

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: LAKEWOOD SCHOOL DISTRICT	School: Spruce Street School
Chief School Administrator: LAURA WINTERS, SUPERINTENDENT	Address: 90 Spruce Street
Chief School Administrator's E-mail: lwinters@piners.org	Grade Levels: K
Title I Contact: Sara Garfunkel	Principal: Mrs. Aleida Salguero
Title I Contact E-mail: sgarfunkel@piners.org	Principal's E-mail: asalguero@piners.org
Title I Contact Phone Number: 732-901-2711	Principal's Phone Number: 732-905-3660 X7705

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____6_____ (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
SIOP Workshop	#1	Teacher Readiness	Teacher PD	15,000.00 (2 days for 33 teachers)
Latino Family Literacy Project	#1	Parent Engagement	Parent Engagement	18,000.00
Letter Land Phonics & Story Readers	#2	Strengthening Core Program	Instructional Supplies	13,000.00
I-Ready	#3	Strengthening Core Program	Instructional Supplies	11,000.00
I-Ready Training	#3	Teacher Readiness	Teacher PD	5,000.00
Math: Deanna Jump Supplemental Math Units of Instruction	#3	Strengthen Math Program	Instructional Resources for Planning	700.00
Math Coaches: Development of CCSS aligned supplemental resources	#3	Strengthen Math Program	Program Development	2,000.00
Interventionist - 2	#2	Strengthen Literacy Program	Supplemental Instruction	177,889.00

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

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

**Add lines as necessary.*

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Sarah Brown	School Pride Committee	X	X		
Amie Berlinski	Counselor/Safety & Logistics Committee	X	X		
Rose Carlo	Interventionist/Parent Outreach Committee & PTO	X	X		
Yvonne Edwards	Bilingual Teacher/Discipline Committee	X	X		
Mariana Fiani	Gen Ed Teacher/Instructional Committee	X	X		
Magdalis Jones	Assistant Principal	X	X		
Jessica Korber	Gen Ed Teacher/PBSIS	X	X		

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

	Committee				
Jeremy Reyes	Lakewood Fire Dept.	X	X		
Carmen Rodriguez	Parent	X	X		
Aleida Salguero	Principal	X	X		
Officer Steve Kelusak	Lakewood Police Dept.	X	X		

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
12-1-14	Spruce St. School	Comprehensive Needs Assessment	X		X	
12-15-14	Spruce St. School	Comprehensive Needs Assessment	X		X	
2-2-15	Spruce St. School	Planning	X		X	
2-23-15	Spruce St. School	Planning	X		X	
3-9-15	Spruce St. School	Ongoing Needs Assessment & Planning	X		X	
3-23-15	Spruce St. School	Planning	X		X	
4-23-15	Spruce St. School	Needs Assessment & Planning	X		X	

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

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

School's Mission

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

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

What is the school's mission statement?	The Spruce Street School Community is committed to creating a progressive learning environment that develops the potential of every child. Students are provoked to think deeply about their own learning, the community in which they live, and their long-term aspirations. Our staff and faculty strive to model and foster intellectual curiosity, facilitate student-driven exploration and support self-regulation in order to prepare students for the global workforce. Stakeholders work collaboratively to sustain progress by identifying data-driven growth opportunities, connecting with scientifically sound resources and monitoring student gains.
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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.

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

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

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

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
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

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					

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

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

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

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

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

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

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				

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

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

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

Principal's Certification

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

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

Principal's Name (Print)

Principal's Signature

Date

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

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

2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	DRA (Feb. 2015)& DRA Word Task Analysis (March, 2015)	<p>DRA Results Revealed (Feb. 2015)</p> <ul style="list-style-type: none"> • 11 out of 594 (2%) scored level A • 164 out of 594 (28%) scored level 1 • 153 out of 594 (26%) scored level 2 • 65 out of 594 (11%) scored level 3 • 6 out of 594 (1%) scored level 4 • 1 out of 594 scored level 5 • 2 out of 594 (.3%) scored level 6 <p><i>Most students are on levels A, B, or C as expected for Mid-Year in Kindergarten.</i></p> <p>Word Task Analysis (March, 2015)</p> <ul style="list-style-type: none"> • 2 out of 27 (7%) classes scored below 50% with alliteration • 3 out of 27 (11%) classes scored below 50% with isolating initial sounds in words • 8 out of 27 (30%) classes scored below 50% with segmenting sentences into words • 10 out of 27 (37%) classes scored below 50% with recognizing high-frequency words • 11 out of 27 (41%) scored below 50% with spelling 2 to 3 letter high frequency words • 10 out of 27 (37%) scored below 50% with identifying and using initial sounds

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)
		<ul style="list-style-type: none"> • 7 out of 20 (35%) scored below 50% with blending phonemes into words <i>Concerns:</i> • 13 out of 20 (65%) scored below 50% with generating rhyming words • 11 out of 20 (55%) scored below 50% with segmenting words into onsets and rimes • 11 out of 27 (41%) classes scored below 50% with identifying words that rhyme
Academic Achievement - Writing	ELA Screener (Sept., 2014) & Writing Assessment (April, 2015)	<p>Kindergarten Pre-Screener (Sept., 2015)</p> <ul style="list-style-type: none"> • 432 out of 518 (83%) scored below 50% in letter sound association • 435 out of 518 (84%) scored below 50% in identifying the initial sounds of words • 328 out of 518 (63%) scored below 50% in identifying concept of print <p><i>Scores reflect limited understanding letter-sound relationships and concepts of print upon entering Kindergarten.</i></p> <p>Writing Assessment (April, 2014)</p> <ul style="list-style-type: none"> • 210 out of 590 (36%) scored 2 or below on Focus/opinion • 234 out of 590 (40%) • scored 2 or below on organization • 266 out of 591 (45%) scored 2 or below on grammar and usage • 278 out of 588 (47%) scored 2 or below on capitalization, punctuation, and spelling <p><i>Scores reflect partial or limited understanding of organization in writing and mechanics.</i></p>
Academic Achievement - Mathematics	Math Screener (Nov., 2014) & TS Gold (Feb. 2015)	<p>Math Screener (Nov. 2014)</p> <p>Strengths</p> <ul style="list-style-type: none"> • 493 out of 596 (83%) were able to count out up to three objects • 316 out of 596 (60%) were able to count out and identify up to 4 objects

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><i>Weaknesses</i></p> <ul style="list-style-type: none"> • 381 out of 596 (64%) were unable to identify the number 12 • 371 out of 596 (52%) were unable to count out 14 objects <p>TS Gold (Feb., 2015)</p> <p><i>Strengths</i></p> <ul style="list-style-type: none"> • 6 out of 9 (67%) classes scored 81% or above in demonstrating knowledge in patterns <p><i>Weaknesses</i></p> <ul style="list-style-type: none"> • 6 out of 9 (67%) classes met or scored below 49% in exploring and describing spatial relationships and shapes • 4 out of 9 (44%) classes scored 49% or below in comparing and measuring
Family and Community Engagement	PBSIS Parent Survey (Nov., 2014) Staff School & Climate Survey (Nov., 2014), Parent Participation Overview (April, 2015)	<p>PBSIS Parent Survey (Nov., 2014) 360/612 parents participated in the PBSIS Parent Survey. All survey questions ranged from 93%-100% positive responses. Specifically showed...</p> <p>100% of parents reported their child looks forward to school and feel their child’s school is a safe place. 99% of parents reported the school shares information about upcoming events, activities or changes at the school. Additionally the 99% reported that the staff communicates respectfully to me and their child’s teacher either calls or sends notes about positive things their child is doing. The 99% also reported that they hear teachers and staff encouraging students and feel they are helpful, friendly and available to talk when their child is having a problem.</p> <p>98% of parents reported they attend parent teacher conferences; that the school provides extra help when students need it and that they have met most of their child’s teachers.</p> <p>Staff School & Climate Survey (Nov., 2014) 64/98 Staff members completed the family and community staff climate survey.</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>Results showed...</p> <ul style="list-style-type: none"> ● 95.3% of staff agreed that our school information (e.g. report cards, student handbook) are available in language (s) other than English that are predominant in our community. ● 84.38% of staff agreed that our school uses multiple methods of communication (e.g. paper, internet, phone calls) to get important information to parents. ● 81% of staff reported they agreed that throughout the year, our school typically shares constructive information with parents about how they can encourage their child academically (e.g. homework routine tips, etc). <p><i>Identified areas of concern included...</i></p> <ul style="list-style-type: none"> ● 65.63% of staff identified a lack of parents volunteering at the school (e.g. class mom, reading to the class, helper at events etc). positive social behaviors. ● There was a split response (35% agree, 35% disagree) with regards to the community supporting our school (local businesses making donations, key, community attend school events etc.). <p>Parent Participation Analysis Results (March, 2014)</p> <p>Parent Participation data suggests higher attendance for family entertainment events of over 200+ in parent attendance (PTO movie night/ family appreciation night) and lower attendance with instructional events averaging 46 in attendance (parent workshop on Common Core; CAPs, Student Rights, etc). Notable observations also show higher rates of participation for events held in the evening.</p> <p>School orientation; back to school night and concert events were not recorded with participation outcomes but observers report 80% + participation</p>
Professional Development	Component of The School & Climate Survey, PD Analysis of Alignment	<p>Staff School Climate Results (Nov., 2014)</p> <ul style="list-style-type: none"> - Q46: 40% (26/65) of teachers surveyed, expressed they do not have access to a data management system that provides analytic tools to gauge student performance and inform instructional decisions

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)
		<ul style="list-style-type: none"> - Q36: 39.7 (27/68) of teachers expressed they do not have the information and resources needed to use a variety of instructional methods to present content and engage students. - Q38: 38% (26/68) expressed that they do not have the information and resources needed to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement. <p>PD Analysis Results (April, 2015)</p> <ul style="list-style-type: none"> - 16% (5/30) PD sessions were Mandatory PD sessions (Bullying, Blood Borne Pathogens & Crisis Response, etc.) - 73% (22/30) of the PD Sessions supported Instructional Efforts - 10% (3/30) of PD sessions supported Collaboration Efforts (Committee Work)
Leadership	Leadership Components of School Climate & Culture Staff Survey (Nov. 2015), Components of the Parent Survey (Nov.2015)	<p>Climate & Culture Survey (Nov., 2015)</p> <ul style="list-style-type: none"> • 72/98 Completed the School Climate Staff Survey with regards to the administrative staff • 100% agreed that they interact respectfully and are accessible for support, assistance, problem solving and address concerns and provide performance feedback using respectful and constructive methods. . • Areas identified with less than 7% concern were providing regular and timely updates to staff about policy, procedures, changes etc. and visibility of (Principal/Vice Principal) throughout the building interacting with students and staff. <p>Parent Survey (Nov., 2015)</p> <ul style="list-style-type: none"> • 7% of parents report they do not know the principal
School Climate and Culture	PBSIS Climate & Culture Survey	<p>PBSIS Staff Climate and Culture Survey (Nov., 2014)</p> <ul style="list-style-type: none"> • 22 out of 72 (31%) disagreed that the school building is clean and well maintained • 15 out 72 (21%) disagreed that the staff at our school consistently

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>applied the same criteria for how students should conduct themselves during school routines</p> <ul style="list-style-type: none"> • 20 out of 72 (28%) disagreed that the staff in consistent in using the procedure to sending students to the office for conduct infractions • 20 out of 72 (28%) disagreed that while walking around the school, you hear a lot of positive comments and conversations • 18 out of 72 (25%) disagreed that there is a consistent school wide approach to teaching students social behaviors
School-Based Youth Services	N/A	
Students with Disabilities	<p>Discipline Trend (Sept. – March, 2015) Analysis(February, 2014) , Tier 3 Reporting (March, 2014), Writing/Match/Reading Academic Assessments</p>	<p>Student Discipline Trend (Sept. – March, 2015)</p> <ul style="list-style-type: none"> • Conduct referrals reveal that 16/141 (11%) of students referred have IEPS <p>Writing Assessment Results (April, 2014)</p> <ul style="list-style-type: none"> • 51 out of 52 (98%)scored 2 or below on Focus/Opinion • 51 out of 52 (98%) students scored 2 or below on Organization • 51 out of 52 (98%) scored 2 or below on language-Conventions of Grammar and Usage • 50 out of 52 (96%) scored 2 or below on Language-Conventions of Capitalization, Punctuation, and Spelling <p>For Writing, Kindergarten Pre-Screener (Oct., 2014)</p> <ul style="list-style-type: none"> • 40 out of 46 (87%) scored below 50% on letter sound association • 43 out of 46 (93%) scored 50% below on identification of initial sounds • 18 out of 46 (39%) scored below 50% in identifying concepts <p>DRA Results (Feb., 2015)</p> <ul style="list-style-type: none"> • 36 out 43 (84%) scored Level A • 5 out of 43 (12%) scored Level 1 • 2 out of 43 (5%) scored level 2 <p>Math Screener (Nov., 2014) Weaknesses</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)
		<ul style="list-style-type: none"> • 42 out of 47 (89%) were unable to identify the number 12 • 40 out of 47 (85%) were unable to count out 14 objects <p>Strengths</p> <ul style="list-style-type: none"> • 27 out of 47 (57%) were able to count out up to three objects • 22 out of 47 (47%) were able to count out and identify up to 4 objects <p>Word Task Analysis (March, 2015)</p> <ul style="list-style-type: none"> • 18 out of 19 (95%) scored below 50% with rhyming • 16 out of 19 (84%) scored below 50% with alliteration • 16 out of 19 (84%) scored below 50% with isolating initial sounds in words • 15 out of 19 (79%) scored below 50% with segmenting sentences into words • 17 out of 19 (89%) classes scored below 50% with recognizing high-frequency words • 18 out of 19 (95%) scored below 50% with spelling 2 to 3 letter high frequency words • 18 out of 19 (95%) scored below 50% with identifying and using initial sounds • 18 out of 19 (95%) scored below 50% with blending phonemes into words • 19 out of 19 (100%) scored below 50% with generating rhyming words • 19 out of 19 (100%) scored below 50% with segmenting words into onsets and rimes
Homeless Students	Real Time Report (April, 2015) Guidance Counseling Report (April, 2015)	<p>Real Time Reports (April, 2015) Data in Real Time show 5/612 were reported as homeless. 2 students were reportedly Doubled up (private home); 2 students in hotels or motel and one student with no reported location. One of the 5 students were classified with special ed.</p> <p>Guidance Report (April, 2015)</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)
		The Guidance report shows that 2 of the 5 students receive group counseling services weekly; 1 parent denied services; 1 parent support conference.
Migrant Students	N/A	N/A
English Language Learners	AMAO Reports 2013-14 SY WIDA Access Reports 2013-14 SY	<p>Bilingual and ESL Program Evaluation Analysis (Year End 2013-14 SY) On the Annual Measurable Achievement Objective for LEP Students making progress in acquiring English language proficiency Spruce Street School did not meet the required AMAO target objective #1 of 59.0.</p> <p>Chart 1A and Chart 1B # number of Students Improving</p> <ul style="list-style-type: none"> • 10 out 17 students improved with at AMAO1 percent of 58.8%. • 5 out of 7 were tier 1 students and 2 out of the 7 were SIOP. • 7 out of 17 students did not progress after being retained and transitioned from a tier 1 classroom and placed into a tier 1 classroom. • 7 out of 7 students scored an average of 1.5 or less from the Access test. <p>Chart 2A – Proficiency Attained In Four Years Or Less On the AMAO2 objective the target score was 5%. Three hundred forty two students were tested at Spruce Street School and they attained 2.6% proficiency not meeting the AMAO2 required target.</p> <p>WIDA ACCESS for ELLs English Language Proficiency Test (Year End 2013-14 SY)</p> <ul style="list-style-type: none"> • 229 out of 351 (65%) students scored at a level 1 out of a possible level 6. • 17 out of 351 (5%) of students are in levels 4, 5 and 6 combined. • This data indicates that there is a low language level development. • 129 out of 351 (37%) of students scored at a level 1 (Entering) • 94 out of 351 (27%) of students scored at a level 1 (Entering) in

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)
		Speaking.
Economically Disadvantaged	Real Time Reports: Federal Meal Program (April, 2015) & Student Transfer Summary Report (April, 2015)	Federal Meal Program Report (March, 2014) - 76% (466/614) qualify for free lunch, 3 students qualify for reduced lunch Student Transfer Summary Report (Sept - April, 2015) - 18% (110/614) students transferred in or out of Spruce Street School from 9/10/14 – 4/22/2015, of those 110 students 72% (79/110) Transferred in and 28% (31/110) Transferred out

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?
 - o Data Collection was collected from each classroom throughout the year. Data was aggregated and disaggregated by members of the Title One School-Wide Committee reporting trends, areas of strength and areas of weakness. Members engaged in a prioritizing exercise to determine the top 4 priority problems.
2. What process did the school use to collect and compile data for student subgroups?
 - o Data reports were disaggregated accordingly.
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)?
 - o Multiple data points were collected to ensure reliability of data. Notable discrepancies in reports were investigated for further analysis. Unreliable data was removed (little to none).

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

4. What did the data analysis reveal regarding classroom instruction?
 - o Instructional practices need to address academic knowledge gaps in the following areas:
 - In Math, instructional supports are needed for spatial relationships and shapes.
 - In Reading, develop student capacity to identify and produce rhyme. Continuity in Phonemic Awareness instruction is needed.
 - In Writing, develop student capacity to organize their writing and use capitals and punctuation properly.
 - ELL outcomes reveal student outcomes for listening are low and should focus on listening and speaking.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?
 - o Teachers feel they do not have the knowledge or resources to work with Special Ed students (IEP students).
 - o Teachers feel they would benefit from PD on Advanced Differentiation, Data-Based Decision Making, Research Based Literacy Interventions, Research Based Math Interventions, Strategies for Motivating and Engaging Students, Designing Classroom Expectations, Routines & Transitions.
6. How does the school identify educationally at-risk students in a timely manner?
 - o Students are provided a screener in late September and interim benchmark assessments. Monthly progress reports are completed by teachers for each individual student. At-risk students are identified via formative assessments and are given a tiered approach to instruction (Tier 1 - differentiated instruction, Tier 2 – targeted frequent small group instruction). Students who lack adequate progress are referred to the Tier 3 Intervention program, the I&RS committee, or Child Study Team as deemed necessary by the lead classroom teacher, parent involvement is required.
7. How does the school provide effective interventions to educationally at-risk students?
 - o At-risk students receive daily small group instruction during the literacy or mathematics blocks at least 3 times a week for 20 minutes (tier 2 intervention). Lesson plans and student outcomes are collected on a bi-weekly basis for administrative review. Students demonstrating inadequate progress are serviced by Interventionists who provide individualized one-on-one instruction using or small groups of no more than 2 at a time using the RTI model for instruction. Tier 3 services are provided 5 days a week for 30 minutes to

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

students who are labeled high risk. Bilingual education is provided to LEP students using a tiered model with explicit ESL instruction.

Self-contained classrooms receive additional support through programs such as Touch Math and Stevenson.

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

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

- The PTO has provided clothing, collected donations, and works in collaboration with the Ocean County Food Bank to provide food for their families over the weekend. Counseling support services are being provided.

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?

- Stakeholders participated in the data analysis and collaborated in selecting the priority problems and root causes for the school-wide plan.

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

- Vertical articulation meetings occur between representatives of the pre-school Child Study Team (CST), Kindergarten CST, and Pre-K & K teachers to ensure proper placement of IEP students. Articulation opportunities between 1st grade stakeholders are also provided.
- Teachers provide parent workshops on ways to prepare for Kindergarten at the Lakewood Early Childhood Center (Pre-K).
- Pre-school parents and students are invited to a Meet & Greet in May to be introduced to the administrative team and the facilities. Another orientation is provided the day prior to the start of school.
- Rising kindergarteners are provided a first grade orientation prior to the start of the school year.

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

- Members of the Title 1 School-wide committee discussed the problems and the respective implications on student success. Immediately after, members prioritized the concerns individually and then tallied the results as a group to come to a final determination.

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

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

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	Listening & Speaking for ELLs	Phonemic Awareness
Describe the priority problem using at least two data sources	<ul style="list-style-type: none"> ▪ AMAO targets for 2013-14 Not Met ▪ WIDA Access scores show %40 of LEP students scored the most basic level (level 1) in Listening (1st domain to develop) 	<p><i>DRA Word Task Analysis</i></p> <ul style="list-style-type: none"> • 13 out of 20 (65%) classes scored below 50% with generating rhyming words • 11 out of 20 (55%) classes scored below 50% with segmenting words into onsets and rimes • 11 out of 27 (41%) classes scored below 50% with identifying words that rhyme <p>K- Screener Results (Sept. 2015)</p> <ul style="list-style-type: none"> • Schoolwide: 1,007 /20,117 (5%) possible total points in Initial Sounds • 316 /20,117 (2%) possible total points in Ending Sounds • 388 /2017 (2%) possible total points in ID Rhymes • 138/20.117 (1%) possible total points in producing rhyme <p>Screener results reveal students are entering with little/no understanding of phonemic awareness</p>
Describe the root causes of the problem	<ul style="list-style-type: none"> • 1st year of schooling for 80% of Kindergarteners • ESL walkthroughs & observations note a strong focus on literacy based instruction, teachers spend a significant amount of time reading and unpacking new literature 	<ul style="list-style-type: none"> • Instructional focus on letter-sound correspondence and word building, limited exposure to auditory discrimination and auditory manipulation of sounds • Lack of exposure to rhyme within the present curriculum

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

Subgroups or populations addressed	ELL (60% of the building)	ALL
Related content area missed (i.e., ELA, Mathematics)	Impacts ALL content areas	Reading
Name of scientifically research based intervention to address priority problems	<p>SIOP (Sheltered Instruction Observation Protocol): The Center on Instruction and the USDOE recognize this Language Acquisition model for instruction as effective teaching model for instruction among bilingual students.</p> <p>For More: http://files.eric.ed.gov/fulltext/ED517794.pdf</p>	<p>LetterLand: Florida Center for Reading Research reports student gains in productive letter sound knowledge when utilizing mnemonic devices in a fading condition for students with poor sound isolation.</p> <p>For More: http://rel-se.fcrr.org/_ask-a-rels/2-15/Ask%20A%20REL%20Letterland%20program.pdf</p>
How does the intervention align with the Common Core State Standards?	Common Core Listening and Speaking Standards SL.K.1-6	Common Core Reading Foundational Skills RF.K.1-4

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

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

	#3	#4
Name of priority problem	Math – Spatial Relationships, Geometry, Number Sense	
Describe the priority problem using at least two data sources	<p>67% of students in the TS Gold pilot program scored below 49% in spatial relationships and shapes (2D & 3D)</p> <p>Instructional committee reports concerns with student knowledge gaps in colors, shapes, and discrimination between numbers or letters upon entering Kindergarten.</p> <p>41% of rising Kindergarteners scored below grade level in Numbers and Operations, 50% of them scored below grade level in Geometry</p>	
Describe the root causes of the problem	<ul style="list-style-type: none"> ▪ language skills are required for prepositional phrases ▪ large ELL student population (60% or more categorized as LEP students receiving services, 80+ speak another language at home) ▪ insufficient student practice and application of concepts 	
Subgroups or populations addressed	ELL/ Second Language Learners	
Related content area missed (i.e., ELA, Mathematics)	Math	
Name of scientifically research based intervention to address	I-Ready Diagnostic and Instructional Tool: students achievement increased for students in grades k-1	

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

<p>priority problems</p>	<p>performing below grade level after 4 weeks of instruction</p> <p>For More: www.sophia.stkate.edu/maed/83/</p>	
<p>How does the intervention align with the Common Core State Standards?</p>	<p>Kindergarten Geometry Standards K.G.A.1-3 K.G.B. 4-6 K.NBT.A.1</p>	

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

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

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	SIOP	PD – District On Needs Assess & Accountability – Principals Implementation - Teachers	WIDA Access Scores for Listening (Level 1) will decrease below 30%, growing the number of Level 2 students in Listening by 10% or more.	The Center on Instruction & USDOE http://files.eric.ed.gov/fulltext/ED517794.pdf
Math	ELLs				
ELA	Economically Disadvantaged	Letter Land	PD – District On Needs Assess &	12 out of 20 (5+) classes will score above 50% in the post screener in	Florida Center for Reading Research http://rel-se.fcrr.org/_ask-a-rels/2-15/Ask%20A%20REL%20Letterland%20program.pdf

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)
			Accountability – Principals Implementation - Teachers	generating rhyme 14 out of 20 (5+) will score above 50% in the post screener in segmenting words into onsets and rhyme	
Math	Economically Disadvantaged	IReady	PD – District On Needs Assess & Accountability – Principals Implementation - Teachers	- Rising Kindergarteners will increase in overall Number and Operations by +10 (51% or more) upon entering in the 2016-17 SY -Rising Kindergarteners will increase by +10 (67% or more) in Measurement and Data	St. Catherine University www.sophia.stkate.edu/maed/83/
ELA					
Math					

**Use an asterisk to denote new programs.*

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

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

ESEA §1114(b)(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				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

**Use an asterisk to denote new programs.*

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	SIOP	Principal & Lakewood School District	- PD Exit Survey: 80% teacher satisfaction or more	Association for Supervision and Curriculum Development http://www.ascd.org/publications/books/109002.apx
Math	ELLs				
ELA	Economically Disadvantaged	Letter Land	Principal & Lakewood School District	- PD Exit Survey: 80% teacher satisfaction or more	Association for Supervision and Curriculum Development http://www.ascd.org/publications/books/109002.apx

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Economically Disadvantaged	IReady	Principal & Lakewood School District	- PD Exit Survey: 80% teacher satisfaction or more	Association for Supervision and Curriculum Development http://www.ascd.org/publications/books/109002.apx
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.

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

Evaluation of Schoolwide Program*

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

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

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

The schoolwide intervention program will undergo formative reviews and a summative review. Targeted walkthroughs are conducted to monitor program, teacher, and student needs on a weekly basis by school administration and district supervisors. A more comprehensive mid-year and year-end evaluation will take place and be reviewed by the team of stakeholders.

- 2. What barriers or challenges does the school anticipate during the implementation process?** Possible barriers for Letterland is maintaining fading conditions for the mnemonic system to support student independence in phonics and phonemic awareness. Barriers for I-Ready may include the provision of logistical support to students while concurrently servicing Tier 2 needs. At present, we have 2-3 ipad devices for each classroom but to allow for more time on task, we should ideally have 4-6 devices per classroom due to larger student counts in our classrooms. Barriers we anticipate for SIOP may include an ongoing need to develop teacher understanding of language acquisition in order to create meaningful language objectives as suggested by SIOP.

- 3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?** The instructional committee will be comprised of three focus groups, one for each intervention. Their respective purpose is to communicate needs as they are identified by their colleagues and collaborate with administration in finding feasible teacher driven solutions that support both teacher and student success with these interventions and making adjustments as needed. These committee meetings will begin in November and will take place 1-2 times per month.

- 4. What measurement tool(s) will the school use to gauge the perceptions of the staff?** As part of the PBSIS initiative in our school, teacher's have the opportunity to provide feedback anonymously by completing a teacher survey.

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

5. **What measurement tool(s) will the school use to gauge the perceptions of the community?** During parent conferences, parents will be given a survey to gauge their perceptions about the school, school leaders, teacher, and programs.
6. **How will the school structure interventions?** Interventions will be structured during content instruction in small group form during center time.
7. **How frequently will students receive instructional interventions?** Interventions will be provided 2-3 times per week in small group form.
8. **What resources/technologies will the school use to support the school-wide program?** The school and district will devote 2-3 ipad devices to ensure iready compatible technology, PD, and PLC opportunities to ensure teachers develop the internal capacity to deliver SIOP strategies and program fidelity for Letter Land.
9. **What quantitative data will the school use to measure the effectiveness of each intervention provided?** Quantitative data will be collected using the DRA2 Word Task Analysis and district approved language arts post screener and the iready screener results.
10. **How will the school disseminate the results of the school-wide program evaluation to its stakeholder groups?** Representatives from each stakeholder group will receive the results during a meeting and parents will be informed at one of their monthly year end meetings.

**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				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	SIOP	Principal & Title One Committee	- Increase the number of curriculum related workshops (more than 1)	EdSource.org http://edsources.org/wp-content/publications/power-of-parents-feb-2014.pdf
Math	ELLs				

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

ELA	Economically Disadvantaged	Parent/Community Awareness: Letterland Day Latino Family Literacy Project	Principal & Title One Committee & Parent Outreach Committee	- Increase parent awareness of Mnemonic system and characters used to help explain phonemic concepts -Increase parent awareness of literacy routines in the home (target 15 families per session, 2 sessions)	Digital Commons @ University of Nebraska http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1159&context=teachlearnfacpub
Math	Economically Disadvantaged	Math Night: IReady Workshop	Principal & Title One Committee & Parent Outreach Committee	- Increase number of parent workshops on math education and home-school link activities for math (more than one)	EdSource.org http://edsource.org/wp-content/publications/power-of-parents-feb-2014.pdf
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? Our school will offer monthly parent/community meetings which will offer us the opportunity to inform our parents and the community of any developments taking place in our school. Parents will be provided with timely information about schools goals and learning strategies so that they will know what to do at home to support their children's learning and success.

2. How will the school engage parents in the development of the written parent involvement policy? A parent survey will be given to the parents where they will have the opportunity to inform us of their concerns.

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

This policy will be given to the parent during the parent/community meeting. It will also sent home for the parents who were not able to attend the meeting. This policy will be included in our beginning of the year parent information packet.

4. How will the school engage parents in the development of the school-parent compact? Our school will offer a Parent Literacy Program which will offer ESL and parenting classes. The ESL classes provides the opportunity for our limited English speaking parents to learn the language at no cost them. The parenting classes will teach learning strategies which will enable them to support their children at home.

5. How will the school ensure that parents receive and review the school-parent compact? During the parent/teacher conference the school/parent compact will be presented and reviewed with the parents by the school administrators. The parents will receive and sign their school/parent compact upon meeting with the teacher at the parent/teacher conference.

6. How will the school report its student achievement data to families and the community? This information will be shared with the parents during a monthly parent/community meeting and at the parent/teacher conferences.

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? The parents and the community will be invited to a parent/community meeting where the results of the AMAO objectives will be presented and explained in a power point presentation. A letter will also be sent to the parents and the stakeholders explaining the results.

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

This information will be shared with our families during one of the monthly parent/community meetings.

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

The parents will be invited to an Instructional Day. This day will allow parents to experience "A School Day", during this time teachers will show the parents how they are addressing the three priority items in the classroom and offer recommendations for the parents to use at home. Community stakeholders will also be represented on the Stakeholder team that will engage in mid-year and year-end evaluations.

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

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

The parents will receive monthly progress reports issued by the classroom teacher.

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

The school will use the funds in the following manner:

The school will offer a Parent Literacy Initiative. This initiative will consist of ESL classes for our non-English speaking parents. It will also include a class teaching our parents strategies that they can use with their children at home.

*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		
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	14/14 (100%)	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	None	

* 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