

# 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: EWING PUBLIC SCHOOLS	School: Antheil Elementary
Chief School Administrator: MICHAEL NITTI, SUPERINTENDENT	Address: 339 Ewingville Road Ewing, NJ 08638
Chief School Administrator's E-mail: mnitti@ewingboe.org	Grade Levels: K-5
Title I Contact: Harry Louth, Director of Special Services	Principal: Jennifer Posa-Whitner
Title I Contact E-mail: hlouth@ewingboe.org	Principal's E-mail: jwhitner@ewingboe.org
Title I Contact Phone Number: 609 538 9800 ext 7177	Principal's Phone Number: 609 538 9800 EXT 4102

**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.

\_\_\_\_\_  
 Jennifer Posa-Whitner  
**Principal's Name (Print)**

\_\_\_\_\_  
**Principal's Signature**

\_\_\_\_\_  
 4-23-15  
**Date**

**SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114**

**Critical Overview Elements**

- The School held \_\_\_\_4\_\_\_\_ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ \_\_\_\_\_, which comprised \_\_\_\_\_% of the school’s budget in 2014-2015.
- State/local funds to support the school will be \$ \_\_\_\_\_, which will comprise \_\_\_\_\_% 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

## 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
Jennifer Posa-Whitner	Principal	X			
Michelle Conway	Assistant Principal	X			
April Litwin	Teacher	X			
Ingrid Washington	Teacher	X			
Megan Hamill	ESL Teacher	X			
Kelsey Pietrow	Teacher	X			
Christine Perkins	Teacher	X			
Kendall Haring	Teacher	X			
Lori Logan	Parent	X			
A.Craig	Non Instructional Staff	X			
Maria Petsos	Supervisor	X			
M.Lampe	Math Coach	X			

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

John Stemler	Parent/Community Member	X			
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**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
12/18/14	Antheil Conference Room	Overview, Vision and School Wide	X		X	
3/4/15 via email due to school closings		Profile/Comprehensive	X		X	
4/14/15	Antheil Conference Room	Needs Assessment	X		X	
4/21/15	Antheil Conference Room	Comprehensive Needs Assessment	X		X	
		Schoolwide Plan Development				
		Program Evaluation				

*\*Add rows as necessary.*

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

**School's Mission**

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

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

<p><b>What is the school's mission statement?</b></p>	<p>Antheil will meet the academic, emotional, social, and physical needs of our diverse student population. We will implement research based best practices and differentiate instruction to meet the needs of all students. As lifelong learners, our students will be challenged academically to be critical thinkers, to work cooperatively, and to be technologically prepared to meet the demands of a constantly changing world.</p>
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## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

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

### Evaluation of 2014-2015 Schoolwide Program \*

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

1. Did the school implement the program as planned?
2. What were the strengths of the implementation process?
3. What implementation challenges and barriers did the school encounter?
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
9. How did the school structure the interventions?
10. How frequently did students receive instructional interventions?
11. What technologies did the school use to support the program?
12. Did the technology contribute to the success of the program and, if so, how?

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

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

**Evaluation of 2014-2015 Student Performance**

***State Assessments-Partially Proficient***

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

<b>English Language Arts</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

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

**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.

<b>English Language Arts</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**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.

\_\_\_\_\_  
Jennifer Posa-Whitner  
**Principal's Name (Print)**

\_\_\_\_\_  
**Principal's Signature**

\_\_\_\_\_  
4-23-15  
**Date**

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

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

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

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NJASK, DRA, Phoneme Segmentation Fluency, Nonsense Word Fluency and Sight Word Benchmarks, Quarterly Assessments, STAR assessments, Renaissance data and OEQ’s	<p><b>NJASK 2013-2014</b> 69.4 ELA 2013-14 NJASK Pass Rate 79.8 Math 2013-14 NJASK Pass Rate</p> <p><b>DRA Data Analysis Fall to Winter 2013-2014</b></p> <p><b>Kindergarten End of Year (EOY)</b> 83% at or above grade level 17% below grade level</p> <p><b>Grade 1 End of Year (EOY)</b> 59.2% at or above grade level 40.7% on watch or below grade level</p> <p><b>Grade 2 End of Year (EOY)</b> 68.6% at or above grade level 31.4% on watch or below grade level</p>

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)															
		<p><b>Grade 3 End of Year (EOY)</b>                      52.8% at or above grade level                      47.3% on watch or below grade level</p> <p><b>Grade 4 End of Year (EOY)</b>                      56.4% at or above grade level                      43.6% on watch or below grade level</p> <p><b>Grade 5 End of Year (EOY)</b>                      19.4% at or above grade level                      80.6% below grade level</p> <p><b>2013-2014 Data</b>  <b>Grades 3-5</b>  <b>OEQ (Open Ended Question) Fall Benchmark</b></p> <table border="1"> <thead> <tr> <th>Grade 5</th> <th>Students</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Below Basic</td> <td>20</td> <td>25%</td> </tr> <tr> <td>Basic</td> <td>47</td> <td>59%</td> </tr> <tr> <td>Proficient</td> <td>12</td> <td>15%</td> </tr> <tr> <td>Advanced</td> <td>0</td> <td>0%</td> </tr> </tbody> </table>	Grade 5	Students	Percentage	Below Basic	20	25%	Basic	47	59%	Proficient	12	15%	Advanced	0	0%
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**SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)**

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**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)																														
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Basic	52	56%																														
Proficient	17	18%																														
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Academic Achievement - Writing	NJASK, Quarterly Assessments, STAR assessments, Renaissance data and OEQ's	See above																														
Academic Achievement - Mathematics	NJASK, Quarterly Assessments, STAR assessments, Renaissance data	Outcome data is not available at this time → Available Quarter 3 Outcome data was used to determine this need. At this time, all data is not in but we had enough data in to be able to tell that it is an area of weakness and focus.																														
Family and Community Engagement	Parent Event Survey, PTO , Partnerships with TCNJ and Rider University	<b>Parent Survey Results for 2014-2015 show: Online Survey provided to gain feedback from parents-See Results</b>																														

**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)
		<p><b>attached</b></p> <p>Note only that only 5% of the Antheil population provided feedback for the on survey. Additionally, we believe that parents don't know all of the updates Antheil has brought in this year in regard to technology. We plan to work to get that message out there for next school year.</p> <p><b><u>Science With a Dash Of Math Night Event</u></b></p> <p><b>Did you find the event to be academically enriching for your child?</b> 93% of the families found it to be academically enriching</p> <p><b>Was your child engaged by the activities provided by this event?</b> 94% of the families found it to be engaging</p> <p><b>How likely are you to bring your child to another Antheil event</b> 93% of families said they would come back for another event.</p> <p><b><u>Literary Festival Night Event</u></b></p> <p><b>Did you find the event to be academically enriching for your child?</b> 92% of the families found it to be academically enriching</p> <p><b>Was your child engaged by the activities provided by this event?</b> 90% of the families found it to be engaging</p> <p><b>How likely are you to bring your child to another Antheil event</b> 95% of families said they would come back for another event.</p>

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		<p><b><u>Title One Family Math and Literacy Night Event</u></b>                      93% of families invited to this event, attended.</p> <p><b>Was the information and materials given during the math portion helpful?</b>                      100% of the families found it to be helpful.</p> <p><b>Was the information and materials given during the literacy portion helpful?</b>                      89% of the families found it to be helpful.</p> <p><b>How likely are you to attend another Family math and Literacy event?</b>                      89% of families said that they would attend again.</p>
Professional Development	Professional Development Survey Observations, Walk throughs	Administrative Observations and walkthrough’s indicate there are two main areas of focus-Student engagement and teacher questioning to elicit higher level thinking  Other Outcome data is not available at this time
Leadership	Survey from Antheil Staff	<b>AES School Climate Survey Results-See attachment</b>
School Climate and Culture	PBS Positive Behavior Support Data in Genesis and Swiss Behavioral Data Reports	Swiss Data and Genesis Data indicates that 35% decrease in suspension from September 2014 to January 2015 as compared to last year.
School Based Youth Services	n/a	
Students with Disabilities	NJASK, DRA, Phoneme	52.5 % ELA 2013-14 NJASK Pass Rate

**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)
	Segmentation Fluency, Nonsense Word Fluency and Sight Word Benchmarks, Quarterly Assessments, STAR assessments, Renaissance data	63.9 % Math 2013-14 NJASK Pass Rate DRA and/or OEQ Data indicate that there is a higher percentage of SE students that are not meeting proficiency benchmarks.  Outcome data is not available at this time
Homeless Students	n/a	
Migrant Students	n/a	
English Language Learners	ACCESS, NJASK, DRA, Phoneme Segmentation Fluency, Nonsense Word Fluency and Sight Word Benchmarks, Quarterly Assessments, STAR assessments, Renaissance data	Six students scored 4.5 overall, which is the score needed to demonstrate English Language Proficiency. Only two of these six students were able to exit ESL and the other four students did not pass NJASK and continue to receive ESL services.  There were 23 students tested total. Both AMAO goals were met for Antheil's 2013-14 ELLs.  59.6 % ELA 2013-14 NJASK Pass Rate 72.4 % Math 2013-14 NJASK Pass Rate DRA and/or OEQ Data indicate that there is a higher percentage of ESL students that are not meeting proficiency benchmarks.  Other outcome data is not available at this time
Economically Disadvantaged	NJASK, DRA, Phoneme Segmentation Fluency, Nonsense Word Fluency and Sight Word Benchmarks, Quarterly Assessments, STAR assessments, Renaissance data	52.5 % ELA 2013-14 NJASK Pass Rate 66.3 % Math 2013-14 NJASK Pass Rate  DRA and/or OEQ Data indicate that there is a higher percentage of ED students that are not meeting proficiency benchmarks.

**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)
		Other outcome data is not available at this time.

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

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

Stakeholders were selected in November 2014. We met as a committee throughout the year. We reviewed the Title One criteria as a team and developed a new school mission statement. Next we collaboratively created a school profile. Each member was responsible for a section of the school profile. We met to gather the needed data that would support our Comprehensive Needs Assessment. Please see attached CNA and school profile documents.

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

The district requires quarterly benchmarks in the area of Reading, Writing and Math. The Title 1 team was able to work with Supervisors to analyze this data and identify areas of weakness within subgroups. From there, the team discussed root causes and identified areas of focus.

Antheil used multiple measures such as:

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

READING: NJASK, DRA, Phoneme Segmentation Fluency, Nonsense Word Fluency and Sight Word Benchmarks, Quarterly Assessments, STAR assessments, Renaissance data.

WRITING: NJASK, Quarterly Assessments, STAR assessments, Renaissance data

MATH: NJASK, Quarterly Assessments, STAR assessments, Renaissance data

### **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)?**

All multiple measures used align with the CCSS and are district wide. Our pacing document is a vital component to reliability as well as progress monitoring to evidence student growth toward or above proficiency.

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

Reading Comprehension-Students do not consistently stop to segment text as they read, asking themselves questions, making connections, and/or re-reading for understanding. We have been successful moving students' proficiency levels, but there continues to be a lack of students achieving or exceeding grade level reading benchmarks as per the end of year DRA data collected on grades K-5 and running record data in the fall and winter, particularly in grades 3-5.

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

Professional development is driven by school data and student needs. Teaching techniques, PLCs, and grade level meetings are designed to strengthen student performance in each grade level. After analyzing the data from the previous year(s), the school determined that professional development needed to be geared toward teaching teachers how to teach students to closely read and analyze on level and above grade level text. In grades K-1 there was a gap in the area of phonics and phonemic awareness. Therefore, teachers were trained in Word Building, a research based best practice, to help develop students' phonics, phonemic awareness and foundational skills and strategies to decode unfamiliar words with fluency. By building a strong foundation in the primary grades, the hope is that we develop stronger readers in the upper grades. Math is another area of concern. NJASK data and Common Core

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Standards play a major role on planning professional development. Students are struggling to reason their solutions in mathematics. Many of the mandatory professional development opportunities provided by the district require teachers to explore questioning techniques that foster students' ability to reason their math solutions.

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

Teachers and Administration use student data and anecdotal notes to monitor student progress from Kindergarten-5<sup>th</sup> grade. As a student exhibits difficulty in the classroom, teachers contact the I&RS team to document at risk student needs. The working document provided by the I&RS team enables all teachers to provide support for at risk students. The principal also reviews data throughout the school year and notifies teachers of students that are not meeting benchmarks and requests that teachers bring them through I & RS. Additionally, students who are not proficient in reading or math receive EIS support in math and/or reading. EIS students are identified at the beginning of the school year and receive services in September. Students that transfer into school throughout the year, are assessed and provided support if data indicates the need. By progress monitoring and quarterly assessments, at-risk students are monitored throughout the school year and CCSS are pin pointed so that instruction can be targeted to students' needs. Furthermore, the principal and assistant principal have grade level meetings to discuss data, next steps and follow through.

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

The school provides effective interventions to educationally at-risk students by using data (NJASK, District Wide Assessment, STAR Renn.) to identify student needs. Student growth objectives (SGO's), STAR Renn. testing, Progress Monitoring, and Quarterly assessments allow teachers to provide supplemental programs to effectively enhance student progress. Many of the interventions are done during school hours. Early Intervention Specialists (EIS) provide additional support to students demonstrating weakness in reading and math. Each quarter, EIS provides parents, teachers, and students with goals to help at risk students become proficient. In grades 2-5 students participate in a supplemental program called REACH. Students are grouped by need and receive additional support in reading and writing. Small group instruction and progress monitoring allow for teachers and administration to better

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

determine at-risk students at any point in the year. Additionally, data collected from progress monitoring is used to support at risk students in after school programs such as Read 180, ESY, and Achievement Academy.

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

None have been identified to date. We would give these students any supplemental services they needed, including ESL services.

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

We provide supplemental backpacks with instructional materials as well as transportation and supplemental educational support as needed.

### **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 constantly reflecting and assessing student needs. Quarterly data is collected and analyzed by teachers and administration during scheduled monthly ELA and Math grade level meetings. Additionally, individualized student growth objectives are prepared by teachers, reviewed by administration, and monitored quarterly to ensure student success. Supervisors also use data to identify any areas of weakness in the curriculum or in the professional development of staff. Moreover, teachers provide feedback to administration and adjustments are made to professional development and curriculum if needed.

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

The district has created a Kindergarten Club, "Ready Freddy" that offers quality kindergarten transition through early literacy activities and interactions that welcome families and children into kindergarten, help children get ready to learn in a formal setting, reduce anxiety, increase on-time enrollment and attendance, foster parent involvement, and create continuity of learning between home and school. The model focuses on the creation of a Transition Team that plans and implements a Kindergarten Club which will assist in creating quality transition activities before school starts. The target will be the most at-risk students and their families with the focus on

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

(a) promoting parent-child interactions and fostering sustained parent involvement; (b) provide support to schools to create a welcoming environment for both students and parents; and (c) a frog mascot, **Freddy**, that helps to create awareness and recognition of the importance of kindergarten transition for parents, students, and community members. The district will employ state approved, scientifically-based curriculum as well as RTI methodology to identify and support pre-K struggling learners prior to the start of the 2015-2016 school year. Information gathered during the summer program will be used to provide data for RTI programs to be employed in kindergarten. A focus of the program will be pre-and post-testing as well as progress monitoring. Social skills and school readiness will also be an important part of the program.

Students will be identified for eligibility using multiple measures. All students were tested with Renaissance Star Early Literacy screening at our district Kindergarten Roundup and students scoring a 500 or below would be eligible. Input from private head start and preschool programs as well as parental input will be considered for participation in the program.

Ultimately, the district-wide plan for transition will strive to:

- Continue best practices and evidence-based strategies by establishing common standards, expectations, and activities for each school in the district in the area of transition for students to kindergarten
- Focus on early literacy skills to assist students in the areas of letter naming fluency and letter sound fluency
- Offer smooth transitions into kindergarten for families, communities, and teachers
- Promote higher on-time enrollment and attendance
- Create early positive relationships between families and schools
- Establish benchmarks and standardized data collection for ongoing and accurate evaluation of each school's progress
- Build capacity within the district by tailoring supports to schools and areas with the most need
- Increase supports from the community to align the work with children's and families' needs

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

Desired Outcomes of Kindergarten Club:

- Develop a set of transition to kindergarten activities for all children, families and early educators in district-wide.
- Assist in acquiring early literacy skill development.
- Create greater understanding within the community about early child development and expand community resources.
- Educate our district's families and community regarding ways to support and foster a smooth transition for children and families.
- Monitor children at kindergarten entry on all five domains of learning through the use of existing data sources (Renaissance Star Early Literacy Screening at Kindergarten Round-up) for future informing, planning, and continued development of effective school readiness and transition initiative.

In order to transition elementary students to the middle school, principal meetings occur to elicit discussion between the elementary and middle school, fifth grade students receive a tour of the middle school during the school year and parents are invited to an orientation at the middle school during their child's fifth grade year. In addition, elementary counselors discuss students with middle school counselors so that at risk students have the supports in place to transition to the middle school setting. Moreover, the elementary Child Study Team meets with the middle school Child Study Team to discuss students' IEP placements. The same procedure occurs for the transition of our ESL students.

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

The Title One School Wide committee created a school profile, reviewed and analyzed data and developed a plan to target root causes in order to address at-risk students and to develop the foundational skills needed to move to proficiency and above. We selected a priority problem that focuses on our primary grades in order to develop stronger foundational skills in reading and writing. By building a strong foundation in the area of phonics and phonemic awareness we will move more students to grade level proficiency and have less students falling behind, lessening the achievement gap. Additionally, we are working toward providing targeted and explicit instruction in this area in grades K and 1.

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In the upper grades, grades 3-5, Reading Comprehension and responding to text as well as backing up answers with text evidence was selected as a priority problem. We found that we have been successful moving student reading levels but there continues to be a lack of students achieving or exceeding grade level reading benchmarks which results in students not being able to respond with text evidence when asked to read at grade level. Therefore, students need to acquire comprehension strategies/close reading in order to understand what they read at their reading level or above 3-5.

In Math, an area of focus should be Reasoning and Critiquing the Thinking of Others. Students in K-5 are not able to discuss their reasoning of why they did a problem a certain way or argue/ critique the reasoning of others. Students need to be able to discuss and back up why they agree with or disagree with the way others solved a problem.

***\*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	Reading Comprehension and responding to text as well as backing up answers with text evidence	Reasoning and Critiquing the Thinking of Others
Describe the priority problem using at least two data sources	We have been successful moving but there continues to be a lack of students achieving or exceeding grade level reading benchmarks which results in students not being able to respond with text evidence when asked to read at grade level	Students in K-5 are not able to discuss their reasoning of why they did a problem a certain way or argue/ critique the reasoning of others
Describe the root causes of the problem	Students need to acquire comprehension strategies/close reading in order to understand what they read at their reading level or above	Students need to be able to discuss and back up why they agree with or disagree with the way others solved a problem
Subgroups or populations addressed	Grades 3-5	All students K-5
Related content area missed	LAL	Mathematics
Name of scientifically research based intervention to address priority problems	Close reading Balanced Literacy model including Read Aloud with Accountable Talk to model comprehension strategies. Additionally through differentiation via one to one conferences and small group instruction in the form of strategy groups teachers will provide students with the guidance necessary so that students will learn to use taught comprehension/close reading strategies independently so that they are able to respond proficiently to grade level text.	Investigations Edition 2
How does the intervention align with the Common Core State Standards?	Comprehension is critical across all content areas. By targeting this area, we should increase performance in all content areas.	Math Standard Practice 3-CCSS

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**2015-2016 Comprehensive Needs Assessment Process**  
***Description of Priority Problems and Interventions to Address Them (continued)***

	#3	#4
Name of priority problem	Phoneme Awareness-Students are not able to hear the sounds in words	
Describe the priority problem using at least two data sources	Students are unable to break down words and hear phonemes that make up words. (Nonsense Word Fluency and Phoneme Segmentation Fluency Benchmarks and monthly progress monitoring, DRA)	
Describe the root causes of the problem	Students need to acquire foundation of Phonemic Awareness strategies in order to read words and build fluency in reading	
Subgroups or populations addressed	K and First grade	
Related content area missed	LAL	
Name of scientifically research based intervention to address priority problems	Word Building by Dr. Isabel Beck	
How does the intervention align with the Common Core State Standards?	Targets Phonemic Awareness and Phonics	

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

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

**2015-2016 Interventions to Address Student Achievement**

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

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities	Close reading Balanced Literacy model including Read Aloud with Accountable Talk to model comprehension strategies.	Inclusion Teachers and Special Education Teachers in Grades 3, 4, 5, EIS Support, Supervisor of ELA, Supervisor of Special Services, Literacy Coach	Benchmark OEQ's (Open Ended Questions)and progress monitoring to drive instruction, Renaissance testing fall, winter and spring, progress monitoring using Renaissance testing for those students in urgent/intervention to drive targeted instruction	Research shows that through differentiation via one to one conferences and small group instruction in the form of strategy groups teachers will provide students with the guidance necessary so that students will learn to use taught comprehension/close reading strategies independently so that they are able to respond proficiently to grade level text.
		Word Building	Inclusion Teachers and Special Education Teachers in Grades K and 1, Supervisor of ELA, Supervisor of Special Services,	Renaissance testing fall, winter and spring, progress monitoring using Renaissance testing for those students in urgent/intervention to drive targeted instruction, Nonsense Word Fluency and Phoneme Segmentation Fluency Benchmarks and monthly progress monitoring, DRA/running	Students are unable to break down words and hear phonemes that make up words. Research shows that it is critical to provide students with targeted instruction in the area of phonemic awareness and phonics 3-5 times per week.

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

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

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		*Chromes Books	Principal  Teachers in Grades K-5, Director of Special Services who oversees technology, Supervisor of Technology	records  Renaissance testing fall, winter and spring, progress monitoring using Renaissance testing for those students in urgent/intervention to drive targeted instruction, Nonsense Word Fluency and Phoneme Segmentation Fluency Benchmarks and monthly progress monitoring, DRA/running records	Research shows that the use of technology helps to engage students and prepare them for college and the 21 <sup>st</sup> century. Additionally, this technology will permit teachers and administration to assess benchmark data and progress monitor students with frequency and intensity to drive instruction targeted.
Math	Students with Disabilities	Investigations Edition 2	Inclusion Teachers and Special Education Teachers in Grades 3, 4, 5, EIS support, Supervisor of Math, Supervisor of Special Services, Math Coach	Quarterly math assessments to drive instruction	Reasoning and Critiquing the Thinking of Others.  Students in K-5 are not able to discuss their reasoning of why they did a problem a certain way or argue/ critique the reasoning of others.  Research shows that students need to be able to discuss and back up why they agree with or disagree with the way others solved a problem.

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		*Chromes Books	Teachers in Grades 3-5, Director of Special Services who oversees technology, Supervisor of Technology	<p>*SUM Dog data to drive instruction- Educational computer games significantly promote motivation toward learning.(Fengfeng KE, 2008)</p> <p>Students who recall their basic facts accurately and quickly have greater cognitive resources available to learn more complex tasks or concepts (McCallum, et al., 2006; Poncy, et al., 2006)</p>	Research shows that the use of technology helps to engage students and prepare them for college and the 21 <sup>st</sup> century. Additionally, this technology will permit teachers and administration to assess benchmark data and progress monitor students with frequency and intensity to drive instruction targeted.
ELA	Homeless	<p>Close reading Balanced Literacy model including Read Aloud with Accountable Talk to model comprehension strategies.</p> <p>Word Building</p>	<p>Teachers in Grades 3, 4, 5, EIS Support, Supervisor of ELA, Literacy Coach</p> <p>Teachers in Grades K and 1, Supervisor of ELA,</p>	<p>Benchmark OEQ's (Open Ended Questions)and progress monitoring to drive instruction, Renaissance testing fall, winter and spring, progress monitoring using Renaissance testing for those students in urgent/intervention to drive targeted instruction</p> <p>Renaissance testing fall, winter and spring, progress monitoring using Renaissance testing for those students in</p>	<p>Research shows that through differentiation via one to one conferences and small group instruction in the form of strategy groups teachers will provide students with the guidance necessary so that students will learn to use taught comprehension/close reading strategies independently so that they are able to respond proficiently to grade level text.</p> <p>Students are unable to break down words and hear phonemes that make up words. Research shows that it is critical to provide students with targeted instruction in the area</p>

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		*Chromes Books	Supervisor of Special Services, Principal  Teachers in Grades K-5, Director of Special Services who oversees technology, Supervisor of Technology	urgent/intervention to drive targeted instruction, Nonsense Word Fluency and Phoneme Segmentation Fluency Benchmarks and monthly progress monitoring, DRA/running records  Renaissance testing fall, winter and spring, progress monitoring using Renaissance testing for those students in urgent/intervention to drive targeted instruction, Nonsense Word Fluency and Phoneme Segmentation Fluency Benchmarks and monthly progress monitoring, DRA/running records	of phonemic awareness and phonics 3-5 times per week.  Research shows that the use of technology helps to engage students and prepare them for college and the 21 <sup>st</sup> century. Additionally, this technology will permit teachers and administration to assess benchmark data and progress monitor students with frequency and intensity to drive instruction targeted.
Math	Homeless	Investigations Edition 2	Teachers in Grades 3, 4, 5, EIS support, Supervisor of Math, Math Coach	Quarterly math assessments to drive instruction	Reasoning and Critiquing the Thinking of Others.  Students in K-5 are not able to discuss their reasoning of why they did a problem a certain way or argue/ critique the reasoning of others.  Research shows that students need to be able to discuss and back up why they

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		*Chromes Books	Teachers in Grades 3-5, Director of Special Services who oversees technology, Supervisor of Technology	*SUM Dog data to drive instruction- Educational computer games significantly promote motivation toward learning.(Fengfeng KE, 2008)  Students who recall their basic facts accurately and quickly have greater cognitive resources available to learn more complex tasks or concepts (McCallum, et al., 2006; Poncy, et al., 2006)	agree with or disagree with the way others solved a problem.  Research shows that the use of technology helps to engage students and prepare them for college and the 21 <sup>st</sup> century. Additionally, this technology will permit teachers and administration to assess benchmark data and progress monitor students with frequency and intensity to drive instruction targeted.
ELA	Migrant	Close reading Balanced Literacy model including Read Aloud with Accountable Talk to model comprehension strategies.  Word Building	Teachers in Grades 3, 4, 5, EIS Support, Supervisor of ELA, Literacy Coach  Teachers in Grades K and 1,	Benchmark OEQ's (Open Ended Questions)and progress monitoring to drive instruction, Renaissance testing fall, winter and spring, progress monitoring using Renaissance testing for those students in urgent/intervention to drive targeted instruction  Renaissance testing fall, winter and spring, progress monitoring using Renaissance testing for	Research shows that through differentiation via one to one conferences and small group instruction in the form of strategy groups teachers will provide students with the guidance necessary so that students will learn to use taught comprehension/close reading strategies independently so that they are able to respond proficiently to grade level text.  Students are unable to break down words and hear phonemes that

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		*Chromes Books	Supervisor of ELA, Principal  Teachers in Grades K-5, Director of Special Services who oversees technology, Supervisor of Technology	those students in urgent/intervention to drive targeted instruction, Nonsense Word Fluency and Phoneme Segmentation Fluency Benchmarks and monthly progress monitoring, DRA/running records  Renaissance testing fall, winter and spring, progress monitoring using Renaissance testing for those students in urgent/intervention to drive targeted instruction, Nonsense Word Fluency and Phoneme Segmentation Fluency Benchmarks and monthly progress monitoring, DRA/running records	make up words. Research shows that it is critical to provide students with targeted instruction in the area of phonemic awareness and phonics 3-5 times per week.  Research shows that the use of technology helps to engage students and prepare them for college and the 21 <sup>st</sup> century. Additionally, this technology will permit teachers and administration to assess benchmark data and progress monitor students with frequency and intensity to drive instruction targeted.
Math	Migrant	Investigations Edition 2	Teachers in Grades 3, 4, 5, EIS support, Supervisor of Math, Math Coach	Quarterly math assessments to drive instruction	Reasoning and Critiquing the Thinking of Others.  Students in K-5 are not able to discuss their reasoning of why they did a problem a certain way or argue/ critique the reasoning of others.

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		*Chromes Books	Teachers in Grades 3-5, Director of Special Services who oversees technology, Supervisor of Technology	<p>*SUM Dog data to drive instruction- Educational computer games significantly promote motivation toward learning.(Fengfeng KE, 2008)</p> <p>Students who recall their basic facts accurately and quickly have greater cognitive resources available to learn more complex tasks or concepts (McCallum, et al., 2006; Poncy, et al., 2006)</p>	<p>Research shows that students need to be able to discuss and back up why they agree with or disagree with the way others solved a problem.</p> <p>Research shows that the use of technology helps to engage students and prepare them for college and the 21<sup>st</sup> century. Additionally, this technology will permit teachers and administration to assess benchmark data and progress monitor students with frequency and intensity to drive instruction targeted.</p>
ELA	ELLs	Close reading Balanced Literacy model including Read Aloud with Accountable Talk to model comprehension strategies.	Teachers in Grades 3, 4, 5, ESL Teacher Support, Supervisor of ELA and ESL, Literacy Coach	Benchmark OEQ's (Open Ended Questions)and progress monitoring to drive instruction, Renaissance testing fall, winter and spring, progress monitoring using Renaissance testing for those students in urgent/intervention to drive targeted instruction	Research shows that through differentiation via one to one conferences and small group instruction in the form of strategy groups teachers will provide students with the guidance necessary so that students will learn to use taught comprehension/close reading strategies independently so that they are able to respond proficiently to grade

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		Word Building	Teachers in Grades K and 1, ESL Support, Supervisor of ELA and ESL, Principal	Renaissance testing fall, winter and spring, progress monitoring using Renaissance testing for those students in urgent/intervention to drive targeted instruction, Nonsense Word Fluency and Phoneme Segmentation Fluency Benchmarks and monthly progress monitoring, DRA/running records	level text.  Students are unable to break down words and hear phonemes that make up words. Research shows that it is critical to provide students with targeted instruction in the area of phonemic awareness and phonics 3-5 times per week.
		*Chromes Books	Teachers in Grades K-5, Director of Special Services who oversees technology, Supervisor of Technology	Renaissance testing fall, winter and spring, progress monitoring using Renaissance testing for those students in urgent/intervention to drive targeted instruction, Nonsense Word Fluency and Phoneme Segmentation Fluency Benchmarks and monthly progress monitoring, DRA/running records	Research shows that the use of technology helps to engage students and prepare them for college and the 21 <sup>st</sup> century. Additionally, this technology will permit teachers and administration to assess benchmark data and progress monitor students with frequency and intensity to drive instruction targeted.
Math	ELLs	Investigations Edition 2	Teachers in Grades 3, 4,	Quarterly math assessments to drive instruction	Reasoning and Critiquing the Thinking of Others.

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		*Chromes Books	5, ESL Teacher Support, EIS Support, Supervisor of Math and Supervisor of ESL , Math Coach  Teachers in Grades 3-5, Director of Special Services who oversees technology, Supervisor of Technology	*SUM Dog data to drive instruction- Educational computer games significantly promote motivation toward learning.(Fengfeng KE, 2008)  Students who recall their basic facts accurately and quickly have greater cognitive resources available to learn more complex tasks or concepts (McCallum, et al., 2006; Poncy, et al., 2006	Students in K-5 are not able to discuss their reasoning of why they did a problem a certain way or argue/ critique the reasoning of others.  Research shows that students need to be able to discuss and back up why they agree with or disagree with the way others solved a problem.  Research shows that the use of technology helps to engage students and prepare them for college and the 21 <sup>st</sup> century. Additionally, this technology will permit teachers and administration to assess benchmark data and progress monitor students with frequency and intensity to drive instruction targeted.
ELA	Economically Disadvantaged	Close reading Balanced Literacy model including Read Aloud with Accountable Talk to model comprehension strategies.	Teachers in Grades 3, 4, 5, EIS Support, Supervisor	Benchmark OEQ's (Open Ended Questions)and progress monitoring to drive instruction, Renaissance testing fall, winter and spring, progress monitoring	Research shows that through differentiation via one to one conferences and small group instruction in the form of strategy groups teachers will provide students with the guidance

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		Word Building	of ELA, , Literacy Coach	using Renaissance testing for those students in urgent/intervention to drive targeted instruction	necessary so that students will learn to use taught comprehension/close reading strategies independently so that they are able to respond proficiently to grade level text.
		*Chromes Books	Teachers in Grades K and 1, Supervisor of ELA, Principal	Renaissance testing fall, winter and spring, progress monitoring using Renaissance testing for those students in urgent/intervention to drive targeted instruction, Nonsense Word Fluency and Phoneme Segmentation Fluency Benchmarks and monthly progress monitoring, DRA/running records	Students are unable to break down words and hear phonemes that make up words. Research shows that it is critical to provide students with targeted instruction in the area of phonemic awareness and phonics 3-5 times per week.
			Teachers in Grades K-5, Director of Special Services who oversees technology, Supervisor of Technology	Renaissance testing fall, winter and spring, progress monitoring using Renaissance testing for those students in urgent/intervention to drive targeted instruction, Nonsense Word Fluency and Phoneme Segmentation Fluency Benchmarks and monthly progress monitoring, DRA/running records	Research shows that the use of technology helps to engage students and prepare them for college and the 21 <sup>st</sup> century. Additionally, this technology will permit teachers and administration to assess benchmark data and progress monitor students with frequency and intensity to drive instruction targeted.



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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math					

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

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

*ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;*

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Read 180	Assistant Superintendent of Curriculum and Instruction, Director and Supervisor of Special Services, Principal/ Assistant Principal, Teachers that work after school program	Read 180 data to drive instruction-Beginning program benchmark data and end of program data	READ 180 is the most thoroughly researched reading intervention program in the world. Hundreds of studies, peer-reviewed journals, and the federal government's What Works Clearinghouse have all documented its effectiveness on student reading achievement across multiple grade levels and student populations. The Compendium of Research reflects almost 15 years of efficacy and Scholastic's commitment trajectory of research and validation - See more at: <a href="http://www.scholastic.com/read180/research-and-results/research-validation.htm#sthash.kmwnllzD.dpuf">http://www.scholastic.com/read180/research-and-results/research-validation.htm#sthash.kmwnllzD.dpuf</a>
Math	Students with				

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

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
	Disabilities				
ELA	Homeless	Read 180	Assistant Superintendent of Curriculum and Instruction, Director and Supervisor of Special Services, Supervisor of ELA, Principal/ Assistant Principal, Teachers that work after school program	Read 180 data to drive instruction-Beginning program benchmark data and end of program data	READ 180 is the most thoroughly researched reading intervention program in the world. Hundreds of studies, peer-reviewed journals, and the federal government's What Works Clearinghouse have all documented its effectiveness on student reading achievement across multiple grade levels and student populations. The Compendium of Research reflects almost 15 years of efficacy and Scholastic's commitment trajectory of research and validation - See more at: <a href="http://www.scholastic.com/read180/research-and-results/research-validation.htm#sthash.kmwnllzD.dpuf">http://www.scholastic.com/read180/research-and-results/research-validation.htm#sthash.kmwnllzD.dpuf</a>
Math	Homeless				
ELA	Migrant	Read 180	Assistant Superintendent of Curriculum and Instruction, Director and Supervisor of Special Services,	Read 180 data to drive instruction-Beginning program benchmark data and end of program data	READ 180 is the most thoroughly researched reading intervention program in the world. Hundreds of studies, peer-reviewed journals, and the federal government's What Works Clearinghouse have all documented its effectiveness on student reading achievement across multiple grade levels and student populations. The Compendium of Research reflects almost 15 years of efficacy and Scholastic's

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

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Supervisor of ELA, Principal/ Assistant Principal, Teachers that work after school program		commitment trajectory of research and validation - See more at: <a href="http://www.scholastic.com/read180/research-and-results/research-validation.htm#sthash.kmwnllzD.dpuf">http://www.scholastic.com/read180/research-and-results/research-validation.htm#sthash.kmwnllzD.dpuf</a>
Math	Migrant				
ELA	ELLs	Read 180	Assistant Superintendent of Curriculum and Instruction, Supervisor of ELA and ESL, Principal/ Assistant Principal, Teachers that work after school program	Read 180 data to drive instruction-Beginning program benchmark data and end of program data	READ 180 is the most thoroughly researched reading intervention program in the world. Hundreds of studies, peer-reviewed journals, and the federal government's What Works Clearinghouse have all documented its effectiveness on student reading achievement across multiple grade levels and student populations. The Compendium of Research reflects almost 15 years of efficacy and Scholastic's commitment trajectory of research and validation - See more at: <a href="http://www.scholastic.com/read180/research-and-results/research-validation.htm#sthash.kmwnllzD.dpuf">http://www.scholastic.com/read180/research-and-results/research-validation.htm#sthash.kmwnllzD.dpuf</a>
Math	ELLs				
ELA	Economically Disadvantaged	Read 180	Assistant Superintendent of Curriculum and	Read 180 data to drive instruction-Beginning program benchmark data and end of program data	READ 180 is the most thoroughly researched reading intervention program in the world. Hundreds of studies, peer-reviewed journals, and the federal government's What Works Clearinghouse

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

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Instruction, Supervisor of ELA, Principal/ Assistant Principal, Teachers that work after school program		have all documented its effectiveness on student reading achievement across multiple grade levels and student populations. The Compendium of Research reflects almost 15 years of efficacy and Scholastic's commitment trajectory of research and validation - See more at: <a href="http://www.scholastic.com/read180/research-and-results/research-validation.htm#sthash.kmwnllzD.dpuf">http://www.scholastic.com/read180/research-and-results/research-validation.htm#sthash.kmwnllzD.dpuf</a>
Math	Economically Disadvantaged				
ELA					
Math					

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

### 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	Monthly Grade Level Meetings	Supervisor of ELA, Supervisor of Special	Sign in Sheets and Agendas Observations	Professional conversation centers around "best practices" that are proven to

## 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)
		Data Review Meeting with principal and Assistant Principal  District and Out of District Professional Development  Demonstration Lessons  Co Planning lessons and follow up  Walk Throughs  Observations	Services, Principal and Assistant principal, Literacy Coach, Special Education Teachers	Walk Throughs data	work. A high-quality meeting brings research into the discussion. Professional publications, Research articles, data, demonstration lesson, walkthroughs/observations and feedback, as well as lesson planning
Math	Students with Disabilities	Monthly Grade Level Meetings  Data Review Meeting with principal and Assistant Principal  District and Out of District Professional	Supervisor of Math, Supervisor of Special Services, Principal and Assistant principal, Math	Sign in Sheets and Agendas  Observations  Walk Throughs data	Professional conversation centers around "best practices" that are proven to work. A high-quality meeting brings research into the discussion. Professional publications, Research articles, data, demonstration lesson, walkthroughs/observations

## 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)
		Development  Demonstration Lessons  Co Planning lessons and follow up  Walk Throughs  Observations	Coach, Special Education Teachers		and feedback, as well as lesson planning
ELA	Homeless	Monthly Grade Level Meetings  Data Review Meeting with principal and Assistant Principal  District and Out of District Professional Development  Demonstration Lessons  Co Planning lessons	Supervisor of ELA, Principal and Assistant principal, Literacy Coach, Teachers	Sign in Sheets and Agendas  Observations  Walk Throughs data	Professional conversation centers around “best practices” that are proven to work. A high-quality meeting brings research into the discussion. Professional publications, Research articles, data, demonstration lesson, walkthroughs/observations and feedback, as well as lesson planning

## 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)
		and follow up Walk Throughs Observations			
Math	Homeless	Monthly Grade Level Meetings  Data Review Meeting with principal and Assistant Principal  District and Out of District Professional Development  Demonstration Lessons  Co Planning lessons and follow up  Walk Throughs  Observations	Supervisor of Math, Principal and Assistant principal, Math Coach, Teachers	Sign in Sheets and Agendas  Observations  Walk Throughs data	Professional conversation centers around “best practices” that are proven to work. A high-quality meeting brings research into the discussion. Professional publications, Research articles, data, demonstration lesson, walkthroughs/observations and feedback, as well as lesson planning
ELA	Migrant	Monthly Grade Level	Supervisor of ELA,	Sign in Sheets and Agendas	Professional conversation centers around “best

## 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)
		Meetings  Data Review Meeting with principal and Assistant Principal  District and Out of District Professional Development  Demonstration Lessons  Co Planning lessons and follow up  Walk Throughs  Observations	Principal and Assistant principal, Literacy Coach, Teachers	Observations  Walk Throughs data	practices "that are proven to work. A high-quality meeting brings research into the discussion. Professional publications, Research articles, data, demonstration lesson, walkthroughs/observations and feedback, as well as lesson planning
Math	Migrant	Monthly Grade Level Meetings  Data Review Meeting with principal and Assistant Principal	Supervisor of Math, Principal and Assistant principal, Math Coach,	Sign in Sheets and Agendas  Observations  Walk Throughs data	Professional conversation centers around "best practices "that are proven to work. A high-quality meeting brings research into the discussion. Professional publications, Research articles, data, demonstration

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

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

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		District and Out of District Professional Development  Demonstration Lessons  Co Planning lessons and follow up  Walk Throughs  Observations	Teachers		lesson, walkthroughs/observations and feedback, as well as lesson planning
ELA	ELLs	Monthly Grade Level Meetings  Data Review Meeting with principal and Assistant Principal  District and Out of District Professional Development  Demonstration Lessons	Supervisor of ELA and ESL, Principal and Assistant principal, Literacy Coach, Teachers	Sign in Sheets and Agendas  Observations  Walk Throughs data	Professional conversation centers around “best practices” that are proven to work. A high-quality meeting brings research into the discussion. Professional publications, Research articles, data, demonstration lesson, walkthroughs/observations and feedback, as well as lesson planning

**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)
		Co Planning lessons and follow up Walk Throughs Observations			
Math	ELLs	Monthly Grade Level Meetings Data Review Meeting with principal and Assistant Principal District and Out of District Professional Development Demonstration Lessons Co Planning lessons and follow up Walk Throughs Observations	Supervisor of Math, Supervisor of ESL, Principal and Assistant principal, Math Coach, ESL Teacher	Sign in Sheets and Agendas Observations Walk Throughs data	Professional conversation centers around “best practices” that are proven to work. A high-quality meeting brings research into the discussion. Professional publications, Research articles, data, demonstration lesson, walkthroughs/observations and feedback, as well as lesson planning

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	<p>Monthly Grade Level Meetings</p> <p>Data Review Meeting with principal and Assistant Principal</p> <p>District and Out of District Professional Development</p> <p>Demonstration Lessons</p> <p>Co Planning lessons and follow up</p> <p>Walk Throughs</p> <p>Observations</p>	Supervisor of ELA, Principal and Assistant principal, Literacy Coach, Teachers	<p>Sign in Sheets and Agendas</p> <p>Observations</p> <p>Walk Throughs data</p>	Professional conversation centers around “best practices” that are proven to work. A high-quality meeting brings research into the discussion. Professional publications, Research articles, data, demonstration lesson, walkthroughs/observations and feedback, as well as lesson planning
Math	Economically Disadvantaged	<p>Monthly Grade Level Meetings</p> <p>Data Review Meeting with principal and Assistant Principal</p>	Supervisor of Math, Principal and Assistant principal, Math	<p>Sign in Sheets and Agendas</p> <p>Observations</p> <p>Walk Throughs data</p>	Professional conversation centers around “best practices” that are proven to work. A high-quality meeting brings research into the discussion. Professional publications, Research

**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)
		District and Out of District Professional Development  Demonstration Lessons  Co Planning lessons and follow up  Walk Throughs  Observations	Coach, Teachers		articles, data, demonstration lesson, walkthroughs/observations and feedback, as well as lesson planning
ELA					
Math					

*\*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)

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

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?** Antheil's School Wide Title One team will evaluate progress with the programs in the fall, winter and spring using benchmark data.
2. **What barriers or challenges does the school anticipate during the implementation process?** Organizing and aligning data meetings in order to progress monitor growth and adjust program if needed.
3. **How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?** With the Title One School Wide Team creating the plan, buy in has already begun. The team can present updates to staff and feedback will be welcomed.
4. **What measurement tool(s) will the school use to gauge the perceptions of the staff?** Survey and opportunity to provide feedback
5. **What measurement tool(s) will the school use to gauge the perceptions of the community?** Survey and opportunity to provide feedback
6. **How will the school structure interventions?** Tiered based on need-intensity and duration
7. **How frequently will students receive instructional interventions?** 3-5 times per week
8. **What resources/technologies will the school use to support the schoolwide program?** Smart board, Document cameras, Chrome Books, Computer lab and laptop carts
9. **What quantitative data will the school use to measure the effectiveness of each intervention provided?** Renaissance Data, Sum Dog data, Quarterly Math Assessments, DRA/Running Records
10. **How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?** Via Monthly PTO meeting, Grade level meeting and Faculty Meetings

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

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

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Title One School Wide Parent Night  Back to School Night  Parent-Teacher Conferences  LAL and Math Family Night  IEP meetings	Principal and Assistant principal, Title One School Wide Team, Teachers, Supervisor of Math, ELA and Special Services, Assistant Superintendent of Curriculum and Instruction, Director of Special Services	Survey results Sign –Ins Agendas/Minutes	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.
Math	Students with Disabilities	Title One School Wide Parent Night  Back to School Night  Parent-Teacher Conferences	Principal and Assistant principal, Title One School Wide Team, Teachers, Supervisor of	Survey results Sign –Ins Agendas/Minutes	Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain

**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)
		LAL and Math Family Night  IEP meetings	Math, ELA and Special Services, Assistant Superintendent of Curriculum and Instruction, Director of Special Services		strategies to involve families and the community, especially in helping children do well in school.
ELA	Homeless	Title One School Wide Parent Night  Back to School Night  Parent-Teacher Conferences  LAL and Math Family Night  I& RS meetings  PTO meetings	Principal and Assistant principal, Title One School Wide Team, Teachers, Supervisor of Math, ELA and Special Services, Assistant Superintendent of Curriculum and Instruction	Survey results Sign –Ins Agendas/Minutes	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.
Math	Homeless	Title One School Wide Parent Night  Back to School Night	Principal and Assistant principal, Title One School Wide Team,	Survey results Sign –Ins Agendas/Minutes	Research continues to show that successful schools have significant and sustained levels of family and community

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

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		Parent-Teacher Conferences LAL and Math Family Night I& RS meetings PTO meetings	Teachers, Supervisor of Math, ELA and Special Services, Assistant Superintendent of Curriculum and Instruction		engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school.
ELA	Migrant	Title One School Wide Parent Night Back to School Night Parent-Teacher Conferences LAL and Math Family Night I& RS meetings PTO meetings	Principal and Assistant principal, Title One School Wide Team, Teachers, Supervisor of Math, ELA and Special Services, Assistant Superintendent of Curriculum and Instruction	Survey results Sign –Ins Agendas/Minutes	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.
Math	Migrant	Title One School Wide Parent Night Back to School Night	Principal and Assistant principal, Title One School Wide Team,	Survey results Sign –Ins Agendas/Minutes	Research continues to show that successful schools have significant and sustained levels of family and community

**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)
		Parent-Teacher Conferences  LAL and Math Family Night  I& RS meetings  PTO meetings	Teachers, Supervisor of Math, ELA and Special Services, Assistant Superintendent of Curriculum and Instruction		engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school.
ELA	ELLs	Title One School Wide Parent Night  Back to School Night  Parent-Teacher Conferences  LAL and Math Family Night  I& RS meetings  PTO meetings	Principal and Assistant principal, Title One School Wide Team, Teachers, Supervisor of Math, ELA and Special Services, Assistant Superintendent of Curriculum and Instruction	Survey results Sign –Ins Agendas/Minutes	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.
Math	ELLs	Title One School Wide Parent Night  Back to School Night	Principal and Assistant principal, Title One School Wide Team,	Survey results Sign –Ins Agendas/Minutes	Research continues to show that successful schools have significant and sustained levels of family and community

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

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		Parent-Teacher Conferences  LAL and Math Family Night  I& RS meetings  PTO meetings	Teachers, Supervisor of Math, ELA and Special Services, Assistant Superintendent of Curriculum and Instruction		engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school.
ELA	Economically Disadvantaged	Title One School Wide Parent Night  Back to School Night  Parent-Teacher Conferences  LAL and Math Family Night  I& RS meetings  PTO meetings	Principal and Assistant principal, Title One School Wide Team, Teachers, Supervisor of Math, ELA and Special Services, Assistant Superintendent of Curriculum and Instruction	Survey results Sign –Ins Agendas/Minutes	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.
Math	Economically Disadvantaged	Title One School Wide Parent Night  Back to School Night	Principal and Assistant principal, Title One School Wide Team,	Survey results Sign –Ins Agendas/Minutes	Research continues to show that successful schools have significant and sustained levels of family and community

**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)
		Parent-Teacher Conferences  LAL and Math Family Night  I& RS meetings  PTO meetings	Teachers, Supervisor of Math, ELA and Special Services, Assistant Superintendent of Curriculum and Instruction		engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school.
ELA					
Math					

*\*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?** By developing a strong parent-school relationship and informing parents as well as providing opportunities to learn how to work with their children, parents will support strategies used in school to target CCSS
2. **How will the school engage parents in the development of the written parent involvement policy?** Via the parent members on the team, staff and PTO, we will develop the parent involvement policy.
3. **How will the school distribute its written parent involvement policy?** Via backpack and website
4. **How will the school engage parents in the development of the school-parent compact?** Via the parent members on the team, staff and PTO, we will develop the school-parent compact.
5. **How will the school ensure that parents receive and review the school-parent compact?** Via backpack and website as well as an instant alert going home. For students that do not return, classroom teachers will keep a record and we will re-distribute compacts to those families.
6. **How will the school report its student achievement data to families and the community?** Via PTO meeting and 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?** Via mailed letters
8. **How will the school inform families and the community of the school's disaggregated assessment results?** Via website

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

9. **How will the school involve families and the community in the development of the Title I Schoolwide Plan?** We have parents and community members on the School Wide Title One team. We inform via the PTO meetings throughout the school year.
10. **How will the school inform families about the academic achievement of their child/children?** PARCC Letters/data results are sent home by the school, via parent teacher conferences, progress reports, report cards and I & RS meetings
11. **On what specific strategies will the school use its 2015-2016 parent involvement funds?** LAL and Math Family Night, Title One School Wide Parent Night, Back to School Night and any School Wide informational sessions throughout the school year to inform parents about during PTO meetings

*\*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	100%	Antheil Elementary school provides its teachers with a high quality program of professional Development. This program allows teachers to meet professional requirements
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)		
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
College partnerships Job fairs, Interviewing, Professional Development, Central Jersey Pride to recruit applicants of diverse backgrounds, TCNJ, RIDER	Administration