plan* was formulated in conjunction with the Common Core State Standards and includes several research-based programs and activities.	520-930	$139,270

1. In-class support 2. Model lessons 3. Ensure curriculum alignment to NJCCCS 4. Monitor implementation of aligned curriculum in classrooms 5. Participate in the assessment of class needs. E. Math Curriculum Committees 1. Grade level teacher collaboration with Math Supervisor 2. Formulate grade specific curriculum 3. Ongoing phase-in process 4. Monitor curriculum formulated for Grades K-6 5. Teacher-created district tests for Grades 2-6 to monitor curriculum achievement F. Extended Day and Saturday Academy classes in Math Gr. 1 to 6: 1. Problem Solving a. Critical Thinking /Open-Ended Questions b. Hands-On Approach 2. Computation a. Concept Development/Reinforcement b. Hands-On Approach G. Parent Facilitator Program to build the home-school connection H. Staff development training 1. Staff development according to the district's approved				

Professional Development Plan 2. Chrome Books 3. *Hudson County Professional Dev. Consortium* 4. Professional Day reassignments 5. Staff Articulation Days/ PLS 6. CCSS/PARCC 7. SGO/SGP I. Integration of technology and the curriculum. 1. Purchase of computers and appropriate software 2. Open access computer lab 3. Ongoing integration of calculator use 4. Ongoing staff development based on the District Technology Plan 5. Wireless Lap Top Computers, Digital Projectors 6. *Easy IEP* 7. Promethean Boards 8. District website with links to supplemental sites				
See Priority Problems #1 and #2 above.	Problem #3--Student Academic Needs—Common Core State Standards —Closing the Achievement Gap	*The WNY ELA Plan* and T*he WNY Math Plan* were formulated in conjunction with the CCSS and include several research-based programs and activities.	520-930	$139,270

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
Amirza Hernandez	Parent	✓	✓	✓	
Israel Rodriguez	School Staff—Administrators	✓	✓	✓	
Robert Raparelli	School Staff—Administrators	✓	✓	✓	
Allison Hollender	School Staff—Classroom teachers	✓	✓	✓	
Anna Picca	School Staff—Speech Teacher	✓	✓	✓	
Amanda Mitchell	School Staff—SE teacher	✓	✓	✓	
Jeanette Rocker	School Staff—Classroom teachers	✓	✓	✓	
Christina Francis	School Staff—Classroom teachers	✓	✓	✓	
Maria Sessin	School Staff—Classroom teachers	✓	✓	✓	

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

Allison Hollender	School Staff—Parent Facilitator	✓	✓	✓	
Dr. Petroff	Institutions of Higher Education	✓	✓	✓	
John Fauta	Superintendent of Schools	✓	✓	✓	
Clara Brito-Herrera	Assistant Superintendent/ Superintendent	✓	✓	✓	
Robert Sanchez	Assistant Superintendent	✓	✓	✓	
Anastasia Olivero	Assistant Superintendent	✓	✓	✓	
Beverly Lazzara	Director of Special Services	✓	✓	✓	
Andrew Chiurazzi	District Supervisor of Special Education	✓	✓	✓	
Yvette Miranda	District Supervisor of Bilingual Education K-6	✓	✓	✓	
Najran Cowins	District Supervisor of Mathematics K-6	✓	✓	✓	
Beth Wolanski	District Supervisor of Language Arts Literacy K-6	✓	✓	✓	
Lucille Mattessich	District Diagnostician/ Teacher in Charge of Professional Development	✓	✓	✓	
Eileen Calderone	NCLB Project Director / District Test Coordinator	✓	✓	✓	

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
10/1/2014	PS#4	Comprehensive Needs Assessment	✓		✓	
10/29/2014	PS#4	Comprehensive Needs Assessment	✓		✓	
12/3/2014	PS#4	Schoolwide Plan Development	✓		✓	
2/4/2015	PS#4	Schoolwide Plan Development	✓		✓	
3/25/2015	PS#4	Schoolwide Plan Development	✓		✓	
5/6/2015	PS#4	Program Evaluation	✓		✓	

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?	**School's Vision Statement:** Public School Number Four will strive to create an enriched learning community which educates students of all ability levels to ensure each and everyone will be well equipped to meet the challenges of education, work and life in the 21st Century. **School's Mission:** Public School Number Four serves the individual academic, physical, social, and emotional needs of students who are in a special and critical period of their lives, as they change from childhood to adolescence. The staff of Public School Number Four is committed to creating and maintaining an orderly, academic and professional environment where teaching and learning are exciting and students are assisted as they develop independence and knowledge. All aspects of the school's organization, curricular, and co-curricular activities are student centered and designed to accommodate individual learning styles so that all may experience success. **Describe the process for developing or revising the school's vision and mission:** The School Four community created a shared vision to which our school based a set of core beliefs to which our school community can commit. The vision will need to reflect our school district's vision and goals as well as the state standards. The staff identified and shared the core beliefs and described how our ideal school would look, in the end creating our school vision and mission.

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?**
   Program implementation proceeded as planned. All strategies were successfully executed with positive student achievement results anticipated.

2. **What were the strengths of the implementation process?**
   The strengths of the implementation process were seen in the collaborative approach that was apparent throughout the program. All stakeholders collaborated monthly through Professional Learning Seminars and committees such as the School Leadership Council and the Data Analysis Task Force met periodically to evaluate the implementation and student achievement.

3. **What implementation challenges and barriers did the school encounter?**
   The challenges during the implementation process were related to the changes that are being made to the structure and format of classroom instruction. These included the shift from instruction based on the NJCCCS to the CCSS. Also, teaching strategies are being transitioned to be evaluated based on the Danielson model and the administration of PARCC testing.

4. **What were the apparent strengths and weaknesses of each step during the program(s) implementation?**
   The strengths of the program lie in the well-established nature of the strategies. These strategies have been implemented over time and the challenges have been addressed over that period to allow for solidified approaches. This implementation practice has minimized and weaknesses to the strategies and activities.

5. **How did the school obtain the necessary buy-in from all stakeholders to implement the programs?**
   The school has a School Leadership Council which is comprised of representatives of all stakeholders. These SLC members interact with the constituents that they represent on a regular basis to both inform them of program implementation and to elicit their suggestions or comments. These suggestions/comments are then brought back to the team to address as needed. This process allows for all stakeholders to be involved in the planning, implementation and evaluation of programs.

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

6. **What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?**
   The basic perception of the staff is that the school is focused on the achievement of the students and that they are kept abreast of the strategies and programs. The perception was measured using informal meetings and feedback.

7. **What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?**
   In addition to scheduled PTA meetings, Back to School Nights and other activities, monthly meeting are held that involve parents and the community in the activities of the school. At the first meeting of the school year, parents attend the mandatory NCLB meeting where they are presented with an overview of the entire school's programs and opportunities for their child. Parent Evaluation/Recommendation forms were completed to use as a measure.

8. **What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?**
   Most supplemental programs are presented as small group sessions. These sessions include the Basic Skills Improvement Program, Extended Day Classes and the Saturday Academy.

9. **How did the school structure the interventions?**
   The interventions were structured through School Leaders Council and Data Analysis Task Force input. These teams provided oversight and support as the programs were developed, refined and implemented. The interventions occurred during the school day, after school and on Saturdays.

10. **How frequently did students receive instructional interventions?**
    Most instructional interventions were received three times a week for 40-60 minutes per session. Saturday Academy classes were held for eight Saturdays with each session lasting three hours.

11. **What technologies did the school use to support the program?**
    In addition to computer technology, teachers had full access to the classroom Promethean Board technology and Chromebooks.

12. **Did the technology contribute to the success of the program and, if so, how?**
    The technology was able to contribute to the programs' success by addressing the different learning styles of the students. It also provided students with more hands-on opportunities to be engaged in their learning.

Provide a separate response for each question.

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

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	41	Pending	Basic Skills Remediation, Extended Day Programs in the morning and/or after school, Elementary School Saturday Academy	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Grade 5	53	Pending	Basic Skills Remediation, Extended Day Programs in the morning and/or after school, Elementary School Saturday Academy	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Grade 6	58	Pending	Basic Skills Remediation, Extended Day Programs in the morning and/or after school, Elementary School Saturday Academy	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Grade 7	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA
Grade 11	NA	NA	NA	NA
Grade 12	NA	NA	NA	NA

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

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Grade 4	15	Pending	Basic Skills Remediation, Extended Day Programs in the morning and/or after school, Elementary School Saturday Academy	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Grade 5	32	Pending	Basic Skills Remediation, Extended Day Programs in the morning and/or after school, Elementary School Saturday Academy	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Grade 6	23	Pending	Basic Skills Remediation, Extended Day Programs in the morning and/or after school, Elementary School Saturday Academy	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Grade 7	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA
Grade 11	NA	NA	NA	NA
Grade 12	NA	NA	NA	NA

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 *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA	NA	NA
Kindergarten	NA	Pending	Basic Skills Remediation	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Grade 1	NA	Pending	Basic Skills Remediation	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Grade 2	NA	Pending	Basic Skills Remediation	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Grade 9	NA	NA	NA	NA
Grade 10	NA	NA	NA	NA

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

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA	NA	NA
Kindergarten	NA	Pending	Basic Skills Remediation	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Grade 1	NA	Pending	Basic Skills Remediation	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Grade 2	NA	Pending	Basic Skills Remediation	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Grade 9	NA	NA	NA	NA
Grade 10	NA	NA	NA	NA

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	• Workshop and in-class support for differentiated instruction and curriculum mapping; • Presentations such as *Chinese Dance Team, Martin Luther King Jr., A Seat for Rosa, Drug and Gang Awareness* • Data Analysis Task Force • Basic Skills Teachers • Classroom visits/ model lessons by LAL, Special Education/ LEP District Supervisors • Uninterrupted 80/90 minute literacy block • Literacy Through Wellness/Fitness	Yes	Progress Target data in ELA	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Math	Students with Disabilities	• Data Analysis Task Force • Basic Skills Teachers • Classroom visits/ model lessons by Math, Special Education/ LEP District Supervisors • Uninterrupted 80 minute math block	Yes	Progress Target data in Math	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
ELA	Homeless	NA	NA	NA	NA
Math	Homeless	NA	NA	NA	NA

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Migrant	NA	NA	NA	NA
Math	Migrant	NA	NA	NA	NA
ELA	ELLs	• Workshop and in-class support for differentiated instruction and curriculum mapping • Presentations such as *Chinese Dance Team, Martin Luther King Jr., A Seat for Rosa, Drug and Gang Awareness* • Data Analysis Task Force • Basic Skills Teachers • Classroom visits/ model lessons by LAL, Special Education/ LEP District Supervisors • Uninterrupted 80/90 minute literacy block • Literacy Through Wellness/Fitness	Yes	Progress Target data in ELA	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Math	ELLs	• Data Analysis Task Force • Basic Skills Teachers • Classroom visits/ model lessons by Math, Special Education/ LEP District Supervisors • Uninterrupted 80 minute math block	Yes	Progress Target data in Math	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
ELA	Economically Disadvantaged	• Workshop and in-class support for differentiated instruction and	Yes	Progress Target data in ELA	Results will be measured through the achievement of Progress Target for all

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		curriculum mapping • Presentations such as *Chinese Dance Team, Martin Luther King Jr., A Seat for Rosa, Drug and Gang Awareness* • Data Analysis Task Force • Basic Skills Teachers • Classroom visits/ model lessons by LAL, Special Education/ LEP District Supervisors • Uninterrupted 80/90 minute literacy block • Literacy Through Wellness/Fitness			subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Math	Economically Disadvantaged	• Data Analysis Task Force • Basic Skills Teachers • Classroom visits/ model lessons by Math, Special Education/ LEP District Supervisors • Uninterrupted 80 minute math block	Yes	Progress Target data in Math	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
ELA	General Education	• Workshop and in-class support for differentiated instruction and curriculum mapping • Presentations such as *Chinese Dance Team, Martin Luther King Jr., A Seat for Rosa, Drug and Gang Awareness*	Yes	Progress Target data in ELA	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.

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)
		• Data Analysis Task Force • Basic Skills Teachers • Classroom visits/ model lessons by LAL, Special Education/ LEP District Supervisors • Uninterrupted 80/90 minute literacy block • Literacy Through Wellness/Fitness			
Math	General Education	• Data Analysis Task Force • Basic Skills Teachers • Classroom visits/ model lessons by Math, Special Education/ LEP District Supervisors • Uninterrupted 80 minute math block	Yes	Progress Target data in Math	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.

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	• Extended Day ELA—for at risk students based on multiple measures • Peer Leadership—Gr. 5- 6 for students with strong leadership skills to positively impact school environment • Rainbows Program—Grades K-6 for students who have experienced a loss in their lives • Elementary Saturday Academy • Summer Interventions	Yes	Progress Target data in ELA	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Math	Students with Disabilities	• Extended Day Math—for at risk students based on multiple measures • Peer Leadership—Gr. 5- 6 for students with strong leadership skills to positively impact school environment • Rainbows Program—Grades K-6 for students who have experienced a loss in their lives • Elementary Saturday Academy • Summer Interventions	Yes	Progress Target data in Mathematics	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
ELA	Homeless	NA	NA	NA	NA
Math	Homeless	NA	NA	NA	NA
ELA	Migrant	NA	NA	NA	NA
Math	Migrant	NA	NA	NA	NA

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	• Extended Day ELA—for at risk students based on multiple measures • Peer Leadership—Gr. 5- 6 for students with strong leadership skills to positively impact school environment • Rainbows Program—Grades K-6 for students who have experienced a loss in their lives • Elementary Saturday Academy • BEAM Summer Program	Yes	Progress Target data in ELA	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Math	ELLs	• Extended Day Math—for at risk students based on multiple measures • Peer Leadership—Gr. 5- 6 for students with strong leadership skills to positively impact school environment • Rainbows Program—Grades K-6 for students who have experienced a loss in their lives • Elementary Saturday Academy • BEAM Summer Program	Yes	Progress Target data in Mathematics	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
ELA	Economically Disadvantaged	• Extended Day ELA—for at risk students based on multiple measures • Peer Leadership—Gr. 5- 6 for students with strong leadership skills to positively impact school environment • Rainbows Program—Grades K-6 for	Yes	Progress Target data in ELA	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.

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)
		students who have experienced a loss in their lives • Elementary Saturday Academy • Summer Enrichment Program			
Math	Economically Disadvantaged	• Extended Day Math—for at risk students based on multiple measures • Peer Leadership—Gr. 5- 6 for students with strong leadership skills to positively impact school environment • Rainbows Program—Grades K-6 for students who have experienced a loss in their lives • Elementary Saturday Academy • Summer Enrichment Program	Yes	Progress Target data in Mathematics	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
ELA	General Education	• Extended Day ELA—for at risk students based on multiple measures • Peer Leadership—Gr. 5- 6 for students with strong leadership skills to positively impact school environment • Rainbows Program—Grades K-6 for students who have experienced a loss in their lives • Elementary Saturday Academy • Summer Enrichment Program	Yes	Progress Target data in ELA	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Math	General Education	• Extended Day Math—for at risk students based on multiple measures	Yes	Progress Target data in	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels.

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)
		• Peer Leadership—Gr. 5- 6 for students with strong leadership skills to positively impact school environment • Rainbows Program—Grades K-6 for students who have experienced a loss in their lives • Elementary Saturday Academy • Summer Enrichment Program		Mathematics	Based on our designation as a school in “Other” status we anticipate successful achievement.

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	• Promethean Boards & Technology • Universal Design for Learning Moving Ahead • Data Analysis Task Force Training • Job-Embedded Collaboration- Supervisors Modeling Lessons • Job-Embedded Collaboration- Teachers Modeling Lessons • Job-Embedded Collaboration- Master Teacher of Technology Modeling Lessons • Danielson Evaluation System • Student Growth Objective • Student Growth Percentile/ PARCC • Common Core State Standards • Chrome Books • IEP Procedures	Yes	Progress Target data in ELA	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Math	Students with Disabilities	• Promethean Boards & Technology • Universal Design for Learning Moving Ahead • Data Analysis Task Force Training • Job-Embedded Collaboration- Supervisors Modeling Lessons	Yes	Progress Target data in Mathematics	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.

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)
		• Job-Embedded Collaboration- Teachers Modeling Lessons • Job-Embedded Collaboration- Master Teacher of Technology Modeling Lessons • Danielson Evaluation System • Student Growth Objective • Student Growth Percentile/ PARCC • Common Core State Standards • Chrome Books • IEP Procedures			
ELA	Homeless	NA	NA	NA	NA
Math	Homeless	NA	NA	NA	NA
ELA	Migrant	NA	NA	NA	NA
Math	Migrant	NA	NA	NA	NA
ELA	ELLs	• Promethean Boards & Technology • Universal Design for Learning Moving Ahead • Data Analysis Task Force Training • Job-Embedded Collaboration- Supervisors Modeling Lessons • Job-Embedded Collaboration- Teachers Modeling Lessons • Job-Embedded Collaboration- Master	Yes	Progress Target data in ELA	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.

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)
		Teacher of Technology Modeling Lessons • Danielson Evaluation System • Student Growth Objective • Student Growth Percentile/ PARCC • Common Core State Standards • Chrome Books • ESL Interventions			
Math	ELLs	• Promethean Boards & Technology • Universal Design for Learning Moving Ahead • Data Analysis Task Force Training • Job-Embedded Collaboration- Supervisors Modeling Lessons • Job-Embedded Collaboration- Teachers Modeling Lessons • Job-Embedded Collaboration- Master Teacher of Technology Modeling Lessons • Danielson Evaluation System • Student Growth Objective • Student Growth Percentile/ PARCC • Common Core State Standards • Chrome Books • ESL Interventions	Yes	Progress Target data in Mathematics	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	• Promethean Boards & Technology • Universal Design for Learning Moving Ahead • Data Analysis Task Force Training • Job-Embedded Collaboration- Supervisors Modeling Lessons • Job-Embedded Collaboration- Teachers Modeling Lessons • Job-Embedded Collaboration- Master Teacher of Technology Modeling Lessons • Danielson Evaluation System • Student Growth Objective • Student Growth Percentile/ PARCC • Common Core State Standards • Chrome Books	Yes	Progress Target data in ELA	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Math	Economically Disadvantaged	• Promethean Boards & Technology • Universal Design for Learning Moving Ahead • Data Analysis Task Force Training • Job-Embedded Collaboration- Supervisors Modeling Lessons • Job-Embedded Collaboration- Teachers Modeling Lessons • Job-Embedded Collaboration- Master Teacher of Technology Modeling	Yes	Progress Target data in Mathematics	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.

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)
		Lessons • Danielson Evaluation System • Student Growth Objective • Student Growth Percentile/ PARCC • Common Core State Standards • Chrome Books			
ELA	General Education	• Promethean Boards & Technology • Universal Design for Learning Moving Ahead • Data Analysis Task Force Training • Job-Embedded Collaboration- Supervisors Modeling Lessons • Job-Embedded Collaboration- Teachers Modeling Lessons • Job-Embedded Collaboration- Master Teacher of Technology Modeling Lessons • Danielson Evaluation System • Student Growth Objective • Student Growth Percentile/ PARCC • Common Core State Standards • Chrome Books	Yes	Progress Target data in ELA	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Math	General Education	• Promethean Boards & Technology • Universal Design for Learning Moving	Yes	Progress Target data in Mathematics	Results will be measured through the achievement of Progress

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)
		Ahead • Data Analysis Task Force Training • Job-Embedded Collaboration- Supervisors Modeling Lessons • Job-Embedded Collaboration- Teachers Modeling Lessons • Job-Embedded Collaboration- Master Teacher of Technology Modeling Lessons • Danielson Evaluation System • Student Growth Objective • Student Growth Percentile/ PARCC • Common Core State Standards • Chrome Books			Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	• Back to School Night • Workshops • Parent-Teacher Conferences • Communications • PTO/PTA • Parent/Child Presentations • Extending the School Year / Summer Parent & Child Club	Yes	Progress Target data in ELA	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Math	Students with Disabilities	• Back to School Night • Workshops • Parent-Teacher Conferences • Communications • PTO/PTA • Parent/Child Presentations • Extending the School Year / Summer Parent & Child Club	Yes	Progress Target data in Mathematics	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
ELA	Homeless	NA	NA	NA	NA
Math	Homeless	NA	NA	NA	NA
ELA	Migrant	NA	NA	NA	NA
Math	Migrant	NA	NA	NA	NA
ELA	ELLs	• Back to School Night • Workshops	Yes	Progress Target data in ELA	Results will be measured through the achievement of Progress Target for all subgroups in all

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)
		• Parent-Teacher Conferences • Communications • PTO/PTA • Parent/Child Presentations • Extending the School Year / Summer Parent & Child Club			grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Math	ELLs	• Back to School Night • Workshops • Parent-Teacher Conferences • Communications • PTO/PTA • Parent/Child Presentations • Extending the School Year / Summer Parent & Child Club	Yes	Progress Target data in Mathematics	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
ELA	Economically Disadvantaged	• Back to School Night • Workshops • Parent-Teacher Conferences • Communications • PTO/PTA • Parent/Child Presentations • Extending the School Year / Summer Parent & Child Club	Yes	Progress Target data in ELA	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Math	Economically Disadvantaged	• Back to School Night • Workshops • Parent-Teacher Conferences	Yes	Progress Target data in Mathematics	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our

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)
		• Communications • PTO/PTA • Parent/Child Presentations • Extending the School Year / Summer Parent & Child Club			designation as a school in "Other" status we anticipate successful achievement.
ELA	General Education	• Back to School Night • Workshops • Parent-Teacher Conferences • Communications • PTO/PTA • Parent/Child Presentations • Extending the School Year / Summer Parent & Child Club	Yes	Progress Target data in ELA	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Math	General Education	• Back to School Night • Workshops • Parent-Teacher Conferences • Communications • PTO/PTA • Parent/Child Presentations • Extending the School Year / Summer Parent & Child Club	Yes	Progress Target data in Mathematics	Results will be measured through the achievement of Progress Target for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.

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.

Israel Rodriguez	**On File**	**June 30, 2015**
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	▪ PARCC3 ▪ PARCC4 ▪ PARCC5 ▪ PARCC6 ▪ ACCESS for ELLs ▪ Kindergarten district-created assessments ▪ Kindergarten *Work Sampling System* ▪ Formative Tests ▪ Progress Target Reports	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Academic Achievement - Writing	▪ PARCC3 ▪ PARCC4 ▪ PARCC5 ▪ PARCC6 ▪ ACCESS for ELLs ▪ Kindergarten district-created assessments ▪ Kindergarten *Work Sampling*	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.

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)
	System ▪ Formative Tests ▪ Progress Target Reports	
Academic Achievement - Mathematics	▪ PARCC3 ▪ PARCC4 ▪ PARCC5 ▪ PARCC6 ▪ ACCESS for ELLs ▪ Kindergarten district-created assessments ▪ Kindergarten *Work Sampling System* ▪ Formative Tests ▪ Progress Target Reports	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Family and Community Engagement	▪ Attendance Sign-In Sheets ▪ Evaluation-Recommendation Forms ▪ Parent Advisory Council recommendations	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Professional Development	▪ Attendance Sign-In Sheets ▪ Evaluation/Recommendation Forms	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Leadership	▪ Principal Recommendations ▪ Assistant Principal Recommendations ▪ School Leadership Council (SLC) Recommendations	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.

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)
	▪ SLC Subcommittee recommendations ▪ Data Analysis Task Force reporting	
School Climate and Culture	▪ Attendance Sign-In Sheets ▪ Evaluation-Recommendation Forms	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
School-Based Youth Services	NA	NA
Students with Disabilities	▪ PARCC3 ▪ PARCC4 ▪ PARCC5 ▪ PARCC6 ▪ IEP ▪ Student report card grades ▪ Classroom performance ▪ Teacher recommendation ▪ Parent recommendations ▪ Formative Tests ▪ Progress Target Reports	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Homeless Students	NA	NA
Migrant Students	NA	NA
English Language Learners	▪ PARCC3 ▪ PARCC4 ▪ PARCC5 ▪ PARCC6 ▪ ACCESS for ELLs	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.

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)
	▪ Student report card grades ▪ Classroom performance ▪ Teacher recommendation ▪ Parent recommendations ▪ Formative Tests ▪ Progress Target Reports	
Economically Disadvantaged	▪ PARCC3 ▪ PARCC4 ▪ PARCC5 ▪ PARCC6 ▪ ACCESS for ELLs ▪ IEP ▪ Student report card grades ▪ Classroom performance ▪ Teacher recommendation ▪ Parent recommendations ▪ Formative Tests ▪ Progress Target Reports	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in “Other” status we anticipate successful achievement.

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

2015-2016 Comprehensive Needs Assessment Process*

Narrative

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

To provide a school-wide program that is consistent with the needs of the students, a thorough needs assessment is completed. The School Leadership Council (SLC), composed of representatives from all stakeholders, assesses/diagnoses needs and works in collaboration with the Data Analysis Task Force to identify areas of individual student weakness. Using multiple measures, this identification process is accomplished through review of information from a variety of sources including State tests (NJASK3, NJASK4, NJASK5, NJASK6 from previous years and pending PARCC data), and local district assessments (Cycle Assessments in all content areas). The committee members review both item and cluster data to identify areas where groups of students and individual students are deficient. In addition to testing information, a review is made of the student's classroom achievement through report card grades and classroom performance through classroom teacher conferences. Using this multiple measures approach, the specific content can be diagnosed to address the individual student's needs in ELA and in Math. All students K-6 participate in a Title I School-Wide Program with their individual needs addressed through the seamless transition from the classroom to extended-day programs. In addition, IEPs for Students with Disabilities and the Maculitis and/or ACCESS tests for LEP students are reviewed to address their specific needs.

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

Student subgroup data are collected in the same manner as general education data. State and district test data are processed by the District Test Coordinator (DTC) and the District Diagnostician (DD) with information collated and compiled into district and school wide charts. The information is then disseminated to Central Office, building administrators and district content supervisors. Next the information is distributed at the school level to the staff and further reviewed by the SLC and the DATF to evaluate school results. Evidence is collected through multiple measures. In addition to classroom teacher collaborations, the SLC and DATF oversee the data received from state and district tests to identify individual items and clusters to be addressed. Other school data is evaluated through the SLC and various subcommittees, including the DATF, and discussed with the entire faculty at scheduled Articulation Meetings/Professional Learning Seminars. In addition, the DATF utilizes the capabilities of NJ SMART's *EDanalyzer* component to disaggregate data and identify trends and areas of success and weaknesses both current and over time. The DATF then interacts directly with teachers through formal and informal articulation and through turnkey sessions to directly link the data analysis to improved classroom instruction. This process is used to examine the data for each subgroup population to narrow the achievement gap.

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)?

Collection methods used are based on NJSMART data and State generated score reports for all populations, standardized test results and coordinated through School Leadership Councils comprised of all stakeholders.

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

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

The data revealed that classroom instruction was being appropriately observed by the school administrators and by district supervisors. Lesson plans were review by the same twice monthly and recommendations/comments were made. Lessons were consistent with the district's approved curriculum and appropriately linked to the content standards. In addition, the DATF analyzes cluster and item information on individual and group student reports and turnkeys the information to classroom teachers to positively impact classroom instruction.

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

Professional development will continue to focus on all populations including Special Education and LEP populations to narrow the achievement gap.

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

Through the collection methods described above, at-risk students are identified, as results become available, and placed in appropriate support classes both during the school day and in extended day programs. The needs assessment process is ongoing with student progress evaluated periodically through multiple measures including report card grades and pre/post tests based on achievement of the CCSS. This ongoing process allows for timely identification of at-risk students throughout the school year so that their needs can be addressed.

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

Through the collection methods described above, at-risk students are identified, as results become available, and placed in appropriate support classes both during the school day and in extended day programs. The needs assessment process is ongoing with student progress evaluated periodically through multiple measures including report card grades and pre/post tests based on achievement of the CCSS. This ongoing process allows for timely identification of at-risk students throughout the school year so that their needs can be addressed.

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 are included in both the School Leadership Council and the Data Analysis Task Force and participate in the process of evaluating assessment to make recommendations for programs to improve instruction. In addition, both horizontal and vertical articulation occurs periodically throughout the year to provide teachers with the opportunity to participate and offer input in the process.

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

The District facilitates the transition process by implementing various programs and strategies to assist preschool students and their families as they move from preschool to kindergarten. In the transition process, the West New York District has identified notable challenges within the transition from the preschool setting into kindergarten. The following are the most significant challenges observed and researched for further development:

- Diverse curricula
- Kindergarten classroom environments and materials
- Additional professional development for kindergarten teachers and aides on developmentally appropriate practices, including socio-emotional development, strategies on developing and managing learning centers, and addressing the need for best practices for inclusion.

As a solution to these transition concerns, the District will develop a transition committee composed of preschool and kindergarten teachers to facilitate and research ways in which to link the two programs in a successful matter. In addition, the District will continue to aid all students with the transition process including, but not limited to the following:

- Liaison committee meetings involving a master teacher, kindergarten teachers and preschool teachers to discuss current preschool and kindergarten topics.
- Parent workshops/meetings focused on the transition
- Student visits to kindergarten classrooms
- Literature for parents on best transition practices
- Summer packet of learning activities for the family

- Open house for families
- One time registration from preschool to the elementary school
- Combining professional development for preschool and kindergarten teachers when appropriate
- Preschool and kindergarten teacher visits to acquire a concept of preschool and kindergarten curricula and the environment.
- Completion of a comment form by the preschool teacher for each of the students to provide the receiving teacher with additional student data
- Collecting and placing student writing samples in each student's cumulative record for the receiving teacher to study
- In addition to progress reports, writing samples and typical documents the kindergarten teacher will receive a list of successful strategies for any PIRT students. The PIRT member's information will also be provided.

The West New York School District uses Work Sampling System as the performance based assessment for both preschool and kindergarten classes. The following details the elements of the district's plans:

- Master Teachers will support preschool teachers during class visits and preparation time meetings
- Master teachers will review student folios every six weeks with each of their preschool teachers throughout the school year
- Preschool teachers will receive feedback based on findings
- Preschool teachers will continue to attend trainings on the use of performance based assessment following the professional development plan as detailed in the Operational Plan.
- Professional Learning Communities in the form of work groups will be initiated by master teachers to follow the PBA Reliability Plan. Adjustments will be made to the plan based upon the district's teacher contract.
- The district liaison will continue to work with the district to support this initiative. Additionally, support will be provided to assist the teachers in reaching reliability in the use of Work Sampling System.
- Results attained through the work groups will be used by the principal, supervisors and master teachers to plan professional development and to support teachers during class visits.
- At the end of the school year, reliability results will be reviewed to determine future plans for professional development and program needs.

The District facilitates the transition process from Elementary to Middle School by providing orientation sessions in the Spring. Held at the Middle School, graduating 6th graders are introduced to the building, the administration, teachers, staff and all pertinent information regarding their courses and curriculum. A summer program, J.U.M.P. (Just Us Making Progress), expands the initial visit for incoming 7th graders demonstrating the procedures, schedules, layout and other aspects of the Middle School to ease their transition. In addition, the school nurse, guidance counselors and Substance Awareness Coordinator provide support and act as a resource for the students.

The District facilitates the transition process from Middle School to High School by providing orientation sessions held at the High School during which time graduating 8th graders are introduced to the building, the administration, teachers, staff and all pertinent information regarding their coursed and curriculum. In addition, the school nurse, guidance counselors and Substance Awareness Coordinator provide support and act as a resource for the students.

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

Priority problems based on root causes were selected based on formal and informal assessment of school needs. The School Leadership Council, comprised of all stakeholders, and the Data Analysis Task force conduct ongoing assessment and evaluation of student achievement and the programs that are in place to address them. A final report is compiled at the end of each school year to review strategies that were implemented, consider the achievement of students and plan accordingly. Based on this multiple measures approach and those previously described above, data were collected and identified to determine areas to be addressed.

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	Problem #1--Student Academic Needs—Common Core State Standards —English Language Arts	Problem #2--Student Academic Needs—Common Core State Standards —Mathematics
Describe the priority problem using at least two data sources	Effective instruction in the Early Literacy Classroom has been identified as a targeted need for Grades K-3 and then expanding into grades 4-6 for all populations including Special Education and LEP students to both close the achievement gap and attain Progress Targets.	Maintain effective instruction and achievement in Mathematics for all populations including Special Education and LEP students to both close the achievement gap and attain Progress Targets.
Describe the root causes of the problem	Language acquisition for LEP students has impacted their ELA achievement. The disabilities of students in our Special Education population are challenges to their ELA achievement.	Need to continue to expand methods to maintain and improve student achievement in Math.
Subgroups or populations addressed	All students including Students with Disabilities and LEP students.	All students including Students with Disabilities and LEP students.
Related content area missed (i.e., ELA, Mathematics)	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.
Name of scientifically research based intervention to address priority problems	*The West New York English Language Arts Plan* was formulated in conjunction with the Common Core State Standards and includes several research-based programs and activities. The focus of this plan is to assist all students, including those from subgroups, through the following: A. McGraw-Hill *Treasures Reading* series 1. Reading	*The West New York Mathematics Plan* was formulated in conjunction with the Common Core State Standards and includes several research-based programs and activities. The focus of this plan is to assist all students, including those from all subgroups, through the following: A. Houghton Mifflin Harcourt *Go Math* 1. Number and Numerical Operations 2. Geometry and Measurement

	2. Writing 3. Speaking 4. Listening 5. Viewing and Media Literacy B. *The Multi-Sensory Institute of Orton-Gillingham* 1. Phonological Awareness 2. Decoding and word recognition 3. Fluency C. 90 minute uninterrupted reading block for Grades K-3 and 80 minute block in Grades 4-6 D. Speech & Language specialists/Resource Room 1. One-on-one tutoring 2. In class support E. ELA Supervisors—K-6; Bilingual Supervisor K-6; Special Education Supervisor 1. In-class support 2. Model lessons 3. Ensure curriculum alignment to CCSS 4. Monitor implementation of aligned curriculum in classrooms F. Extended Day Classes and Saturday Academy in ELA Gr. 1 to 6: 1. Reading c. Vocabulary and Concept Development d. Comprehension Skills and Response to Text 2. Writing a. Writing as a Process b. Writing as a Product c. Mechanics G. Parent Facilitator Program to build the home-school connection a. Ongoing parent workshops on a variety of topics b. Parent Library	3. Patterns and Algebra 4. Data Analysis, Probability, and Discrete Math 5. Mathematical Process B. *The National Council of Teachers of Mathematics* 1. Number and Operations 2. Algebra 3. Geometry 4. Measurement 5. Data Analysis and Probability 6. Reasoning and Proof 7. Problem Solving 8. Connections 9. Representation C. 80 minute math instruction for grades K-6 D. Math Supervisor—K-6; Bilingual Supervisor K-6; Special Education Supervisor 1. In-class support 2. Model lessons 3. Ensure curriculum alignment to NJCCCS 4. Monitor implementation of aligned curriculum in classrooms 5. Participate in the assessment of class needs. E. Math Curriculum Committees 1. Grade level teacher collaboration with Math Supervisor 2. Formulate grade specific curriculum 3. Ongoing phase-in process 4. Monitor curriculum formulated for Grades K-6 5. Teacher-created district tests for Grades 2-6 to monitor curriculum achievement F. Extended Day and Saturday Academy classes in Math Gr. 1 to 6: 1. Problem Solving a. Critical Thinking /Open-Ended Questions c. Hands-On Approach

	c. Presentations d. Parent Partner H. Staff development training 1. Staff development according to the district's and school's approved Professional Development Plans 2. SGO and SGP 3. Common Core State Standards/PARCC 4. Professional Day reassignments 5. Professional Learning Seminars 6. Staff Articulation Days for vertical and horizontal articulation 7. Author Visits 8. After school teacher PD workshop 9. *Hudson County Professional Development Consortium* I. Integration of technology and the curriculum. 1. Purchase of computers and appropriate ELA software 2. Promethean Boards 3. Open access computer lab 4. Ongoing staff development based on the District Technology Plan 5. Wireless Lap Top Computers, Digital Projector 6. *Easy IEP* 7. Chrome Books	2. Computation a. Concept Development/Reinforcement b. Hands-On Approach G. Parent Facilitator Program to build the home-school connection H. Staff development training 1. Staff development according to the district's approved Professional Development Plan 2. Chrome Books 3. *Hudson County Professional Dev. Consortium* 4. Professional Day reassignments 5. Staff Articulation Days/ PLS 6. CCSS/PARCC 7. SGO/SGP I. Integration of technology and the curriculum. 1. Purchase of computers and appropriate software 2. Open access computer lab 3. Ongoing integration of calculator use 4. Ongoing staff development based on the District Technology Plan 5. Wireless Lap Top Computers, Digital Projectors 6. *Easy IEP* 7. Promethean Boards 8. District website with links to supplemental sites
How does the intervention align with the Common Core State Standards?	All strategies/programs are developed through the combined efforts of Central Office administrators, the school administrators, district supervisors and the School Leadership Council. As they are planned, they are not only aligned with the Common Core State Standards but also reflect student achievement based on the results of state and district testing.	All strategies/programs are developed through the combined efforts of Central Office administrators, the school administrators, district supervisors and the School Leadership Council. As they are planned, they are not only aligned with the National Common Core Standards but also reflect student achievement based on the results of state and district testing.

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	Problem #3--Student Academic Needs—Common Core State Standards —Closing the Achievement Gap	NA
Describe the priority problem using at least two data sources	Effective instruction in the Early Literacy Classroom has been identified as a targeted need for Grades K-3 and then expanding into grades 4-6 for all populations including Special Education and LEP students to both close the achievement gap and attain Progress Targets.	NA
Describe the root causes of the problem	Language acquisition for LEP students has impacted their ELA achievement. The disabilities of students in our Special Education population are challenges to their ELA achievement.	NA
Subgroups or populations addressed	All students including Students with Disabilities and LEP students.	NA
Related content area missed (i.e., ELA, Mathematics)	Results will be measured through the achievement of Progress Targets for all subgroups in all grade levels. Based on our designation as a school in "Other" status we anticipate successful achievement.	NA
Name of scientifically research based intervention to address priority problems	See Priority Problems #1 and #2 above.	NA
How does the intervention align with the Common Core State Standards?	All strategies/programs are developed through the combined efforts of Central Office administrators, the school administrators, district supervisors and the School Leadership Council. As they are planned, they are not only aligned with the Common Core State Standards but also reflect student achievement based on the results of state and district testing.	NA

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

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	• Workshop and in-class support for differentiated instruction and curriculum mapping; • Presentations such as *Chinese Dance Team, Martin Luther King Jr., A Seat for Rosa, Drug and Gang Awareness* • Data Analysis Task Force • Classroom visits/ model lessons by LAL, Special Education/ LEP District Supervisors • Uninterrupted 80/90 minute literacy block • Literacy Through Wellness/Fitness	School Administrators	Annual Progress Target Indicators	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007
Math	Students with Disabilities	• Data Analysis Task Force • Classroom visits/ model lessons by Math, Special Education/ LEP District Supervisors • Uninterrupted 80 minute math block	School Administrators	Annual Progress Target Indicators	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007
ELA	Homeless	NA	NA	NA	NA
Math	Homeless	NA	NA	NA	NA

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

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	NA	NA	NA	NA
Math	Migrant	NA	NA	NA	NA
ELA	ELLs	• Workshop and in-class support for differentiated instruction and curriculum mapping • Presentations such as *Chinese Dance Team, Martin Luther King Jr., A Seat for Rosa, Drug and Gang Awareness* • Data Analysis Task Force • Classroom visits/ model lessons by LAL, Special Education/ LEP District Supervisors • Uninterrupted 80/90 minute literacy block • Literacy Through Wellness/Fitness	School Administrators	Annual Progress Target Indicators	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007
Math	ELLs	• Data Analysis Task Force • Classroom visits/ model lessons by Math, Special Education/ LEP District Supervisors • Uninterrupted 80 minute math block	School Administrators	Annual Progress Target Indicators	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007

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

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	• Workshop and in-class support for differentiated instruction and curriculum mapping • Presentations such as *Chinese Dance Team, Martin Luther King Jr., A Seat for Rosa, Drug and Gang Awareness* • Data Analysis Task Force • Classroom visits/ model lessons by LAL, Special Education/ LEP District Supervisors • Uninterrupted 80/90 minute literacy block • Literacy Through Wellness/Fitness	School Administrators	Annual Progress Target Indicators	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007
Math	Economically Disadvantaged	• Data Analysis Task Force • Classroom visits/ model lessons by Math, Special Education/ LEP District Supervisors • Uninterrupted 80 minute math block	School Administrators	Annual Progress Target Indicators	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007
ELA	General Education	• Workshop and in-class support for differentiated instruction and curriculum mapping • Presentations such as *Chinese Dance Team, Martin Luther King Jr., A Seat for Rosa, Drug*	School Administrators	Annual Progress Target Indicators	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review

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

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		and Gang Awareness • Data Analysis Task Force • Basic Skills Teachers • Classroom visits/ model lessons by LAL, Special Education/ LEP District Supervisors • Uninterrupted 80/90 minute literacy block • Literacy Through Wellness/Fitness			Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007
Math	General Education	• Data Analysis Task Force • Basic Skills Teachers • Classroom visits/ model lessons by Math, Special Education/ LEP District Supervisors • Uninterrupted 80 minute math block	School Administrators	Annual Progress Target Indicators	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007

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

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

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	• Extended Day ELA—for at risk students based on multiple measures • Peer Leadership—Gr. 5- 6 for students with strong leadership skills to positively impact school environment • Rainbows Program—Grades K-6 for students who have experienced a loss in their lives • Elementary Saturday Academy • Summer Interventions	School Administrators	Annual Progress Target Indicators	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007
Math	Students with Disabilities	• Extended Day Math—for at risk students based on multiple measures • Peer Leadership—Gr. 5- 6 for students with strong leadership skills to positively impact school environment • Rainbows Program—Grades K-6 for students who have experienced a loss in their lives • Elementary Saturday Academy • Summer Interventions	School Administrators	Annual Progress Target Indicators	English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007; Elementary School Mathematics Evidence Review Protocol 2009

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

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, 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	Homeless	NA	NA	NA	NA
Math	Homeless	NA	NA	NA	NA
ELA	Migrant	NA	NA	NA	NA
Math	Migrant	NA	NA	NA	NA
ELA	ELLs	• Extended Day ELA—for at risk students based on multiple measures • Peer Leadership—Gr. 5- 6 for students with strong leadership skills to positively impact school environment • Rainbows Program—Grades K-6 for students who have experienced a loss in their lives • Elementary Saturday Academy • BEAM Summer Program	School Administrators	Annual Progress Target Indicators	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007
Math	ELLs	• Extended Day Math—for at risk students based on multiple measures • Peer Leadership—Gr. 5- 6 for students with strong leadership skills to positively impact school environment • Rainbows Program—Grades K-6 for students who have experienced a loss in their lives	School Administrators	Annual Progress Target Indicators	English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007; Elementary School Mathematics Evidence Review Protocol 2009

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

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, 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)
		• Elementary Saturday Academy • BEAM Summer Program			
ELA	Economically Disadvantaged	• Extended Day ELA—for at risk students based on multiple measures • Peer Leadership—Gr. 5- 6 for students with strong leadership skills to positively impact school environment • Rainbows Program—Grades K-6 for students who have experienced a loss in their lives • Elementary Saturday Academy • Summer Enrichment Program	School Administrators	Annual Progress Target Indicators	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007
Math	Economically Disadvantaged	• Extended Day Math—for at risk students based on multiple measures • Peer Leadership—Gr. 5- 6 for students with strong leadership skills to positively impact school environment • Rainbows Program—Grades K-6 for students who have experienced a loss in their lives • Elementary Saturday Academy • Summer Enrichment Program	School Administrators	Annual Progress Target Indicators	English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007; Elementary School Mathematics Evidence Review Protocol 2009

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	General Education	• Extended Day ELA—for at risk students based on multiple measures • Peer Leadership—Gr. 5- 6 for students with strong leadership skills to positively impact school environment • Rainbows Program—Grades K-6 for students who have experienced a loss in their lives • Elementary Saturday Academy • Summer Enrichment Program	School Administrators	Annual Progress Target Indicators	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007
Math	General Education	• Extended Day Math—for at risk students based on multiple measures • Peer Leadership—Gr. 5- 6 for students with strong leadership skills to positively impact school environment • Rainbows Program—Grades K-6 for students who have experienced a loss in their lives • Elementary Saturday Academy • Summer Enrichment Program	School Administrators	Annual Progress Target Indicators	English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007; Elementary School Mathematics Evidence Review Protocol 2009

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	• Promethean Boards & Technology • Universal Design for Learning Moving Ahead • Data Analysis Task Force Training • Job-Embedded Collaboration- Supervisors Modeling Lessons • Job-Embedded Collaboration- Teachers Modeling Lessons • Job-Embedded Collaboration- Master Teacher of Technology Modeling Lessons • Danielson Evaluation System • Student Growth Objective • Student Growth Percentile/ PARCC • Common Core State Standards • Chrome Books • IEP Procedures	School Administrators	Annual Progress Target Indicators	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007; Elementary School Mathematics Evidence Review Protocol 2009; Early Childhood Education Evidence Review Protocol 2009
Math	Students with Disabilities	• Promethean Boards & Technology • Universal Design for Learning Moving Ahead • Data Analysis Task Force Training • Job-Embedded Collaboration- Supervisors Modeling Lessons	School Administrators	Annual Progress Target Indicators	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol

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)
		• Job-Embedded Collaboration- Teachers Modeling Lessons • Job-Embedded Collaboration- Master Teacher of Technology Modeling Lessons • Danielson Evaluation System • Student Growth Objective • Student Growth Percentile/ PARCC • Common Core State Standards • Chrome Books • IEP Procedures			2009; Organizing Instruction & Study to Improve Student Learning 2007; Elementary School Mathematics Evidence Review Protocol 2009; Early Childhood Education Evidence Review Protocol 2009
ELA	Homeless	NA	NA	NA	NA
Math	Homeless	NA	NA	NA	NA
ELA	Migrant	NA	NA	NA	NA
Math	Migrant	NA	NA	NA	NA
ELA	ELLs	• Promethean Boards & Technology • Universal Design for Learning Moving Ahead • Data Analysis Task Force Training • Job-Embedded Collaboration- Supervisors Modeling Lessons	School Administrators	Annual Progress Target Indicators	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol

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)
		• Job-Embedded Collaboration- Teachers Modeling Lessons • Job-Embedded Collaboration- Master Teacher of Technology Modeling Lessons • Danielson Evaluation System • Student Growth Objective • Student Growth Percentile/ PARCC • Common Core State Standards • Chrome Books • ESL Interventions			2009; Organizing Instruction & Study to Improve Student Learning 2007; Elementary School Mathematics Evidence Review Protocol 2009; Early Childhood Education Evidence Review Protocol 2009
Math	ELLs	• Promethean Boards & Technology • Universal Design for Learning Moving Ahead • Data Analysis Task Force Training • Job-Embedded Collaboration- Supervisors Modeling Lessons • Job-Embedded Collaboration- Teachers Modeling Lessons • Job-Embedded Collaboration- Master Teacher of Technology Modeling Lessons • Danielson Evaluation System • Student Growth Objective	School Administrators	Annual Progress Target Indicators	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007; Elementary School Mathematics Evidence Review Protocol 2009; Early

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)
		• Student Growth Percentile/ PARCC • Common Core State Standards • Chrome Books • ESL Interventions			Childhood Education Evidence Review Protocol 2009
ELA	Economically Disadvantaged	• Promethean Boards & Technology • Universal Design for Learning Moving Ahead • Data Analysis Task Force Training • Job-Embedded Collaboration- Supervisors Modeling Lessons • Job-Embedded Collaboration- Teachers Modeling Lessons • Job-Embedded Collaboration- Master Teacher of Technology Modeling Lessons • Danielson Evaluation System • Student Growth Objective • Student Growth Percentile/ PARCC • Common Core State Standards • Chrome Books	School Administrators	Annual Progress Target Indicators	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007; Elementary School Mathematics Evidence Review Protocol 2009; Early Childhood Education Evidence Review Protocol 2009
Math	Economically	• Promethean Boards & Technology	School	Annual Progress Target	Adolescent Literacy Evidence Review

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)
	Disadvantaged	• Universal Design for Learning Moving Ahead • Data Analysis Task Force Training • Job-Embedded Collaboration- Supervisors Modeling Lessons • Job-Embedded Collaboration- Teachers Modeling Lessons • Job-Embedded Collaboration- Master Teacher of Technology Modeling Lessons • Danielson Evaluation System • Student Growth Objective • Student Growth Percentile/ PARCC • Common Core State Standards • Chrome Books	Administrators	Indicators	Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007; Elementary School Mathematics Evidence Review Protocol 2009; Early Childhood Education Evidence Review Protocol 2009
ELA	General Education	• Promethean Boards & Technology • Universal Design for Learning Moving Ahead • Data Analysis Task Force Training • Job-Embedded Collaboration- Supervisors Modeling Lessons • Job-Embedded Collaboration- Teachers Modeling Lessons • Job-Embedded Collaboration- Master Teacher of	School Administrators	Annual Progress Target Indicators	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007;

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)
		Technology Modeling Lessons • Danielson Evaluation System • Student Growth Objective • Student Growth Percentile/ PARCC • Common Core State Standards • Chrome Books			Elementary School Mathematics Evidence Review Protocol 2009; Early Childhood Education Evidence Review Protocol 2009
Math	General Education	• Promethean Boards & Technology • Universal Design for Learning Moving Ahead • Data Analysis Task Force Training • Job-Embedded Collaboration- Supervisors Modeling Lessons • Job-Embedded Collaboration- Teachers Modeling Lessons • Job-Embedded Collaboration- Master Teacher of Technology Modeling Lessons • Danielson Evaluation System • Student Growth Objective • Student Growth Percentile/ PARCC • Common Core State Standards • Chrome Books	School Administrators	Annual Progress Target Indicators	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007; Elementary School Mathematics Evidence Review Protocol 2009; Early Childhood Education Evidence Review Protocol 2009

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

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

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

Evaluation of Schoolwide Program*

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

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

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

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

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

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

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

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

6. **How will the school structure interventions?**
   NA

7. **How frequently will students receive instructional interventions?**
   NA

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

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

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

Provide a separate response for each question.

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	1. Back to School Night ▪ Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications ▪ Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions 2. Workshops ▪ Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level ▪ Coordinate resources and services *for* families, students, and the school with businesses, agencies, and other groups, and provide services *to* the community 3. Parent-Teacher Conferences 4. Communications 5. Parent/Child Presentations 6. Extending School Year/Summer Parent/Child Club	Principal, Assistant Principal, Parent Facilitator, Parent Advisory Council	--Parent participation at workshops/events by grade level --Parent satisfaction with the workshops/events --Parent recommendations for improvement --Parent recommendations for future workshops/events based on their needs	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007; Elementary School Mathematics Evidence Review Protocol 2009; Early Childhood Education Evidence Review Protocol 2009

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Students with Disabilities	1. Back to School Night ▪ Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications ▪ Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions 2. Workshops ▪ Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level ▪ Coordinate resources and services *for* families, students, and the school with businesses, agencies, and other groups, and provide services *to* the community 3. Parent-Teacher Conferences 4. Communications 5. Parent/Child Presentations 6. Extending School Year/Summer Parent/Child Club	Principal, Assistant Principal, Parent Facilitator, Parent Advisory Council	--Parent participation at workshops/events by grade level --Parent satisfaction with the workshops/events --Parent recommendations for improvement --Parent recommendations for future workshops/events based on their needs	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007; Elementary School Mathematics Evidence Review Protocol 2009; Early Childhood Education Evidence Review Protocol 2009
ELA	Homeless	NA	NA	NA	NA
Math	Homeless	NA	NA	NA	NA
ELA	Migrant	NA	NA	NA	NA

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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	Migrant	NA	NA	NA	NA
ELA	ELLs	1. Back to School Night ▪ Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications ▪ Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions 2. Workshops ▪ Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level ▪ Coordinate resources and services *for* families, students, and the school with businesses, agencies, and other groups, and provide services *to* the community 3. Parent-Teacher Conferences 4. Communications 5. Parent/Child Presentations 6. Extending School Year/Summer Parent/Child Club	Principal, Assistant Principal, Parent Facilitator, Parent Advisory Council	--Parent participation at workshops/events by grade level --Parent satisfaction with the workshops/events --Parent recommendations for improvement --Parent recommendations for future workshops/events based on their needs	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007; Elementary School Mathematics Evidence Review Protocol 2009; Early Childhood Education Evidence Review Protocol 2009
Math	ELLs	1. Back to School Night ▪ Communicate with families about school programs and student progress through effective school-to-home and home-to-school	Principal, Assistant Principal, Parent	--Parent participation at workshops/events by grade level --Parent satisfaction	Adolescent Literacy Evidence Review Protocol 2010; English Language

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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)
		communications ▪ Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions 2. Workshops ▪ Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level ▪ Coordinate resources and services *for* families, students, and the school with businesses, agencies, and other groups, and provide services *to* the community 3. Parent-Teacher Conferences 4. Communications 5. Parent/Child Presentations 6. Extending School Year/Summer Parent/Child Club	Facilitator, Parent Advisory Council	with the workshops/events --Parent recommendations for improvement --Parent recommendations for future workshops/events based on their needs	Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007; Elementary School Mathematics Evidence Review Protocol 2009; Early Childhood Education Evidence Review Protocol 2009
ELA	Economically Disadvantaged	1. Back to School Night ▪ Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications ▪ Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions	Principal, Assistant Principal, Parent Facilitator, Parent Advisory Council	--Parent participation at workshops/events by grade level --Parent satisfaction with the workshops/events --Parent recommendations for improvement	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007;

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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)
		2. Workshops ▪ Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level ▪ Coordinate resources and services *for* families, students, and the school with businesses, agencies, and other groups, and provide services *to* the community 3. Parent-Teacher Conferences 4. Communications 5. Parent/Child Presentations 6. Extending School Year/Summer Parent/Child Club		--Parent recommendations for future workshops/events based on their needs	Elementary School Mathematics Evidence Review Protocol 2009; Early Childhood Education Evidence Review Protocol 2009
Math	Economically Disadvantaged	1. Back to School Night ▪ Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications ▪ Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions 2. Workshops ▪ Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level	Principal, Assistant Principal, Parent Facilitator, Parent Advisory Council	--Parent participation at workshops/events by grade level --Parent satisfaction with the workshops/events --Parent recommendations for improvement --Parent recommendations for future workshops/events based on their needs	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007; Elementary School Mathematics Evidence Review Protocol 2009; Early Childhood Education Evidence Review

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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)
		▪ Coordinate resources and services *for* families, students, and the school with businesses, agencies, and other groups, and provide services *to* the community 3. Parent-Teacher Conferences 4. Communications 5. Parent/Child Presentations 6. Extending School Year/Summer Parent/Child Club			Protocol 2009
ELA	General Education	1. Back to School Night ▪ Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications ▪ Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions 2. Workshops ▪ Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level ▪ Coordinate resources and services *for* families, students, and the school with businesses, agencies, and other groups, and provide services *to* the community 3. Parent-Teacher Conferences	Principal, Assistant Principal, Parent Facilitator, Parent Advisory Council	--Parent participation at workshops/events by grade level --Parent satisfaction with the workshops/events --Parent recommendations for improvement --Parent recommendations for future workshops/events based on their needs	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007; Elementary School Mathematics Evidence Review Protocol 2009; Early Childhood Education Evidence Review Protocol 2009

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		4. Communications 5. Parent/Child Presentations 6. Extending School Year/Summer Parent/Child Club			
Math	General Education	1. Back to School Night ▪ Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications ▪ Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions 2. Workshops ▪ Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level ▪ Coordinate resources and services *for* families, students, and the school with businesses, agencies, and other groups, and provide services *to* the community 3. Parent-Teacher Conferences 4. Communications 5. Parent/Child Presentations 6. Extending School Year/Summer Parent/Child Club	Principal, Assistant Principal, Parent Facilitator, Parent Advisory Council	--Parent participation at workshops/events by grade level --Parent satisfaction with the workshops/events --Parent recommendations for improvement --Parent recommendations for future workshops/events based on their needs	Adolescent Literacy Evidence Review Protocol 2010; English Language Learners Evidence Review Protocol 2009; Organizing Instruction & Study to Improve Student Learning 2007; Elementary School Mathematics Evidence Review Protocol 2009; Early Childhood Education Evidence Review Protocol 2009

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

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

2015-2016 Family and Community Engagement Narrative

1. **How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?**
   The Family and Community Engagement Program works to solidify the home-school connection to work with parents/guardians in a team effort to support student achievement. The West New York Parental Involvement Policy has been organized through the research-based frameworks of Joyce Epstein from the National Network of Partnership 2000 Schools and the Center on School, Family, and Community Partnerships at Johns Hopkins University. The six types of parental involvement used in the Epstein model have been adopted by the National PTA and used in establishing National Standards. The organization of the West New York Family and Community Engagement Program through the six National Standards/Framework will work to connect our efforts to address the areas of need identified in the needs assessment.

2. **How will the school engage parents in the development of the written parent involvement policy?**
   Each Title I school has a Parent Facilitator (teacher) and a Parent Partner (parent) to coordinate the activities of the school's family and community engagement program. The Parent Partner acts as a liaison between the school, parents and the community. He/she interacts with these stakeholders to be aware of their needs and focus to be able to advocate for them at the school level. Both the Parent Facilitator and the Parent Partner are members of the district-wide Parent Advisory Council. The parent involvement policy is written and reviewed as a part of the duties of this council.

3. **How will the school distribute its written parent involvement policy?**
   The Parent Advisory Council meets in the beginning of the school year to review the written parent involvement policy. Once approved, it is posted on the district's website and a copy is kept in the school's main office. A letter is sent home to parent/guardians in both English and Spanish explaining the policy and notifying them of its availability on the website and in the school's main office. A copy of the complete policy is available for any parent requesting it.

4. **How will the school engage parents in the development of the school-parent compact?**
   Each Title I school has a Parent Facilitator (teacher) and a Parent Partner (parent) to coordinate the activities of the school's family and community engagement program. The Parent Partner acts as a liaison between the school, parents and the community. He/she interacts with these stakeholders to be aware of their needs and focus to be able to advocate for them at the school level. Both the Parent Facilitator and the Parent Partner are members of the district-wide Parent Advisory Council. The school-parent compact is written and reviewed as a part of the duties of this council.

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

5. **How will the school ensure that parents receive and review the school-parent compact?**
   The Parent Advisory Council meets in the beginning of the school year to review the compact. Once approved, it is posted on the district's website and a copy is kept in the school's main office. A letter is sent home to parent/guardians in both English and Spanish explaining the compact and asking them to sign then return it to the school. Copies of signed compacts are stored in the school's main office.

6. **How will the school report its student achievement data to families and the community?**
   Individual student assessment results are distributed to parents as they become available and, when appropriate, placed in the child's report card envelope. Prior to their distribution, a parent meeting is held where parents can view a generic parent report and are shown how to interpret it. The school's disaggregated assessment results are presented in the *School Report Card* and sent home to parents in both English and Spanish. In addition, the information is available through the public news forum and on the District's website.

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?**
   A letter will be sent to families explaining the WNY's status of the three Annual Measurable Achievement Objectives (AMAOs). In addition, the community will learn of WNY's AMAO status by uploading the information in the district's website.

8. **How will the school inform families and the community of the school's disaggregated assessment results?**
   The school's disaggregated assessment results are presented in the *School Report Card* and sent home to parents in both English and Spanish. In addition, the information is available through the public news forum and on the District's website.

9. **How will the school involve families and the community in the development of the Title I Schoolwide Plan?**
   Parents are included in the stakeholder group of the NCLB. As stakeholders, they may be involved as members of the School Leadership Council to work throughout the school year to identify and address school needs and formulate strategies for the Schoolwide Plan. In addition, parents sit on the District Parent Advisory Council and are involved in the Parent Involvement component of the Unified Plan. The parent holds the position of the school's Parent Partner and works as a liaison with other parents to identify their needs and the needs of their children to make the development of the Schoolwide Plan more comprehensive and more indicative of parent involvement.

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

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

Individual student assessment results are distributed to parents as they become available and, when appropriate, placed in the child's report card envelope. Prior to their distribution, a parent meeting is held where parents can view a generic parent report and are shown how to interpret it. The school's disaggregated assessment results are presented in the *School Report Card* and sent home to parents in both English and Spanish. In addition, the information is available through the public news forum and on the District's website.

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

All funds will be utilized in compliance with the activities in our Board approved Parental Involvement Policy. The organization of the West New York Parental Involvement Program through the six National Standards/Framework work to connect our efforts to address the areas of need identified in the needs assessment.

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	38 100%	-Released time provided for in & out of district professional development opportunities -Common planning & preparation times -Departmental meetings with grade levels -Articulation Meetings -Access to supportive supervisors & master teachers/coaches -Opportunities provided to serve on curriculum & school-based teams -Opportunities provided to serve a s a mentoring teacher -Reimbursement for tuition credits available
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0 0%	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	23 100%	All Paraprofessionals attend district workshops designed to address their educational needs. Hours are accrued for these workshops.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0 0%	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
-Released time provided for in & out of district professional development opportunities -Common planning & preparation times -Departmental meetings with grade levels -Articulation Meetings -Access to supportive supervisors & master teachers/coaches -Opportunities provided to serve on curriculum & school-based teams -Opportunities provided to serve a s a mentoring teacher -Reimbursement for tuition credits available	Clara Herrera, Superintendent of Schools; Anastasia Olivero, Assistant Superintendent of Curriculum & Instruction; Sixto Cardenas Principal of Human Resources; Beverly Lazzara, Director of Special Services; Building Administrators