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 - EXAMPLE

DISTRICT INFORMATION	SCHOOL INFORMATION
District: HAWTHORNE	School: Washington
Chief School Administrator: Richard Spirito	Address: 170 Mohawk Ave
Chief School Administrator's E-mail: rspirito@hawthorne.k12.nj.us	Grade Levels: K-5
Title I Contact: Darlene Markman	Principal: Susan Spinelli
Title I Contact E-mail: dmarkman@hawthorne.k12.nj.us	Principal's E-mail: sspinelli@hawthorne.k12.nj.us
Title I Contact Phone Number: 201-445-5790	Principal's Phone Number: 973-427-1300

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.

SUSAN SPINELLI
Principal's Name (Print)

Susan J. Spinelli
Principal's Signature

7/7/2015
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 $ 1,814,128.41, which comprised 93.2 % of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 1,975,442.26, which will comprise 92% % 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
Achieve 3000	1,2.3	Student Achievement	100-600	9,200
RazKids	1,2,3	Student Achievement	100-600	1,020
IXL Mathematics	1,2.3	Student Achievement	100-600	1,950
Chromebooks	2,3	Student Achievement	100-600	10,000
ELA/Math supplies	2	Student Achievement	100-600	8,250
Professor in Residence ELA/Phonics Coaching	1,2,3	Professional Development	200-300	10,200
Phonics First	1,2	Student Achievement	100-600	2,210
.8 BSI K-1	2	Student Achievement	100-100	43,469

Transitional First Grade Teacher	1,2	Student Achievement	100-100	48,335
Supplies BSI/T-1	1,2	Student Achievement	100-600	4,375
Bilingual Paraprofessional	1	Student Achievement	100	17,730
Bilingual Reading and Mathematics Newsletter	1	Family and Community Engagement	200-600	1,378
Parent Evening Presentations	1,2	Family and Community Engagement	200-100	807

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
Susan Spinelli	Principal	X	X	X	Sign ins on file
Darlene Markman	Director of Education/NCLB coordinator	X	X	X	
Sharon Bakay	BSI/ Reading Specialist	X	X	X	
Christine Bock	Third Grade Teacher	X	X	X	
Kristin Parinin	Parent	X	X	X	
Richard Spirito	Superintendent of Schools			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
August 14, 2014 September 22, 2014 January 7, 2015 May 18, 2015	Washington School	Comprehensive Needs Assessment	X X X X			X X X X
August 14, 2014 September 22, 2014 January 7, 2015 May 18, 2015	Washington School	Schoolwide Plan Development	X X X X			X X X X
August 14, 2014 September 22, 2014 January 7, 2015 May 18, 2015	Washington School	Program Evaluation	X X X X			X X X X

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

**Add rows as necessary.*

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

School's Mission

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

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

What is the school's mission statement?	The Washington Elementary School community promotes and environment that fosters learning as a rewarding and life-long experience. Additionally, it seeks to provide and equal education that encourages all children to reach their highest potential and provides a learning environment that fosters student achievement aligned with NJCCCS and CCSS. In doing so, students shall be able to reach maximum potential in accordance with their specific individual needs, abilities and talents. By providing meaningful instruction, Hawthorne students will develop heightened communication skills, acquire knowledge of citizenship and economic responsibility, make meaningful connections and function successfully as active participants in a complex and changing global society.

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?**
   The school was able to implement virtually every aspect of the plan as it was intended. Throughout the school year, new programs, such as Reader's Workshop balanced literacy program, Achieve3000 and IXL mathematics were utilized inside and outside of the classroom to help differentiate instruction and enhance student learning. The BSI program for mathematics and ELA in grades K and 1 functioned as both a push in, and when necessary, pull out program to address learning needs of the youngest students. The new transitional first grade class was successful, with all but two students testing into the second grade at the completion of the program. The bilingual publications, coupled with the LEAP committee and increased use of translators helped to improve communication with families of students who are learning English.

2. **What were the strengths of the implementation process?**
   The staff was able to receive sufficient, ongoing professional development to ease with the implementation and data analysis linked to the Reader's Workshop, Achieve3000 and IXL mathematics programs. Additionally, the benchmark assessments for the reading workshop, coupled with those linked in the common core workbooks provided more consistent and thorough feedback throughout the school year, allowing for more appropriate differentiation of instruction for general education, special education and ELLs in the school.

3. **What implementation challenges and barriers did the school encounter?**
   One of the biggest barriers for the program came to the use of technology. Many of the programs were web-based, and technology did not always available to all staff at the appropriate times. Some students do not have access to technology in their homes, which would have furthered some of the progress. These issues were made better at the second half of the year with network improvements in the district.

4. **What were the apparent strengths and weaknesses of each step during the program(s) implementation?**
   The data obtained for the different programs, through the benchmarking in IXL and Achieve3000, as well as that used to assess the BSI program (district purchased NWEA MAP) truly allowed for more accurate differentiation. The element of student choice for

reading also helped to encourage students and made the assignments more enjoyable and meaningful. Weaknesses were that teachers did need more strategies for implementing differentiated structures, such as centers and other small group activities, in the classroom.

5. **How did the school obtain the necessary buy-in from all stakeholders to implement the programs?**
To encourage stakeholder by-in, the Schoolwide/Stakeholders Committee met several times throughout the year, first to help determine the areas of greatest need and select programs that would address these needs. The meetings continued as a way in which the group could collaboratively problem-solve to address any issues with implementation that came up throughout the year. The group hosted articulation meetings to inform parents and staff about the initiatives, provide resources to help with the implementation in the classroom, and when appropriate, the follow-up at home, and allowing for the gradual implementation of the new programs in order to provide teachers with adequate time to learn how to apply them best in the classroom.

6. **What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?**
The staff's perceptions of the programs were generally positive as evidenced by several different measures.
   - A needs survey conducted by the Professor in Residence supporting the Reader's Workshop Program. This feedback led to the purchase of additional supportive workshop materials, such as the Schoolwide Reader's Workshop kits.
   - The documented use of both IXL mathematics and Achieve3000 through lesson plan review and program data – ie student and teacher frequency, average growth per student/ grade level, etc.
   - Basic Skills requests for students in grades K-1 for ELA and Mathematics, and request for increased push-in to accompany some of the small group work. This feedback has led to an increase in the position to a .8 for the upcoming school year.
   - The measurement of student growth and progress in the T-1 class; the staff's request for more students to participate in this instructional setting.

7. **What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?**
The principal was able to share the contents of the Schoolwide plan with the entire school community on several occasions, including the open-house evening in September, the school PTO meetings in October and March, and at the Bilingual parent meetings that consistent almost entirely of participants from the Washington school family. On these occasions, parents were able to see the different programs in use, and understand why they have been implemented and the goal of each one. Parents were also provided with written explanations of the basic skills and transitional first grade programs to help garner support for these

initiatives. They were also encouraged throughout the year to participate in the reader's workshop model through their signature on reading logs and other required documentation.

8. **What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?**
The Reader's Workshop implementation was schoolwide, and access to the Professor in Residence professional development support occurred weekly, with teachers meeting during collaboratively planning time to work with the professor. Additionally, teachers could seek her assistance through model lessons, or one-on-one discussions about assessment data or other aspects of the program that were specific to their needs and the needs of their students. Similarly, the IXL mathematics program and the Achieve3000 reading program were implemented for all students, including special education, ELL and basic skills children, to address their needs. Those students who attended small group instruction often had increased opportunities to access the materials in the school setting, beyond the whole-class or center-based work in the grade-level classroom. The basic skills program was delivered for students meeting specific criteria in grades K-1 and functioned as both a pull-out and a push-in model depending on the needs of the students.

9. **How did the school structure the interventions?**
The K-1 BSI program consisted of small group pull-out interventions for some of the most struggling learners, with a movement toward more push-in work as the year progressed. The Transitional First Grade is a class onto itself, consisting of 11 students who experience intense remediation in ELA and mathematics, but attend all special classes with their peers. Other programs, such as the workshop model, Achieve3000 and IXL mathematics were implemented regularly into the school day for all students, using differentiated instructional practices to provide the struggling learners with more time to experience these programs.

10. **How frequently did students receive instructional interventions?**
The interventions were included regularly into classroom practice. Those receiving basic skills instruction received the intervention in mathematics or reading for 40 minutes five times a week, with a movement away from pull-out to more push-in instruction.

11. **What technologies did the school use to support the program?**
The district used several different technologies to support the program, including the web-based documentation included in Achieve3000 and IXL mathematics that track student progress throughout the duration of the school year. The interventions were delivered on computers and chrome books in the whole group and center-based models. The use of the Promethean board, as well as ipads in the BSI, ELL and special education classrooms also assisted in the delivery of these programs.

12. **Did the technology contribute to the success of the program and, if so, how?**

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

While there were glitches with some of the technology, once these snags were worked out, the technology did help the students and staff execute the programs successfully. Technology allowed for more instantaneous data and program tracking, as well as made the interventions more interactive and engaging for the students.

Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance
State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	6	N/A	2013-2014: BSI, Extended Day Test Prep 2014-2015: BSI; Achieve 3000, Readers Workshop	Results not available
Grade 5	13	N/A	2013-2014: BSI, Extended Day Test Prep 2014-2015: BSI; Achieve 3000, Readers Workshop	Results not available
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	7	N/A	2013-2014: BSI, Extended Day Test Prep 2014-2015: BSI; IXL Math	Results not available

Grade 5	7	N/A	2013-2014: BSI, Extended Day Test Prep 2014-2015: BSI; IXL Math	Results not available
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Evaluation of 2014-2015 Student Performance

Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA	X	X
Kindergarten	8		Kindergarten Early Start Program based upon DIBELS and Lollipop Screening results BSI daily based on benchmark assessment performance	Student progress reports; parent teacher conferences for BSI
Grade 1	12 – T1 10- BSI		Transitional First Grade – multisensory phonics BSI support for reading and writing based on benchmark assessments	Quarterly report cards beginning in January; Mid-Marking Period progress reports; parent teacher conferences for BSI; T-1 MAP assessments for primary grades . Data shows 12/12 of students made adequate progress And 8/12 students meeting or exceeding the expected growth target and meeting grade level expectations. On average students gained 16 RIT points.

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

Grade 2	11		BSI based on benchmark assessments	Quarterly report cards; Mid-Marking Period progress reports; parent teacher conferences for BSI; MAP assessments for reading.
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided ***did or did not*** result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA	X	X
Kindergarten	8		Kindergarten Early Start Program based upon DIBELS and Lollipop Screening results BSI daily	Student progress reports; parent teacher conferences for BSI
Grade 1	12-T-1 10 BSI		Transitional First Grade BSI daily based on math unit assessments	Quarterly Report Cards beginning in January; Mid-Marking Period progress reports; parent teacher conferences for BSI; T-1 MAP assessments for primary grades NWEA MAP: Data shows 12/12 of students made adequate progress And 9/12 students meeting or exceeding the expected growth target and meeting grade level expectations. On average students gained 23 RIT points.
Grade 2	11		BSI based on math unit assessments IXL mathematics program	Quarterly report cards; Mid-Marking Period progress reports; parent teacher conferences for BSI; MAP assessments for math
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	Readers Workshop in the resource setting Achieve3000	Y	NWEA MAP results ACHIEVE 3000 results Benchmark Assessments PARCC	NWEA MAP Gr. 2 100% showing adequate growth Gr.3 0% showing adequate growth Gr.4 33% showing adequate growth Gr. 5 0% showing adequate graoth Achieve3000: 100% of students who used the program weekly showed gains in Lexile level Percent of Students in "Far Below Grade Level" category dropped 10% from December to March – the latest data available PARCC scores not available
Math	Students with Disabilities	New mathematics program IXL math	Y	NWEA MAP results PARCC	NWEA MAP Gr.2 66% show adequate growth Gr. 3 100% show adequate growth Gr. 4 66% show adequate growth Gr.5 50% show adequate growth PARCC scores not available
ELA	Homeless	N/A			

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	High Intensity ELL SIOP	Y	Teacher feedback Parent feedback	WIDA results not yet available
Math	ELLs		Y	Teacher feedback Parent feedback	PARCC results not yet available
ELA	Economically Disadvantaged				TC Assessments: 100% of students showed growth of **at least** one alpha letter November – June Achieve3000: 100% of students who used the program weekly showed gains in Lexile level Percent of Students in "Far Below Grade Level" category dropped 10% from December to March – the latest data available.
Math	Economically Disadvantaged				PARCC scores not available
ELA	General Education BSI	Reader's Workshop Achieve3000 BSI daily	Y	MAP Scores Achieve Scores Benchmark Assessments	TC Assessments: 100% of students showed growth of **at least** one alpha letter November – June

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)
				Report Cards PARCC	Achieve3000: 100% of students who used the program weekly showed gains in Lexile level Percent of Students in "Far Below Grade Level" category dropped 10% from December to March – the latest data available. NWEA MAP – RIT score nationally normed Gr. 2 10/11 adequate growth 5/11 meet or exceed expected growth Gr.3 7/9 adequate growth 4/9 meet or exceed expected growth Gr. 4 5/10 adequate growth 3/10 meet or exceed expected growth Gr. 5 12/16 adequate growth 8/16 meet or exceed expected growth PARCC not available
Math	General Education BSI	BSI daily	Y	MAP Scores IXL Scores Benchmark Assessments Report Cards PARCC	NWEA MAP – RIT score nationally normed Gr. 2 12/12 adequate growth 8/12 meet or exceed expected growth Gr.3 9/9 adequate growth

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)
					7/9 meet or exceed expected growth Gr. 4 9/10 adequate growth 7/10 meet or exceed expected growth Gr. 5 12/15 adequate growth 9/15meet or exceed expected growth PARCC scores not available

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Extended School Year	Y	Student Progress Reports	This is a program designed to prevent regression over the summer months. Student who attend do not show signs of atypical regression as outlined in progress reports.
Math	Students with Disabilities	Extended School Year	Y	Student Progress Reports	This is a program designed to prevent regression over the summer months. Student who attend do not show signs of atypical regression as outlined in progress

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					reports.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			
ELA		K			
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	Weekly Access to PIR ACHIEVE3000 PD Phonics First PD	Y	Teacher Feedback Review of Standardized Test Scores Observations	100% of resource room staff met consistently with the PIR averaging 40 minutes per week Needs Assessment Survey indicated a desire to continue the PIR program due to perceived benefit 100% of the resource room staff attended the Phonics First workshop and rated it as successful and useful. Achieve3000 use averaged 13 activities per student in each trimester. Program continuance has been requested.
Math	Students with Disabilities	Conquer Mathematics Workshops IXL PD	Y	Teacher Feedback Review of Standardized Test Scores Observations	Special Education teachers attended 100% of the Conquer Mathematics workshops allotted to them IXL mathematics was implemented with fidelity, showing practice in a range of 110 – 150 different skills per grade level. Materials are requested to continue.
ELA	Homeless	N/A			
Math	Homeless	N/A			

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	SIOP Training	Y	Teacher Feedback Observations Test Scores	WIDA results not available PARCC results not available
Math	ELLs	SIOP Training	Y	Teacher Feedback Observations Test Scores	PARCC results not available
ELA	Economically Disadvantaged	Weekly access to PIR ACHIEVE3000 PD		Teacher Feedback Observations Test Scores	Teachers in grades 3-5 met on a weekly or bi-weekly basis with the PIR for reading workshop. The PIR conducted an average of 4 demonstration lessons per grade level and provided assistance in the following topics: Benchmark assessments, mini lessons, guided reading selections, and center feedback. The needs assessment rated this program highly and requested continuance due to the high level of support. 99% of the students and 100% of the staff members used the Achieve 3000 program. After PD offerings student usage DOUBLED from 13 to 25 times in two months, with a 15% increase in home use of the program as well.
Math	Economically	Conquer Mathematics		Teacher Feedback	Teachers rated the Conquer Mathematics

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)
	Disadvantaged	Training IXL PD		Observations Test Scores	program highly and turnkeyed information to grade level team members. Staff surveys indicated that 100% of the attendees wanted to continue the workshops in the upcoming school year, with 75% of the staff members who did not attend, expressing a desire to begin the workshop sequence. Use of the IXL math was consistent and steady for teachers following the opening professional development with an average 110-150 skills explored per grade level by students and staff.
ELA	General Education	Weekly access to PIR ACHIEVE3000 PD		Teacher feedback Standardized Test Scores Observations	Teachers in grades 3-5 met on a weekly or bi-weekly basis with the PIR for reading workshop. The PIR conducted an average of 4 demonstration lessons per grade level and provided assistance in the following topics: Benchmark assessments, mini lessons, guided reading selections, and center feedback. The needs assessment rated this program highly and requested continuance due to the high level of support. 99% of the students and 100% of the staff members used the Achieve 3000 program. After PD offerings student usage DOUBLED from 13 to 25 times in two months, with a 15% increase in home use of the program as well.

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	General Education	Conquer Mathematics Training IXL PD		Teacher Feedback Standardized Test Scores Observations	Teachers rated the Conquer Mathematics program highly and turnkeyed information to grade level team members. Staff surveys indicated that 100% of the attendees wanted to continue the workshops in the upcoming school year, with 75% of the staff members who did not attend, expressing a desire to begin the workshop sequence. Use of the IXL math was consistent and steady for teachers following the opening professional development with an average of 110-150 skills explored per grade level by students and staff.

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	Home School Connections Newsletter Presentations of programs at PTO Meetings	Y	Achieve3000 program use Meeting attendance sheets	Student use of Achieve 3000 at home increased from 60% to 76% after parent meeting when intervention was explained.

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	Students with Disabilities	Home School Connections Newsletter Presentations of programs at PTO Meetings	Y	IXL program use Meeting attendance sheets	Student use of IXL math increased at home 10% after program intervention was explained to parent community.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	LEAP Meetings 4xs a year Home School Connections printed in Spanish	Y	Parent attendance at LEAP meetings Parent pairings with translators	25% of the ELL parents attended parent teacher conferences with the aid of a school provided translator 90% of the attendees at the LEAP meetings were parents with students attending Washington School
Math	ELLs	LEAP Meetings 4 xs a year Home School Connections printed in Spanish	Y	Parent attendance at LEAP meetings Parent pairings with translators	25% of the ELL parents attended parent teacher conferences with the aid of a school provided translator 90% of the attendees at the LEAP meetings were parents with students attending Washington School
ELA	Economically	N/A			

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)
	Disadvantaged				
Math	Economically Disadvantaged	N/A			
ELA	General Education	Home/School Connections Newsletter Open House PTO Meetings to explain interventions and student performance	Y	Achieve Program Use Parent Reading Logs Meeting attendance sheets	Student use of Achieve 3000 at home increased from 60% to 76% after parent meeting when intervention was explained.
Math	General Education	Home/School Connections Newsletter Open House PTO Meetings to explain interventions and student performance	Y	IXL Program Use Meeting attendance sheets	Student use of IXL math increased at home 10% after program intervention was explained to parent community.

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.

SUSAN SPINELLI	Susan J. Spinelli	7/7/15
Principal's Name (Print)	**Principal's Signature**	**Date**

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

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

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NWEA MAP for Reading Achieve3000 Progress Indicator PARCC data when available TC and Journeys benchmark assessments	TC benchmark assessment data reveals that though 100% of the students involved in the program increased their reading by a minimum of 1 alpha letter, between 20 – 30 % of the students are below grade level expectation in reading. NWEA MAP results indicate that reading progress is behind progress in other subjects; results, however, show individual variation in the biggest area of weakness – fiction, non-fiction, and vocabulary acquisition. Achieve3000 data shows that while there has been an increase in lexile level, as of March 16% of the users were still listed as being "far below" the target level. NJASK scores from 2013-2014 show of students who are partially proficient, struggles in reading more than writing and literature more than non-fiction text. Test scores show that 26% fewer special education students passed the ELA portion of the test in comparison to the schoolwide number. Similarly, the proficient rate is 7% less for economically disadvantaged students in comparison to the whole school totals. PARCC data is unavailable

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement - Writing	Portfolios PARCC data when available	NJASK scores from 2013-2014 show of students who are partially proficient, struggles in reading more than writing and literature more than non-fiction text. Test scores show that 26% fewer special education students passed the ELA portion of the test in comparison to the schoolwide number. Similarly, the proficient rate is 7% less for economically disadvantaged students in comparison to the whole school totals. PARCC data is unavailable
Academic Achievement – Mathematics	Unit Assessment s Common Core Workbook benchmarks IXL Math progress indicators	NWEA MAP shows an increase in mathematics proficiency with only 4 out of 46 students failing to show adequate growth. NJASK scores from 2013-2014 indicate that the percent of special education students reaching proficiency or above on the NJASK mathematics assessment is 19% lower than the schoolwide population totals. Additionally, the economically disadvantaged number is 8% lower than that of the schoolwide population. Though the data does vary by student, geometry seems to reflect a consistent area of weakness for students.
Family and Community Engagement	LEAP Committee Meeting Feedback PTO Meeting Feedback Parent Liason for Schoolwide/Stakeholders committee	There has been increase attendance at parent conferences based on school provided translator services. Attendance at PTO meetings is steady, but still reflects only 35% of the school population. Attendance at parent workshops, such as Reader's Workshop presentations reflects only 10 – 15% of the population for Washington parents.
Professional Development	ScIP and PR committee input and feedback Needs Assessment for Readers Workshop	Teacher needs survey and discussion at ScIP and PD committee meetings determined the following: 100% of the staff requested to continue the PIR program to support

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)
		Reader's Workshop 100% of the staff requested to continue participation in the Phonics First Program 100% of the impacted staff requested continued training in the new mathematics 3-5 program Data from classroom observations and QSAC review indicated an increase for more use of technology in the classroom and more differentiation of instruction in a student-centered classroom environment.
Leadership	Professional learning communities Collaborative decision-making	Faculty meetings, ScIP and PD meetings have a consistent 90% or above attendance average
School Climate and Culture	Character Education Program – Character Counts Discipline Referrals Assemblies and bulletin boards	Records of student office visits show 10% decrease in the number of students who are sent to the office for disciplinary action. Number of students on the Character Counts Honor Roll varies from month to month and is related to the discipline reports for each month. Student raffle tickets accumulated for exhibiting exemplary citizenship varies on a monthly basis.
School-Based Youth Services	SACC; Rainbows; Boys and Girls Club	A projected 5% decrease in student discipline reports due to increased participation in before and after school support programs or counseling services.
Students with Disabilities	NWEA MAP Assessment data PARCC data	NWEA reports show the least gains for special education resource room students in grades 2-5 in mathematics and reading, with only 11/14 students showing growth in mathematics and 4/14 showing gains in reading.

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)
	SEPAC survey –results pending	NJASK scores from 2013-2014 show special education students who were proficient were 26 percentage points below the schoolwide proficiency in ELA, and 19 percentage points below the schoolwide proficiency percent in mathematics. PARCC results pending
Homeless Students	NA	
Migrant Students	NA	
English Language Learners	Benchmark assessments Wida	WIDA results pending PARCC results pending NJASK 2013-2014 does not indicate ELL population due to privacy clause
Economically Disadvantaged	Achieve 3000 IXL mathematics BSI support Benchmark assessment performance	NAS ASK 2013-2014 data indicates that in ELA the proficient rate is 7% less for economically disadvantaged students in comparison to the whole school totals, and 8% less in mathematics. TC benchmark assessment data reveals that though 100% of the students involved in the program increased their reading by a minimum of 1 alpha letter, between 20 – 30 % of the students are below grade level expectation in reading. NWEA MAP results indicate that reading progress is behind progress in other subjects; results, however, show individual variation in the biggest area of weakness – fiction, non-fiction, and vocabulary acquisition. Achieve3000 data shows that while there has been an increase in lexile level, as of March 16% of the users were still listed as being "far below" the target level.

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

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. **What process did the school use to conduct its Comprehensive Needs Assessment?**
   Throughout the school year there have been many opportunities for the staff to speak with the administration about the needs of the students. This happens regularly at the ScIP and Professional Development meetings that occur on a monthly basis, and the quarterly Schoolwide Stakeholders meetings. Through building level PLCs and the on-going professional development provided by the PIR, as well as the analysis of data from standardized test scores and intervention programs, programs have been reviewed, feedback garnered and the needs of the school re-evaluated.

2. **What process did the school use to collect and compile data for student subgroups?**
   Data is collected through several different venues. State assessment data, though not available for the current school year, is examined according to cluster breakdown to hone in on the successes and struggles of some of the school's subgroups. Additionally, student grades, portfolios, and performance in IXL, Achieve 3000 and the NWEA MAP ASSESSMENTS can be disaggregated to provide data on specific subgroups and their performance.

3. **How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?**
   The data gathered is reliable and valid. Much of it is provided by the state of New Jersey through the standardized assessments. However, the progress indicators offered through NWEA MAP and Achieve 3000 are nationally normed and can be cross-verified with local TC benchmark assessments as well as with the lexile scores provided by both of the aforementioned tools. Similar strategies are used with the mathematics program as well.

4. **What did the data analysis reveal regarding classroom instruction?**
   There needs to be a continued focus on differentiating instruction for students of all levels, and a continued effort to explore more push-in opportunities in BSI. Teachers also need to have more strategies to work with second language learners in the classroom setting.

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

Teachers felt that they need to continue with the professional development for the Readers Workshop program, because they do not feel completely comfortable with the program. Additionally, teachers would like to continue sustained professional development to build upon the multisensory phonics strategies and the new phonics program that they were introduced to this current year. Additionally, there is a need for continued professional development on practical differentiated strategies across the curriculum.

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

Incoming kindergarten students are evaluated in the Spring prior to the start of the school year. They are assessed using DIBELS and the Lollipop. The scores are reviewed and students who perform poorly are selected for the Early Start kindergarten intervention program. These students are monitored from the beginning of kindergarten and are eligible for BSI services should their struggles continue. Going forward, the identification for students throughout the kindergarten school year, and in all other grade levels requires teachers submit an initial form to the principal that indicates there is a concerns with a particular child's performance on grade level. The potential needs for support is evaluated, and if necessary, the teacher begins the I&RS process. There is an initial meeting with I&RS team members and parents to discuss these concerns and possible interventions. The I&RS plan is drafted that includes strategies to be implemented in the classroom. The plan is monitored and revisited after a 6-8 week time period, at which time the child's progress is re-assessed. The I&RS team will reconvene and determine if the strategies are effective based on data, and whether new items need to be addressed. When warranted, the student may need to be assessed to see if Special Education programming is needed. While this can be a timely process, regular education interventions continue.

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

Educationally at-risk students can receive a variety of interventions based upon their individual needs. The possibilities include extra help sessions delivered by the teacher at lunch, before school, or after school, the differentiation of material in the classroom, including special programming through Achieve3000 and IXL mathematics, or participation in the Basic Skills Intervention program. Additional interventions may occur through the I&RS plan, 504 plan or IEP should a student qualify.

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

N/A

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

N/A

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

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?

Staff participated in PLCs where data is analyzed from benchmark assessments, state testing and daily performance indicators to best determine what types of programs, resources and materials to pilot or implement with children to improve instruction.

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

Since the district does not have a general education preschool, students entering kindergarten are invited to attend their kindergarten schools for registration, assessments, and orientation. For the latter, students spend a morning with their potential kindergarten teachers and classmates, and engage in a variety of activities that help acclimate them to their new surroundings. Those who qualify attend the Early Start program which provides a more academic transition for struggling learners. To transition into middle school, the district sends current fifth grade students to the middle school for a morning so they can meet their new teachers, and again become acclimated to the building. In late August, all incoming sixth grade students are invited to attend Leadership Camp at the middle school, which is a program run by the local community officials in conjunction with the support of the school, and it helps the incoming sixth grade students meet one another, as well as become better acquainted with the school building and programs, while working on character education and independence. On all levels, parents are also offered a separate orientation so that they can learn about the different aspects of the elementary and middle school. Special education students who are in need of additional transition time are provided with extended school year opportunities as well as additional parent orientations to help provide more information and transition needs that are targeted to address the student's particular transition needs.

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

The process used to select the priority problems and root causes for this plan are based on student assessment results along with observation, evaluation and reflection of instructional practices that take place on a daily basis. Surveys of staff needs are also conducted. These elements are discussed at faculty meetings and the Schoolwide Stakeholders meetings to help isolate the problems and their causes.

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	Closing the Achievement Gap	Academic Achievement in ELA and Mathematics
Describe the priority problem using at least two data sources	**Student Population of Economically Disadvantaged:** NJASK ELA 2013-2014: 67.9% proficient or above Schoolwide 60.2% passing rate ED **7.7% Diff.** NJASK MATH 2013-2014: 82.5% proficient or above Schoolwide 74% proficient or above ED **8.5% Diff.** **Special Education:** NJASK ELA 2013-2014: 67.9% proficient or above Schoolwide 41.5% passing rate Special Education **26.4% Diff:** NJASK MATH 2013-2014: 82.5% proficient or above Schoolwide 63.4% proficient or above Special Ed **19.1% Diff** NWEA MAP ELA: 0% of special education resource students met grade level goal, despite showing growth NWEA MAP MATH: 36% of special education resource students mer grade level goal. **Hispanic Population** NJASK ELA 2013-2014: 73.9% proficient or above White pop. 64.3% passing rate Hispanic	State progress indicators show that, although the targets were met in every population and subgroup, there is still a significant gap between the current scores and the 95% anticipated passing rate NJASK ELA Grade 3: 63% proficient of above Grade 4: 75% proficient or above Grade 5: 64% proficient of above Achieve 3000: Despite the closing gap of students who are ranked far below expected level, March data showed that 16% were "Far Below" level in terms of reading for college and career readiness. NJASK MATH: Grade 3: 74% proficient of above Grade 4: 83% proficient or above Grade 5: 88% proficient of above

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

	9.6 % Diff. NJASK MATH 2013-2014: 89.3% proficient or above White pop 75 % proficient or above Hispanic **14.3 % Diff**	
Describe the root causes of the problem	- Severity of disabilities - Large declassification rate leaving students without services who may have received them previously - Language barrier - Parental involvement - Insufficient differentiation of instruction for special education students and ELLS	- Large bilingual population, even though many have exited ELL, which can impact ELA scores as well as mathematics scores for word problems and written responses - Inconsistent phonics program in primary grades develops inconsistent reading foundation - Basil reading program was still in place for ELA scores; 2014 workshop model began for grade 3-5 - Lack of accurate and consistent differentiated instruction - Inconsistent implementation of programs such as IXL and Achieve3000 due to technology and resource availability
Subgroups or populations addressed	Special Education Economically Disadvantaged Ethnicity	All
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	Phonics First Multisensory Phonics Instruction to address all students with emphasis on ELL and Special Education population Achieve3000 for ELLs Achieve 3000 Non-Fiction Reading and Writing Intervention Program RazKids differentiated reading program	Achieve3000 Reading and Writing Non-Fiction IXL Mathematics Phonics First Multisensory Phonics Instruction Razkids differentiated reading program Expanding Readers Workshop implementation and professional development
How does the intervention align with the Common Core State Standards?	Achieve3000 programs and Raz Kids are aligned to the CCSS for English Language Literacy and allows for an equal emphasis on fiction and non-fiction texts and written responses to those texts. Embedded assessments target specific skills outlined in CCSS for improvement. Phonic First addresses the ELA CCSS in literacy setting a foundation for reading skills in the primary grades.	Achieve3000 programs and Raz Kids are aligned to the CCSS for English Language Literacy and allows for an equal emphasis on fiction and non-fiction texts and written responses to those texts. Embedded assessments target specific skills outlined in CCSS for improvement. Phonic First addresses the ELA CCSS in literacy setting a foundation for reading skills in the primary grades.

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

		Curricula for Reader's Workshop has been fully aligned to standards. IXL Mathematics targets skills by grade level and aligns those skills with the CCSS for mathematics.

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	Using data to inform academic programming decisions	
Describe the priority problem using at least two data sources	Teacher lesson plans do not show consistent differentiation of instruction according to student level and ability, though they often address different learning styles. Data on student report cards and benchmark assessments do not always reflect student performance on NWEA MAP assessments or state assessments.	
Describe the root causes of the problem	- Availability of differentiated resources. Though we have programs that help tailor differentiated instruction, the availability of technology in the school as well as in the home can be problematic. - A strong focus on teacher-centered as opposed to student-centered instruction. - The accuracy of the data provided to teachers to differentiated. This is the first year that the TC assessments, MAP assessments and Achieve benchmarks have been used and there is need for greater understanding on how to maximize this information.	

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

	-	
Subgroups or populations addressed	All students	
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	Achieve3000 Differentiated Reading and Writing Non-Fiction IXL Mathematics Phonics First Multisensory Phonics Instruction Razkids differentiated reading program Expanding Readers Workshop implementation and professional development	
How does the intervention align with the Common Core State Standards?	Achieve3000 programs and Raz Kids are aligned to the CCSS for English Language Literacy and allows for an equal emphasis on fiction and non-fiction texts and written responses to those texts. Embedded assessments target specific skills outlined in CCSS for improvement. Phonic First addresses the ELA CCSS in literacy setting a foundation for reading skills in the primary grades. Curricula for Reader's Workshop has been fully aligned to standards. IXL Mathematics targets skills by grade level and aligns those skills with the CCSS for mathematics	

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

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

2015-2016 Interventions to Address Student Achievement

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Phonics First Reader's Workshop Achieve3000 Raz Kids Common Core Workbooks	Principal Director of Education Supervisor of Special Services Faculty Stakeholder's Committee	Number of students obtaining the PARCC equivalent of proficiency or above will increase by 1-3% schoolwide. NWEA MAP assessments will show 70% students have demonstrated adequate growth.	Assisting Students Struggling with Reading http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf#page=25 Success for All http://ies.ed.gov/ncee/wwc/pdf/wwc_sfa_081109.pdf
Math	Students with Disabilities	IXL Math EnVisions Math	Principal Director of Education Supervisor of Special Services Faculty Stakeholder's Committee	Number of students obtaining the PARCC equivalent of proficiency or above will increase by 1-3% schoolwide. NWEA MAP assessments will show 70% students have demonstrated adequate growth	Assisting Students Struggling with Mathematics http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf#page=47 Success for All http://ies.ed.gov/ncee/wwc/pdf/wwc_sfa_081109.pdf
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A

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

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs	Phonics First Reader's Workshop Achieve3000 for ELLs RazKids Transitional First Grade Common Core ELA workbooks	Principal Director of Education of Special Faculty Stakeholder's Committee	Number of students obtaining the PARCC equivalent of proficiency or above will increase by 1-3% schoolwide. Student scores on the WIDA will increase 5%. Students will increase their Lexile level the equivalent of one alpha letter as determined by the Achieve3000 for ELLS program. NWEA MAP assessments will show 80% or more students indicate adequate growth in reading.	Assisting Students Struggling with Reading http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf#page=25 Effective Literacy for English Language Instruction for English Learners in the Elementary Grade http://ies.ed.gov/ncee/wwc/pdf/practice_guides/20074011.pdf
Math	ELLs	Transitional First Grade EnVisions Math Common Core Math workbooks IXL Math	Principal Director of Education Faculty Stakeholder's Committee	Number of students obtaining the PARCC equivalent of proficiency or above will increase by 1-3% schoolwide. NWEA MAP assessments will show 80% or more students indicate adequate growth in reading.	Teaching Academic Content and Literacy to English Language Learners in Elementary and Middle School http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=19 EnVisions http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_envisionmath_011513.pdf

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Phonics First Reader's Workshop Achieve3000 for ELLs RazKids Transitional First Grade Common Core ELA workbooks BSI Support	Principal Director of Education Services Faculty Stakeholder's Committee	Number of students obtaining the PARCC equivalent of proficiency or above will increase by 1-3% schoolwide. TC benchmark assessments will show a growth of at least 1 alpha letter in independent reading for grades 3-5.	Assisting Students Struggling with Reading http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf#page=25 Success for All http://ies.ed.gov/ncee/wwc/pdf/wwc_sfa_081109.pdf
Math	Economically Disadvantaged	Transitional First Grade EnVisions Math Common Core Math workbooks IXL Math BSI Support	Principal Director of Education Faculty Stakeholder's Committee	Number of students obtaining the PARCC equivalent of proficiency or above will increase by 1-3% schoolwide.	Assisting Students Struggling with Mathematics http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf#page=47 EnVisions http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_envisionmath_011513.pdf Success for All http://ies.ed.gov/ncee/wwc/pdf/wwc_sfa_081109.pdf
ELA	All General Education	Phonics First Reader's Workshop	Principal Director of	Number of students obtaining the PARCC equivalent of	Using data to Support Instructional Decision Making http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf

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

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
	Students	Achieve3000 for ELLs RazKids Transitional First Grade Common Core ELA workbooks BSI Support	Education Supervisor of Special Services Faculty Stakeholder's Committee	proficiency or above will increase by 1-3% schoolwide. NWEA MAP assessments will show 70% students have demonstrated adequate growth. Number of students "Far Below Target" for Achieve3000 will decrease by 1-3%	Ladders to Literacy for Kindergarten Students http://ies.ed.gov/ncee/wwc/reports/beginning_reading Assisting Students Struggling with Reading http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf#page=25
Math	All General Education Students	Transitional First Grade EnVisions Math Common Core Math workbooks IXL Math BSI Support	Principal Director of Education Supervisor of Special Services Faculty Stakeholder's Committee	Number of students obtaining the PARCC equivalent of proficiency or above will increase by 1-3% schoolwide. NWEA MAP assessments will show 70% students have demonstrated adequate growth	Using Data to Support Instructional Decision Making http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf Success for All http://ies.ed.gov/ncee/wwc/pdf/wwc_sfa_081109.pdf Assisting Students Struggling with Mathematics http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf#page=47 EnVisions http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_envisionmath_011513.pdf

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

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)

Use an asterisk to denote new programs.

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

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	N/A	N/A	N/A	N/A
Math	Students with Disabilities	N/A	N/A	N/A	N/A
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA	All Students	Kindergarten Early Start	Principal Faculty Stakeholder's Committee	Post-assessment of pre-reading skills.	Structuring Out of School Interventions http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10
Math	All Students	Kindergarten Early Start	Principal Faculty Stakeholder's Committee	Post-assessment of concepts in math skills.	Elementary Math Interventions http://ies.ed.gov/ncee/wwc/documentsum.aspx?sid=21

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	Phonics First Reader's Workshop PIR	Principal Director of Education	TC benchmark assessments will show a growth of at least 1 alpha letter in independent reading for grades 3-5.	Professional Development and reading and Reading Study http://ies.ed.gov/ncee/publications/quickreviews/Q

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)
		Achieve 3000	Supervisor of Special Services Faculty ScIP, PD and Stakeholder Committees	Phonics First Benchmark Assessments show an increase of 5% achievement Number of students "Approaching or Meeting" career readiness expectation will increase by 3%.	RReport,aspx?QRID=92
Math	Students with Disabilities	Envision Math	Principal Director of Education Supervisor of Special Services Faculty ScIP, PD and Stakeholder Committees	Number of students obtaining the PARCC equivalent of proficiency or above will increase by 1-3% schoolwide.	Envisions Mathematics Implementation Study and PD http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=618
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: 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	ELLs	Phonics First Reader's Workshop PIR Achieve3000 for ELLs SIOP	Principal Director of Education Faculty ScIP, PD and Stakeholder Committees	TC benchmark assessments will show a growth of at least 1 alpha letter in independent reading for grades 3-5. Phonics First Benchmark Assessments show an increase of 5% achievement Increase on WIDA of 5%.	ESL interventions http://ies.ed.gov/ncee/wwc/pdf/reference_resources/wwc_ell_protocol_v2.2.pdf
Math	ELLs	SIOP	Principal Director of Education Faculty ScIP, PD and Stakeholder Committees	Number of students obtaining the PARCC equivalent of proficiency or above will increase by 1-3% schoolwide.	ESL interventions http://ies.ed.gov/ncee/wwc/pdf/reference_resources/wwc_ell_protocol_v2.2.pdf
ELA	Economically Disadvantaged	Phonic First Reader's Workshop PIR Achieve3000	Principal Director of Education Faculty ScIP, PD and Stakeholder Committees	TC benchmark assessments will show a growth of at least 1 alpha letter in independent reading for grades 3-5. Phonics First Benchmark Assessments show an	Professional Development and reading and Reading Study http://ies.ed.gov/ncee/publications/quickreviews/QRReport,aspx?QRID=92

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)
				increase of 5% achievement Number of students "Approaching or Meeting" career readiness expectation will increase by 3%.	
Math	Economically Disadvantaged	EnVisions Math	Principal Director of Education Faculty ScIP, PD and Stakeholder Committees	Number of students obtaining the PARCC equivalent of proficiency or above will increase by 1-3% schoolwide.	Envisions Mathematics Implementation Study and PD http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=618
ELA	All Students	Reader's Workshop PIR Phonics First	Principal Director of Education Faculty ScIP, PD and Stakeholder Committees	TC benchmark assessments will show a growth of at least 1 alpha letter in independent reading for grades 3-5. Phonics First Benchmark Assessments show an increase of 5% achievement	Professional Development and reading and Reading Study http://ies.ed.gov/ncee/publications/quickreviews/QRReport,aspx?QRID=92
Math	All Students	EnVision Math	Principal Director of	Number of students obtaining the PARCC equivalent of proficiency or	Envisions Mathematics Implementation Study and PD http://ies.ed.gov/ncee/wwc/interventionreport.aspx

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)
			Education Faculty ScIP, PD and Stakeholder Committees	above will increase by 1-3% schoolwide.	?sid=618

Use an asterisk to denote new programs.

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

Evaluation of Schoolwide Program*

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

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

1. **Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?**
   Though the plan will primarily be evaluated by the building and district administration, the Title I Stakeholders Committee members, ScIP Committee Members, as well as the larger staff and school community will also be part of the review process through their input, feedback, suggestions and survey responses.

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

Once again there are several new items being implemented in the district, and while many of the interventions are in their second year, new programs, such as 3-5 mathematics and Phonics First are in their first year of implementation, which can often be a struggle. Additionally, the philosophy of differentiated instruction and its benefits can be difficult for many teachers to embrace, as well as to execute effectively. There are plans for support with this initiative, however, there can be challenges in the accuracy of the differentiation as data is compiled from various sources. Similarly, another challenge remains having enough time for teacher collaboration and incorporating the school-wide initiatives into the instructional day and communicating these exciting changes effectively to the parent community in order to garner full support. Many parents, due to work schedules and language barriers, despite the presence of translators, find it difficult to attend some of the school community gatherings.

3. **How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?**
Our School-wide-Improvement Committee will continue to meet throughout the year to not only identify initiatives but to support the teaching staff in three critical ways: 1) provide articulation meetings to clearly inform the staff about initiatives, 2)provide resources to assist the teachers with implementation of new programs, and 3)provide sufficient time for the teachers to understand and implement the initiatives' requirements. Additionally, the Schoolwide Stakeholders Committee has been critically in this process as well, working together to gather input, suggestions and needs from the larger school community in order to put forth a plan that encompasses the priority needs of all involved. Continuing communication with the community, through parent evenings and newsletters can serve as forums for increased communication as well as a venue to showcase progress to confirm stakeholder buy in.

4. **What measurement tool(s) will the school use to gauge the perceptions of the staff?**
- The teacher's lesson plans via Atlas will be used to measure the implementation of the new programs, assessments and differentiated strategies employed throughout the school.
- Discussions and feedback through the ScIP committee, PD committee and the Schoolwide Stakeholders Committee will help provide ongoing feedback, formally and informally, about the initiatives and their effectiveness.
- Teacher and staff attendance at PLCs and Parent Evenings
Utilization of the intervention materials, including the Common Core Worksbooks, Achieve 3000, the new mathematics program, IXL, Phonics First and others as measured through walkthroughs, observations, lesson plan review and staff feedback surveys will be taken into consideration.

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

- The Principal will share and receive feedback about the resources being used for Four Square Writing, Readers Workshop, early intervention programs, and test preparations with parents elected to the PTO Executive Board during a series on monthly meetings.

- The Principal and Executive Board also will discuss curriculum changes and new resources. Further, the teacher in charge of the new K-2 Support Program and the Transitional First Grade program will present information about the curriculum and interventions they are using to support student achievement.

  -A series of parent evenings have been designed for the upcoming year in which parents can learn about the new mathematics program, phonics program, and grading system.

- Parent Surveys will be distributed to garner feedback about their perceptions of the aforementioned programs.

6. **How will the school structure interventions?**
   The new mathematics program will be conducted with all students in grades 3-5 each day in their classroom setting. Similarly, the Readers Workshop program will take place in the classroom setting for all students in grades 3, 4 and 5. The Phonics First program will be implemented in the general education, special education and ELL setting for students primarily in grades K-2 or those who continue to struggle in phonics even if they are older. Supplemental instructional books, such as Common Core Workbooks in mathematics and English Language Arts, as well as Achieve 3000, Raz Kids and IXL math can be used in both the whole class and small group support setting as well as be accessed from home. The transitional first grade is a full-day class that offers small and whole class instruction differentiated by individual skill level with an emphasis on early literacy and mathematics skills. The K-2 Support Program offers small group support multiple times per week based on grade level, with a heavy emphasis on push-in instruction.

7. **How frequently will students receive instructional interventions?**
   Students enrolled in the Transitional first grade classroom will receive instructional support in all areas of learning with an emphasis on core reading and phonics skills, and mathematical concepts. The class is fully differentiated, using texts from kindergarten and first grade selections to meet the diverse needs of the group. Interventions will be embedded in the curriculum through hands-on learning opportunities and reteaching of core skills. Our Kindergarten, first and second grade students will attend the K-2 Support Program for thirty minutes daily for remediation in both English Language Arts and mathematics. Students targeted for basic skills instruction in grades 3, 4 and 5 will be exposed to Achieve 3000 non-fiction reading for between 40 to 80 minutes each week. Phonics First will be delivered for approximately 20 minutes daily in the general education setting, with an

additional focus in small group settings, such as resource room and BSI, with the determining amount of time to be based on student need and assessment results. Raz Kids and IXL mathematics are expected to be accessed from school and/or home at least twice weekly.

8. **What resources/technologies will the school use to support the schoolwide program?**
   Technology needed for the program includes classroom computers, chromebooks and ipads to implement centers in which Achieve 3000, Raz Kids, IXL math and other computer-based programs can be used for an optimal amount of time each week. Additionally, the programs such as the NWEA MAP assessments are web-based and need appropriate technology to run. Furthermore, items such as the newsletters and communication with the school community rely on the use of the school internet server, email communication and website. The district's new website design should aid with this communication.

9. **What quantitative data will the school use to measure the effectiveness of each intervention provided?**
   a. TC Reading Level Benchmark assessments given three times a year to measure growth in independent and instructional reading levels.
   b. NWEA MAP assessments in ELA and Mathematics for ELL and BSI students as an additional indicator of growth and progress in these aforementioned areas
   c. Progress on the reading level as measured through Achieve 3000 for all students in grades 3, 4 and 5
   d. Use and progress monitors for IXL mathematics and Raz Kids
   e. Phonics First Phonemic Awareness Scale, Diagnostic and Benchmark assessments
   f. New Jersey State Assessment Data

10. **How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?**
    The school will communicate the results in several different ways, including presentations at PTO meetings, Schoolwide Stakeholder Committee meetings, and via the Superintendent and the Board of Education.

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	Parent Evenings Newsletters SEPAC	Administration	Attendance at parent evening Attendance at PTO meetings Completion of parent compact and surveys	Parent Involvement and Student Academic Performance http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3020099/
Math	Students with Disabilities	Parent Evenings Newsletters SEPAC	Administration	Attendance at parent evening Attendance at PTO meetings Completion of parent compact and surveys	Parent Involvement and Student Academic Performance http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3020099/
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Bilingual Parent Committee LEAP	Administration	Attendance at LEAP meetings Attendance at Conferences	Promoting ELL Parent Involvement http://eric.ed.gov/?id=ED506652

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)
		Bilingual monthly newsletter Translators		Completion of parent compact and surveys	
Math	ELLs	Bilingual Parent Committee LEAP Bilingual monthly newsletter Translators	Administration	Attendance at LEAP meetings Attendance at Conferences Completion of parent compact and surveys	Promoting ELL Parent Involvement http://eric.ed.gov/?id=ED506652
ELA	Economically Disadvantaged	Parent Evenings Newsletters	Administration	Attendance at parent evening Attendance at PTO meetings Completion of parent compact and surveys	Parent Involvement and Student Academic Performance http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3020099/
Math	Economically Disadvantaged	Parent Evenings Newsletters	Administration	Attendance at parent evening Attendance at PTO meetings Completion of parent compact and surveys	Parent Involvement and Student Academic Performance http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3020099/
ELA	General Education	Parent Evenings Newsletters	Administration	Attendance at parent evenings Attendance at PTO meetings	Parent Involvement and Student Academic Performance http://www.ncbi.nlm.nih.gov/pmc/articles/PMC

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)
				Completion of parent compact and surveys	3020099/
Math	General Education	Parent Evenings Newsletters	Administration	Attendance at parent evenings Attendance at PTO meetings Completion of parent compact and surveys	Parent Involvement and Student Academic Performance http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3020099/

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 monthly math and language arts newsletters, printed and posted on the website in both Spanish and English will help communicate best practice strategies to the parents to use with their students at home; it will hopefully increase parental involvement. The family evenings are designed to bring parents into the school and provide them with information about what their children are currently learning and doing in the classroom. This, too, we hope will provide parents with information to better assist their child's learning at home.

2. **How will the school engage parents in the development of the written parent involvement policy?**
   The school has solicited input from the Parent Teacher Organization, as well as has included parental participation on the Schoolwide Stakeholders Title I Committee.

3. **How will the school distribute its written parent involvement policy?**
   The policy will be posted on the school and district website and will be made available to parents in print form as well and will be sent home with all students in their backpacks on the first day of school. There will be an attachment to the policy for a parent signature acknowledgement that will be detached and returned to school. This policy will also be reviewed as part of our annual Title I meeting which will be conducted in September.

4. **How will the school engage parents in the development of the school-parent compact?**
   Parent involvement in our Schoolwide Stakeholders Title I committee will assist with this. We intend to model the compact off the sample template, posted on the NJDOE website, customized to reflect Washington School and the parents' input.

5. **How will the school ensure that parents receive and review the school-parent compact?**
   There will be an attachment to the policy for a parent signature acknowledgement that will be detached and returned to school. Those who have not returned the signature portion will be contacted directly by the school. This policy will also be reviewed as part of our annual Title I meeting which will be conducted in September.

6. **How will the school report its student achievement data to families and the community?**

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

The school will report its student achievement data to families by sending individual score reports home with a letter from the school principal explaining how to interpret results. The community will be notified through presentations at PTO meetings and BOE meetings.

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?**
   Parents are notified through discussions at public BOE meetings and print documentation sent home by the superintendent.

8. **How will the school inform families and the community of the school's disaggregated assessment results?**
   Individual score reports are mailed home to students with an explanation of how to interpret scores. Further discussion of the analysis of the scores is presented at public PTO meetings as well as at a Board of Education meeting.

9. **How will the school involve families and the community in the development of the Title I Schoolwide Plan?**
   Families and the community will have an opportunity for involvement in the development of the Title I Schoolwide Plan by attendance at monthly PTO Meetings and bi-annual surveys distributed to parents via backpacks.

10. **How will the school inform families about the academic achievement of their child/children?** Student achievement data is reported to the families through print documentation that is sent home and presentations at PTO meetings.

11. **On what specific strategies will the school use its 2014-2015 parent involvement funds?** The use of funds will be for continued professional development opportunities that include strategies for helping children succeed at school along with the importance of parental involvement in education. The school will also be purchasing newsletters about best practice strategies for the home and school in mathematics and language arts literacy for parents of primary and upper elementary students. These will be made available in English and Spanish for all parents. Additionally, funds will be used to support additional parent nights to keep families updated on what is happening in their child's classroom.

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	ALL	Quality Professional Development, Mentoring and proper resources and support consisting of meaningful observations and evaluations as well as self-reflection.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	None	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	All	Quality professional development, mentoring, resources, observations, training and behavioral supports for students.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (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
Rigorous criteria for candidates during the selection process such as providing documentation of proper certifications and course work, past experiences, references, graduate course works, evidence of educational renewal and reflection, and the ability to articulate and implement a strong philosophy for teaching and learning as evidenced in a demonstration lesson.	**Building and district administration**