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

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PASSAIC	School: Washington School #2
Chief School Administrator: Mr. Pablo Muñoz	Address: 101 Passaic Avenue, Passaic, NJ 07055
Chief School Administrator's E-mail: pmunoz@passaic-city.k12.nj.us	Grade Levels: Kindergarten through 2nd Grade
Title I Contact: Dr. Christine Krenicki	Principal: Mr. Luis Lobelo
Title I Contact E-mail: ckrenicki@passaic-city.k12.nj.us	Principal's E-mail: llobelo@passaic-city.k12.nj.us
Title I Contact Phone Number: 973-470-5224	Principal's Phone Number: 973-470-5579

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school 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.

Luis Lobelo _____ _____ _____

Principal's Name **Principal's Signature** **Date**

SCHOOLWIDE SUMMARY INFORMATION

Critical Overview Elements

- The School had _____4_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ 3,061,831 comprised __97___% of the school's budget in 2014-2015.
- State/local funds to support the school the school will be $2,725,005 which will comprise 98__$ 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
Reading Intervention/Coach	1	Scott Foresman	20-231-200-100	$79,045

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

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 continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Mr. Luis Lobelo	School Staff – Principal	Yes	Yes	Yes	
Mrs. Cheryl Mooney	School Staff – Special Education	Yes	Yes	Yes	
Ms. Grushengka Noboa	School Staff – Bilingual, LEP	Yes	Yes	Yes	
Ms. Nancy Rivera	School Staff – Parent Liaison	Yes	Yes	Yes	
Ms. Maria Cruz Castillo	President of the SPT, Student Parent Team	Yes	Yes	Yes	
Mrs. Guadalupe Arriaga	Vice-President of the SPT, Student Parent Team	Yes	Yes	Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at different times of the year (e.g., fall and spring). List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment, Schoolwide Plan development, and the program evaluation below.

Date	Location	Topic	Agenda on File		Minutes on File	
10/3/14	#2-Conf. Room	Needs Assessment	**Yes**	**Yes**	**Yes**	**Yes**
4/15/15	#2-Conf. Room	Plan Development	**Yes**	**Yes**	**Yes**	**Yes**
5/28/15	#2-Conf. Room	Program Evaluation	**Yes**	**Yes**	**Yes**	**Yes**
6/3/15	#2-Conf. Room	Plan Development	**Yes**	**Yes**	**Yes**	**Yes**

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

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 purpose here? **Our school's purpose is to provide a nurturing, caring, multi-cultural learning environment which supports the development of higher level thinking skills, cognitive language skills, personal growth, and citizenship. This in turn will prepare our students for the future leading them to college and high paying jobs. Our school's mission is to also instill a lifelong love of learning and provide a strong foundation in language arts and mathematics for success in school.**
- What are our expectations for students? **Our student objectives are safe behavior, think, learn, and stay on task, active participation and be respectful and responsible of others learning.**
- What are the responsibilities of the adults who work here? **It is the responsibility of all staff to have a collaborative approach, support all students and staff, teach with a purpose, always offer encouragement and respect, and be responsible and prepared. Teachers will use Blooms Taxonomy to provide a strong learning environment.**
- How important are collaborations and partnerships? **True collaboration is best achieved through a structured process for exchanging insights and content. Collaboration is both vertical and horizontal between teachers and grades, and even informal teacher-to-teacher collaboration can have a positive impact on students.**
- How are we committed to continuous improvement? **We employ HQT, Highly Qualified Teachers, who are committed to having our children meet the rigorous challenges ahead leading to future educational plans and college, by examining our policies, procedures and curriculum.**

District Mission Statement	Mission: **The Passaic Public Schools will provide an excellent education that prepares our the students for college and high paying jobs.** Vision: **The Passaic Public Schools will be the best urban school district in New Jersey.**

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

School #2's Vision Statement	**Washington School #2 is to provide an excellent education for success in school and future success towards college and career readiness.**

SCHOOLWIDE COMPONENT: EVALUATION

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 prior to 2014-2015)

1. Did the school implement the program as planned? Washington School #2 was able to successfully implement all of the components outlined in the 2014 -2015 Schoolwide program.
2. What were the strengths of the implementation process? Strength of the implementation process was the organization and collaborative participation of staff members. Our afterschool program began in November and continued through June. In addition, a morning homework club was initiated. Teachers were afforded time to work together during grade level teams. In addition, we had a Curriculum and Data Committee to assist the teachers with analyzing student data.
3. What implementation challenges and barriers did the school encounter? Staffing and budgetary constraints were the main elements contributing to the challenges encountered.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Strength of the planning stage was the openness and collaboration of the staff coming together as a team to identify areas in need of improvement and possible interventions to target those needs. Lack of reading and math coaches led to the depletion of guidance and support for teachers and administers.

SCHOOLWIDE COMPONENT: EVALUATION

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Because stakeholders were involved in the planning process, they were involved in and participated in the construction of the programs and interventions. Therefore, buy-in from stakeholders was not a challenge.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? Staff appeared to be enthused and motivated to implement the programs. Because the programs were linked to improving student achievement, staff was aware of the purpose of their involvement.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? Community members appeared supportive in reference to the programs and interventions. Parents were responsive and wanted their children to partake in the programs.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.) Programs involved small group, large group, and one on one sessions with students and teachers. Programs were implemented both during the school day and after school.
9. How did the school structure the interventions? Interventions were structured to take place throughout the school . The K-12 afterschool and ESL program was held from October 6th through June 12, five days a week. The before school homework club was held from the end of September through the end of June. Additional interventions took place daily in the classroom during the LAL block. Weekly parent Health and Nutrition, Reading and Writing, Parenting and Safety classes were held from September

through June. Beginning in May weekly parent ESL and Computer classes were held.

10. How frequently did students receive instructional interventions? Students received interventions daily through the classroom, and/or the after school program.

11. What technologies did the school use to support the program? Power school, Pearson Success Net, Everyday Math, FAST Math, Achieve3000, Brainpop, and Google Docs were technologies used. In addition, teachers also used SMART boards and computers.

12. Did the technology contribute to the success of the program, and if so, how? SMART boards, Achieve3000, FAST Math, and Brainpop supported students learning and engagement. The technology enabled teachers to examine student data and performance in relation to prior performance and in relation to their peers. It also served as a means of record keeping and documentation for student performance.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Student Performance – Not Applicable

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.
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

SCHOOLWIDE COMPONENT: EVALUATION

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.
	# students below NCE /total # of students	# students below NCE /total # of students		
Kindergarten	18/62 below NCE 29%	23/58 below NCE 40%	DRA2, Reading Streets Series/ Strategic Intervention Kits, Orton Gillingham, English benchmark assessments, computer programs and SIOP.	The interventions were effective in targeting areas in need of improvement and constructing an instructional plan to assist students in developing proficiency.
Grade 1	23/73 below NCE 32%	23/65 below NCE 35%	DRA2, Reading Streets Series/ Strategic Intervention Kits, Orton Gillingham, English benchmark assessments, computer programs and SIOP.	The interventions were effective in targeting areas in need of improvement and constructing an instructional plan to assist students in developing proficiency.
Grade 2	40/91 below NCE 44%	47/82 below NCE 57%	DRA2, Reading Streets Series/ Strategic Intervention Kits, Orton Gillingham, English benchmark assessments, computer programs and SIOP.	The interventions were effective in targeting areas in need of improvement and constructing an instructional plan to assist students in developing proficiency.
Grade 9			N/A	N/A
Grade 10			N/A	N/A

Note: The total students below the NCE have increased for 2013-2014 to 2014-2015.

SCHOOLWIDE COMPONENT: EVALUATION

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions provided ***did* or *did not*** result in proficiency.
	# students below NCE /total # of students	# students below NCE /total # of students		
Kindergarten	14/62 below NCE 23%	12/58 below NCE 21%	Math benchmark assessments, differentiated instruction, reciprocal teaching, Power school data management, data logs, computer programs, and after school program.	The interventions were effective in targeting areas in need of improvement and constructing an instructional plan to assist students in developing proficiency.
Grade 1	32/73 below NCE 44%	29/65 below NCE 45%	Math benchmark assessments, differentiated instruction, reciprocal teaching, Power school data management, data logs, computer programs, and after school program.	The interventions were effective in targeting areas in need of improvement and constructing an instructional plan to assist students in developing proficiency.
Grade 2	32/91 below NCE 35%	22/82 below NCE 27%	Math benchmark assessments, differentiated instruction, reciprocal teaching, Power school data management, data logs, computer programs, and after school program.	The interventions were effective in targeting areas in need of improvement and constructing an instructional plan to assist students in developing proficiency.
Grade 9			N/A	N/A
Grade 10			N/A	N/A

Note: The total students below the NCE have decreased for 2013-2014 to 2014-2015.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

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

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Strategic Intervention Kits.	ELA	YES	Student results on intervention kit assessments and increase in DRA scores.	Student scores increased from the initial beginning of the year DRA to the end of the year DRA.
Differentiated Math instruction.	Mathematics	YES	SUE, Model Curriculum scores, unit assessments.	Student scores increased from the initial beginning of the year SUE , Model Curriculum, and unit assessments.
Strategic Intervention Kits, Differentiated Math instruction.	Students with Disabilities	YES	Student results on intervention kit assessments and increase in DRA scores. SUE, Model Curriculum scores, unit assessments.	Student scores increased from the initial beginning of the year DRA to the end of the year DRA, SUE scores, Model Curriculum assessments and unit assessments.
N/A	Homeless/Migrant			
SIOP	ELLs	YES	Students' academic performance, understanding on content knowledge and language use in content areas.	Multiple assessments administered over the course of the year.

SCHOOLWIDE COMPONENT: EVALUATION

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

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
K-12 and ESL afterschool Program.	ELA	YES	Pre/post tests.	On the basis of the administration of the pre and post tests, there was an increase in students' scores indicating improved academic performance.
K-12 and ESL afterschool Program.	Mathematics	YES	Pre/post tests.	On the basis of the administration of the pre and post tests, there was an increase in students' scores indicating improved academic performance.
K- 12 and ESL afterschool program.	Students with Disabilities	YES	Pre/post tests.	On the basis of the administration of the pre and post tests, there was an increase in students' scores indicating improved academic performance.
N/A	Homeless/Migrant			
K – 12 and ESL afterschool program.	ELLs	YES	Pre/post tests.	On the basis of the administration of the pre and post tests, there was an increase in students' scores indicating improved academic performance.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Professional Development **Implemented in 2014-2015**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Grade level meetings, District workshops, and faculty meetings.	ELA	YES	Faculty attendance and implementation of strategies in the classroom.	Strategies and methods of teaching to support English language arts were discussed and implemented. Evidence of implementation is in the classroom environment, record keeping and student performance.
Grade level meetings, District workshops, and faculty meetings.	Mathematics	YES	Faculty attendance and implementation of strategies in the classroom.	Strategies and methods of teaching to support Math language arts were discussed and implemented. Evidence of implementation is in the classroom environment, record keeping and student performance.
Grade level meetings, District workshops, and faculty meetings.	Students with Disabilities	YES	Faculty attendance and implementation of strategies in the classroom.	Strategies and methods of teaching to support students with disabilities were discussed and implemented. Evidence of implementation is in the classroom environment, record keeping and student performance.
N/A	Homeless/Migrant			
Grade level meetings, District workshops, and faculty meetings.	ELLs	YES	Faculty attendance and implementation of strategies in the classroom.	Strategies and methods of teaching to support English language learners were discussed and implemented. Evidence of implementation is in the classroom environment, record keeping and student performance.

SCHOOLWIDE COMPONENT: EVALUATION

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

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
SPT sessions, weekly parenting, safety, reading and writing and health and nutrition sessions.	ELA	Yes	Attendance Sheets, feedback provided by parents.	Increased parental involvement and participation during the 2014-2015 school year. Parental involvement with students and literacy activities outside the school.
SPT sessions, weekly parenting, safety, reading and writing and health and nutrition sessions.	Mathematics	Yes	Attendance Sheets, feedback provided by parents.	Increased parental involvement and participation during the 2014-2015 school year. Parental involvement with students and mathematics activities outside the school.
SPT sessions, weekly parenting, safety, reading and writing and health and nutrition sessions.	Students with Disabilities		Attendance Sheets, feedback provided by parents.	Increased parental involvement and participation during the 2014-2015 school year. Parental involvement with students on mathematics and literacy activities outside the school.
N/A	Homeless/Migrant			
SPT sessions, weekly parenting, safety, reading and writing and health and nutrition sessions.	ELLs		Attendance Sheets, feedback provided by parents.	Increased parental involvement and participation during the 2014-2015 school year. Parental involvement with students on mathematics and literacy activities outside the school.

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

❑ 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.

Luis Lobelo		
Principal's Name	**Principal's Signature**	**Date**

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . 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 . . . "

2015-2016 Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2014-2015 Interventions and Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	DRA, Unit Assessments, MAP, Pearsonsuccess.net	Although many students have demonstrated an increase in DRA scores throughout the year, many students would continue to benefit from targeted literacy interventions.
Academic Achievement - Writing	Unit Assessments, Writing Workshop Rubrics.	Although many students have demonstrated an increase in DRA scores throughout the year, many students would continue to benefit from targeted writing interventions.
Academic Achievement - Mathematics	Unit Assessments, MAP, SUE and Common Core Curriculum Assessments.	Although many students have demonstrated an increase in DRA scores throughout the year, many students would continue to benefit from targeted mathematics interventions.
Family and Community Engagement	Parental Attendance Records.	Parent involvement and engagement was maintained well during the school year. However, the aim is to include as many, if not all, parents during the school year.
Professional Development	N/A	
Homeless	N/A	
Students with Disabilities	DRA, Unit Assessments, MAP, Pearsonsuccess.net, SUE and Common Core Curriculum Assessments.	Although many students have demonstrated an increase in DRA scores throughout the year, many students would continue to benefit from targeted literacy and writing interventions, in addition to math interventions.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
English Language Learners	EDL, ACCESS, DRA, Unit Assessments, MAP, Pearsonsuccess.net.	Although many students have demonstrated an increase in DRA scores throughout the year, many students would continue to benefit from targeted literacy interventions.
Professional Development	Grade level meetings, District workshops, and Faculty meetings.	Agendas Sign in sheets
Family and Community Engagement	Back to School night, report card night, conferences, I&RS, Parent classes.	Agendas Sign in sheets
School Climate and Culture	Book Fair, Picture day, Read Across America, Assemblies, Field Trips, Field Day.	Monthly faculty meetings were used to disseminate information about special activities to staff.
Leadership	Professional Growth Plans, SGO's, SIOP, walkthroughs and observations.	Walkthroughs and observations were conducted using the Danielson model. SGO scores were calculated.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process
Narrative

1. What process did the school use to conduct its needs assessment?

Previous year student portfolios, standardized test scores, beginning of the year pre-tests, report cards and anecdotal records are assessed to determine student needs. Resultant data, complied in conjunction with classroom formative and summative assessments as well as district benchmarks, are indicative of the academic standing of the students. This information will assist the teacher to differentiate instruction based on student needs.

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

DRA's, TERRA NOVA, SUPERA, ACCESS, Model Curriculum, reading, writing, and math benchmark (SUEs) were data sources that were used to collect and compile data on student subgroups. The results were examined during grade level meetings, Curriculum/Data and ILT meetings, and by individual teachers.

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? [1]

All standardized assessments have been field tested prior to being adopted by the District. District assessments have been aligned to the CCSS.

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

Data analysis revealed an ongoing need to continue to support student subgroups. ELL's and Special Education students both need continued interventions and modifications to reach curricular objectives and benchmarks as well as develop English Language proficiency. For these groups and the general student population, a focus on developing student's writing skills should be continued.

[1] Definitions taken from Understanding Research Methods" by Mildred Patten
Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

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

Professional development conducted during the 2014-2015 school year focused on Common Core State Standards, SGO's and Teachscape. Teachers were taught how to access the curriculum, write lesson plans and align to standards. While the use of technology is integral towards student success in the 21st century, teachers may benefit from future PD on developing student literacy and mathematical skills.

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

Beginning of the year pre-tests, DRA's, prior year benchmarks and standardized tests scores are reviewed. At-risk students are then identified, chiefly by demonstrating performance below grade level.

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

At-risk students have multiple opportunities to develop proficiency in their areas of need. Small group instruction, differentiated instruction, academic interventions (such as the Reading Streets intervention kit), and educational accommodations are provided during the school day. In addition, the K-12 afterschool and ESL program, which began in October, was geared specifically towards the lowest 20% of the students and Special needs students. Various parent conferences and SPT meetings were held during the year to promote family involvement and aid the parents in supporting the students academically.

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

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers participate in the Instructional Leadership Team (ILT) and Curriculum/Data Collection Team. Teachers also participate in grade level meetings, faculty meetings, and various committees where they discuss and make decisions on the use of academic assessments. Teachers also use the formative assessments to write their lesson plans.

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

N/A

12. How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan?

Priority problems and root causes were selected based upon analysis of student academic results from the multiple measures administered during the school year.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	ELL proficiency on standardized assessments.	Development of student writing proficiency.
Describe the priority problem using at least two data sources	There is a persistent academic achievement gap between ELL and mainstream students as reflected on DRA's and standardized ELA assessments.	Review of the writing rubrics from the writing workshop and benchmark writing scores indicate that improving student writing must become a priority.
Describe the root causes of the problem	Need for continued teacher training and development in SIOP. Teachers should be considering the academic language used in all the content areas and actively plan to explicitly teach it.	Potential roots of this problem may be the need for more staff development on how to support students in the development of grade level appropriate writing skills, as well as teaching writing to ELLs.
Subgroups or populations addressed	All ELL's K-2.	All students K – 2.
Related content area missed	All content areas would benefit from implementing sheltered instruction and explicitly teaching academic language.	All content areas would benefit from a focus on improving student writing.
Name of scientifically research based intervention to address priority problems	Sheltered Instruction Observation Protocol (California State University at Long Beach), Jane Echevvaria and Mary Ellen Vogt. At the Center for Applied Linguistics, Deborah J. Short.	Lucy Calkin's "Writer's Workshop" is a research based program aimed at developing proficiency in students' writing.
How does the intervention align with the Common Core State Standards?	The CCSS emphasize not just proficiency in the content areas but proficiency in utilizing the academic language of the content areas. By explicitly teaching the language of the content areas along with the content, teachers will be aligning their lessons to the CCSS.	The CCSS place a greater emphasis on writing both ELA and mathematics than the previous NJCCS. This shift of emphasis suggests that students will need to be able to explain, via writing, their reasoning and thinking processes.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem		
Describe the priority problem using at least two data sources		
Describe the root causes of the problem		
Subgroups or populations addressed		
Related content area missed		
Name of scientifically research based intervention to address priority problems		
How does the intervention align with the Common Core State Standards?		

SCHOOLWIDE COMPONENT: Reform Strategies

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

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
SIOP	ELA	All students	Teachers	TerraNova/Supera Standardized Test, Model Curriculum Unit Assessments, Scott Foresman Assessments. Guided Reading Anecdotes notes, Reading and writing Portfolios, Rubrics, DRA administration assessment results, Sue, Pre/post test assessment results.	"What Works Clearinghouse", : "Response to Intervention in Reading and Mathematics", "Improving Reading Comp: K-3"
Everyday Mathematic	Mathematics	All students	Teachers	TerraNova/Supera Standardized Test, Model Curriculum Unit Assessments, Rubrics, Sue, SGO's Assessment, Pre/post test assessment results.	"What Works Clearinghouse", : "Response to Intervention in Reading and Mathematics", Everyday Math Report.
N/A		Homeless Migrant			
Scott Foresman Reading Series	ELA/Writing	All students	Teachers	TerraNova/Supera Standardized Test, Model Curriculum Unit Assessments, Scott Foresman Assessments. Guided Reading Anecdotes notes, Reading and writing Portfolios, Rubrics, DRA administration assessment results; Pre/post test assessment results.	"What Works Clearinghouse", : "Response to Intervention in Reading and Mathematics", "Improving Reading Comp: K-3", Everyday Math Report.
Writer's Workshop	ELA/Writing	All students	Teachers	TerraNova/Supera Standardized Test, Model Curriculum Unit Assessments, Scott Foresman Assessments. Guided Reading Anecdotes notes, Reading and writing Portfolios, Rubrics, DRA	"What Works Clearinghouse", : "Response to Intervention in Reading and Mathematics", "Improving Reading Comp: K-3", Everyday Math Report.

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
				administration assessment results; Pre/post test assessment results.	

*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;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
After School Program	ELA	At-risk	Teachers	Pre/post measures of achievement based on CCSS as reflected in the Reading Street Series.	What Works Clearinghouse "Improving Reading Comp: K-3"
After School Program	Mathematics	At-risk	Teachers	Pre/post measures of achievement based on CCSS as reflected in the Everyday Math series.	What Works Clearinghouse "Everyday Math Report"
N/A		Homeless Migrant			
After School Program	ELLs	At-risk	Teachers	Pre/post measures of achievement based on CCSS as reflected in the Everyday Math/ Reading Streets series.	What Works Clearinghouse "Improving Reading Comp: K-3", What Works Clearinghouse "Everyday Math Report"
After School Program	Students with Disabilities	At-risk	Teachers	Pre/post measures of achievement based on CCSS as reflected in the Everyday Math/ Reading Streets series.	What Works Clearinghouse "Improving Reading Comp: K-3", What Works Clearinghouse "Everyday Math Report"

*Use an asterisk to denote new programs.

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

SCHOOLWIDE COMPONENT: Reform Strategies

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.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Grade level meetings; In-service sessions, Faculty Meeting, and District PD.	ELA	ALL students	Teachers and District supervisors	DRA's/TerraNova/Supera	What Works Clearinghouse "Improving Reading Comp: K-3"
Grade level meetings; In-service sessions, Faculty Meeting, and District PD.	Mathematics	ALL students	Teachers and District supervisors	DRA's/TerraNova/Supera	What Works Clearinghouse "Everyday Math Report"
N/A		Homeless Migrant			
Grade level meetings; In-service sessions, Faculty Meeting, and District PD.	ELL	All Students	Teachers and District supervisors	DRA's/TerraNova/Supera	What Works Clearinghouse "Improving Reading Comp: K-3", What Works Clearinghouse "Everyday Math Report"
Grade level meetings; In-service sessions, Faculty Meeting, and District PD.	Students with Disabilities	All Students	Teachers and District supervisors	DRA's/TerraNova/Supera	What Works Clearinghouse "Improving Reading Comp: K-3", What Works Clearinghouse "Everyday Math Report"

*Use an asterisk to denote n

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

SCHOOLWIDE COMPONENT: Reform Strategies

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? The Principal and the ILT Committee will be responsible for the 2015-2016 program. The review will be conducted internally.
2. What barriers or challenges does the school anticipate during the implementation process? Staff and budgetary deficits are two barriers facing the school. In addition, there are too many assessments and not enough time to teach the material.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? Stakeholders have previously been involved with the Schoolwide program. They will continue to be involved through meetings.
4. What measurement tool(s) will the school use to gauge the perceptions of the community? Discussions at GLM's and faculty meetings will gauge the perceptions of the staff. The Parent Liaison will also gauge the community perceptions at the school and district level.
5. How will the school structure interventions? Interventions will be implemented daily for LAL and Math in the classroom. After school programs are also held from 3:15-4:15pm from October through June for the students who are at risk.
6. How frequently will students receive instructional interventions? Students will receive intervention on a daily basis.
7. What resources/ technologies will the school use to support the schoolwide program? Instructional interventions will occur on a daily basis.

SCHOOLWIDE COMPONENT: Reform Strategies

8. What quantitative data will the school use to measure the effectiveness of each intervention provided? Quantitative data will include Terra Nova/Supera results, DRA scores and benchmark MC and SUE testing.
9. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? The school will disseminate the results to the teachers at faculty meetings and GLM's. The parent liaison will communicate the results during parent's meeting.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans 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

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
SPT Meetings	ELA	All students	Ms. Nancy Rivera	Student Academic achievement.	What Works Clearinghouse "Improving Reading Comp: K-3
SPT Meetings	Mathematics	All students	Ms. Nancy Rivera	Student Academic achievement.	What Works Clearinghouse "Everyday Math Report"
N/A		Homeless Migrant/ELL			
Parent Classes	ELL/ELA	All students	Mrs. Nancy Rivera	Student academic achievement.	What Works Clearing House August 2010 "Reading Materials

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

   The Parent Liaison will plan and conduct parent activities throughout the year. Programs will include but not be limited to: Parent workshops, Up The Bar Consulting, Breast Cancer Awareness, Testing and your child, drug and gang awareness, . ELL and Computer classes are also planned. Parents can assist in addressing the problems noted in the Needs Assessment by maintaining a rapport with the teachers and working at home with their children.

2. How will the school engage parents in the development of the written parent involvement policy?

   Parents will be involved through the SPT and by participating on school committees.

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

   Copies will be given to parents during the SPT meetings. Copies are also distributed at back to school night and sent home with the students.

4. How will the school engage parents in the development of the school-parent compact?

   Parental involvement will occur through participation in the SPT and by taking part in the school committees.

5. How will the school ensure that parents receive and review the school-parent compact?

   The Parent Liaison will ensure that copies of the school-parent compact are sent home in English and in Spanish with the students

name on it. It will be requested that the parent sign and return the compact after reviewing it. A copy of the school-parent compact will be available for reviewing on the school's district website .

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

Superintendent's update and district literature are means of reporting student achievement data to families and the community.

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

Superintendent's update and district literature are means of reporting meeting or not meeting Title III objectives to families and the community.

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

Superintendent's update and district literature are means of reporting the school's disaggregated assessment results to families and the community

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

SPT meetings hold discussions of the Title 1 schoolwide plan and seek input. An annual meeting is conducted with family and community members for input on Title 1.

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

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Families are informed on their child's academic progress through various meetings held with teachers during the school year, including back to school night, report card conferences, possible retention conferences, and other such conferences as scheduled by parents and teachers.

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

ESL and computer classes will continue to be offered to parents. In addition, the school social worker and SPT will provide meetings and various opportunities for parents to conference and become involved in the school.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

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 section 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	15 100%	N/A Retention of HQ staff is per Human Resources.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0% 0	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	4 100%	N/A Retention of HQ staff is per Human Resources.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	0% 0	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

* The district must assign these 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

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. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
N/A	**Human Resources**