

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.

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PASSAIC CITY PUBLIC SCHOOLS	School: 95-99 Dayton Ave School No. 17
Chief School Administrator: MR. PABLO MUNOZ	Principal: Ms. Isabel Leon
Chief School Administrator's E-mail: pmunoz@passaicschools.org	Principal's E-mail: leon@passaicschools.org
Title I Contact: Dr. Christine Krenicki	Principal's Phone Number: (973) 591-8542
Title I Contact E-mail: ckrenicki@passaicschools.org	

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.

Principal's Name

Principal's Signature

Date

Critical Overview Elements

- The School had 9 (number) of stakeholder engagement meetings.
- State/local funds comprised % of the school's budget in 2013-2014.
- State/local funds will comprise \$ of the school's budget in 2014-2015.
- Title I funded programs/interventions/strategies/activities in 2014-2015 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Language Arts	1			
Mathematics	2			
Technology	1-3			
Physical Environment	1-4			

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

Isabel Leon	Administrator	X	X	X	
Dr. Heela Sarwary	Administrator	X	X	X	
King, Megan	PK teacher	X	X	X	
Magro, Maria	K teacher	X	X	X	
Koutsouris, Margaret	1 st grade teacher	X	X	X	
Perez Glorivee	Parent Liaison	X	X	X	
Dorothy Peeples	Parent	X	X	X	
Naima Medina	Parent	X	X	X	

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	
			Yes	No	Yes	No
October 16, 2014, December 7, 2014 January 28, 2015	Principal's Office	Needs Assessment	Yes		Yes	
October 26, 2014 December 7, 2014	Principal's Office	Plan Development	Yes		Yes	
February 13, 2015 April 21, 2015 May 27, 2015	Principal's Office	Program Evaluation	Yes		Yes	
June 4, 2015	Principal's Office	Plan Review	Yes		Yes	

*Add rows as necessary.

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

<p>What is the school's mission statement?</p>	<p>School No. 17 is committed to motivate and prepare our students to become responsible and dedicated scholars who are lifelong learners.</p> <p>Mission</p> <p>Our scholars, as stakeholders, will be empowered to recognize personal growth and to achieve their individual goals through high quality education, dedication, hard work and opportunity.</p> <p>Here at School No.17, we have created a learning environment which is centered around students, facilitated by teachers and administrators, and supported by parents and community. School No.17 commits available resources to ensure that:</p> <ol style="list-style-type: none"> 1. We provide an environment which is orderly, safe, and inviting. 2. Teachers are motivated, enthusiastic, and experience continued professional growth. 3. The staff collaborates, shares and works as a team toward student success. 4. Positive experiences encourage students' success and self-esteem at School No. 17. 5. Our parental community feels welcomed and valued as full participants in their children's education. 6. The leadership is supportive, encouraging, and fosters positive changes as well as building a cooperative connection between home, school, and community,
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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?

School No. 17 was not able to implement the program as planned. Due to district restructuring and the assignment of new administrators to School No. 17, data for the previous plan was difficult to come by or was inappropriate with respect to the addition of grade levels and classrooms. Additionally, the plan was not able to be implemented due to space constraints, understaffing in areas of Special Education, Teacher Coaches, Paraprofessionals, and Special Areas, and the limited number of support staff to provide coverage for Grade Level Meetings, Common Planning, and Professional Development. Most significant was the limited space for private meetings and classrooms for Special Areas. K and 1st grade teachers were not provided the needed hands-on job embedded coaching, modeling, and differentiated instruction because the school was not provided with Literacy and Mathematics Coaches, ESL teachers and technology/computer literacy teacher.

2. What were the strengths of the implementation process?

Strengths of the implementation process include the support of administrators in regards to implementing best practices, providing opportunities for growth and development, and the analysis of data related to instruction and student outcomes.

3. What implementation challenges and barriers did the school encounter?

Implementation challenges and barriers that School No. 17 encountered include physical classroom space and the need for smaller class sizes due to the limited physical space. As School #17 is comprised of TCUs (temporary classroom units) there is a need for consideration of space and students per classroom. Additionally, the lack of a full time BSI, ESL, Reading Intervention Specialist, and Remedial Mathematics Teacher has proved to be a significant barrier to the effective implementation of the plan.

Also, the severe lack of working and developmentally appropriate technology in all Kindergarten and First Grade classrooms is detrimental to student progress and achievement. Furthermore, School No. 17 encountered challenges due to the lack of instructional and supplemental materials for Kindergarten and First Grade classrooms in the beginning of the year.. Finally, the lack

of the ability to design our own After School curriculum made it difficult to support the students' needs and provide effective instruction.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

Strengths of the program implementation included guidance from school administration and professional collegiality among the Kindergarten and First Grade staff members. Weaknesses included limited access to technology in the classroom (computers, developmentally appropriate computer software which support Curriculum goals and CCSS, internet access, SMART boards, WiFi, etc.), the removed support of the Literacy and Mathematics coaches, the lack of a BSI teacher, lack of ESL teacher, lack of Remedial Mathematics teacher, and limited schedule and availability of the Remedial Reading Teacher.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

Stakeholders participated in Workshops which helped guide and implement portions the program as well as strategize for modifying plans based on limitations and barriers.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

Overall perceptions of staff members exhibited signs of frustration and disappointment due to the lack of support and guidance from Literacy and Mathematics coaches as experienced in previous years. Lack of technology and support staff also highly contributed to these negative perceptions. Staff's perceptions were measured at on-going Grade Level Meetings during feedback/question/comment answer time.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

Perceptions of the community included parental feedback during focus group meetings. Parental perceptions appeared favorable to the actions of the school and the Kindergarten and First Grade teachers. Suggestions were made that included offering additional family workshops in Language Arts Literacy and Mathematics, an After School Program for students and parents in need of Academic Support, and Technology Support.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

The methods of delivery for each of the programs that were implemented varied. Intervention programs implemented by the Remedial Reading teacher were designed for small group instruction (no more than four students). Intervention programs implemented by the classroom teacher and/or paraprofessional were designed for small group instruction (no more than four students) and/or one-on-one instruction as needed depending on the objective of the activity and student's prior knowledge.

Additionally, modifications were made during whole group settings to accommodate for the needs of the students. These included proximity, extended time to complete tasks, and peer modeling.

9. How did the school structure the interventions?

Interventions were structured by identifying students through District Baseline Assessments. All students were also closely monitored throughout the school year for identification of instructional needs. These students were then placed in flexible grouping and received daily support (with classroom teachers and paraprofessionals) and twice a week interventions (with Remedial Reading teacher) which focused on areas of deficiency within the Kindergarten curriculum. However, First grade received limited interventions.

10. How frequently did students receive instructional interventions?

Instructional interventions in English Language Arts were implemented twice a week, as school calendar allowed, by the Remedial Reading Teacher and daily by the classroom teacher and paraprofessional.

11. What technologies did the school use to support the program?

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

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A

Grade 12	N/A	N/A	N/A	N/A
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Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten			2014-2015: Remedial Reading Teacher provided students with twice a week intervention and classroom paraprofessionals provided students with daily one to one and/or small group instruction (when applicable due to scheduling difficulties) based on specific student needs and areas of deficit within the Language Arts Literacy curriculum and CCSS.	2014-2015: Interventions provided to students resulted in partial proficiency, as per DRA, MC, and TERRANOVA. This was due to the lack of a BSI, ESL, and full time Remedial Reading Teacher (K classrooms were provided with twice a week interventions from Remedial Reading Teacher). While classroom paraprofessionals provided daily developmentally appropriate interventions (when applicable as scheduling was difficult due to paraprofessionals covering First Grade lunch duty), the presence of a certified staff member such as a BSI teacher and full time Reading Specialist/Remedial Reading Teacher would help drive instruction to reach a higher levels of proficiency. Our school also lacks technology in the classroom (outdated computer software, lack of computers, internet access, etc.) which limits the ability to integrate various learning styles within lessons.
Grade 1			2014-2015: Interventions for First Grade were provided by the First Grade teacher only. There was no Remedial Reading Teacher support provided to students.	2014-2015: Interventions provided to students resulted in partial proficiency, as per DRA, MC, TERRANOVA and SUPERA. This was due to the

				lack of a BSI, ESL, and Remedial Reading teacher for our First Grade classrooms. The lack of technology in the classroom (outdated computer software, lack of computers, internet access, etc.) also impacted student learning as technology helps with the integration of various learning methods/ styles within lesson implementation.
Grade 2	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency.																																																														
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Kindergarten	No data available		2014-2015: Classroom paraprofessionals provided students with weekly one to one and/or small group instruction based on specific student needs and areas of deficit with the EveryDay Mathematics curriculum and CCSS.	<p>2014-2015: Interventions provided to students resulted in partial proficiency, as per TERRANOVA and MC.</p> <table border="1"> <thead> <tr> <th colspan="6">K</th> </tr> <tr> <th rowspan="2">Group</th> <th rowspan="2"># of students</th> <th colspan="2">Reading</th> <th colspan="2">Math</th> </tr> <tr> <th>Mean NCE</th> <th>NP Mean NCE</th> <th>Mean NCE</th> <th>NP Mean NCE</th> </tr> </thead> <tbody> <tr> <td>Gen. Ed</td> <td>127</td> <td>46.6</td> <td rowspan="3">44</td> <td>52.6</td> <td rowspan="3">45</td> </tr> <tr> <td>ELL</td> <td>58</td> <td>32.5</td> <td>38.9</td> </tr> <tr> <td>SPED</td> <td>17</td> <td>35.8</td> <td>44.7</td> </tr> <tr> <td>total</td> <td>202</td> <td></td> <td>50</td> <td></td> <td></td> </tr> <tr> <th colspan="6">1st</th> </tr> <tr> <td>Gen. Ed</td> <td>47</td> <td>52.3</td> <td rowspan="3">67</td> <td>60.3</td> <td rowspan="3">69</td> </tr> <tr> <td>ELL</td> <td>49</td> <td>60</td> <td>63.3</td> </tr> <tr> <td>SPED</td> <td>10</td> <td>52.9</td> <td>55</td> </tr> <tr> <td>total</td> <td>116</td> <td></td> <td>75</td> <td></td> <td></td> </tr> </tbody> </table>	K						Group	# of students	Reading		Math		Mean NCE	NP Mean NCE	Mean NCE	NP Mean NCE	Gen. Ed	127	46.6	44	52.6	45	ELL	58	32.5	38.9	SPED	17	35.8	44.7	total	202		50			1st						Gen. Ed	47	52.3	67	60.3	69	ELL	49	60	63.3	SPED	10	52.9	55	total	116		75		
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Grade 1	No data available		<p>2014-2015: Interventions for First Grade students were provided by the First Grade teacher only. There was no BSI and/or Remedial Mathematics Teacher to support students.</p>	<p>2014-2015: Interventions provided to students resulted in partial proficiency, as per TERRANOVA and SUPERA.</p> <table border="1"> <thead> <tr> <th colspan="6">K</th> </tr> <tr> <th rowspan="2">Group</th> <th rowspan="2"># of students</th> <th colspan="2">Reading</th> <th colspan="2">Math</th> </tr> <tr> <th>Mean NCE</th> <th>NP Mean NCE</th> <th>Mean NCE</th> <th>NP Mean NCE</th> </tr> </thead> <tbody> <tr> <td>Gen. Ed</td> <td>127</td> <td>46.6</td> <td rowspan="3">44</td> <td>52.6</td> <td rowspan="3">45</td> </tr> <tr> <td>ELL</td> <td>58</td> <td>32.5</td> <td>38.9</td> </tr> <tr> <td>SPED</td> <td>17</td> <td>35.8</td> <td>44.7</td> </tr> <tr> <td>total</td> <td>202</td> <td></td> <td>50</td> <td></td> <td></td> </tr> <tr> <th colspan="6">1st</th> </tr> <tr> <td>Gen. Ed</td> <td>47</td> <td>52.3</td> <td rowspan="3">67</td> <td>60.3</td> <td rowspan="3">69</td> </tr> <tr> <td>ELL</td> <td>49</td> <td>60</td> <td>63.3</td> </tr> <tr> <td>SPED</td> <td>10</td> <td>52.9</td> <td>55</td> </tr> <tr> <td>total</td> <td>116</td> <td></td> <td>75</td> <td></td> <td></td> </tr> </tbody> </table> <p>This was due to the lack of a BSI and Remedial Mathematics Teacher. The presence of a certified staff member such as a BSI teacher and/or Remedial Mathematics Teacher would help drive instruction to reach a higher levels of proficiency. Our school also lacks technology in the classroom (outdated computer software, lack of computers, internet access, etc.) which limits the ability to integrate various learning styles</p>	K						Group	# of students	Reading		Math		Mean NCE	NP Mean NCE	Mean NCE	NP Mean NCE	Gen. Ed	127	46.6	44	52.6	45	ELL	58	32.5	38.9	SPED	17	35.8	44.7	total	202		50			1st						Gen. Ed	47	52.3	67	60.3	69	ELL	49	60	63.3	SPED	10	52.9	55	total	116		75		
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				within lessons. The lack of technology also denied our First Grade students the ability to use FastMath to build upon their Mathematical skills and concept mastery.
Grade 2	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

Evaluation of 2014-2015 Interventions and Strategies

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentati on of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
LAL, Math	ELA/Math General Education and Special Education	Data analysis	Yes	Common Planning Time minutes; Data Team minutes; ScIP minutes,	100% of teachers completed their data trackers. 75% of common planning time showed data analysis.
Danielson's FFT	All staff	Observation tool (TeachScape/Daniel son Rubric)	Yes	Walk Throughs; Observations ; ScIP minutes; Post conferences	100% of post observations reviewed the rubric
Schoolnet	All staff	Access to grade book, data entry, data analysis	Yes	Monitoring of scores, lesson plans, data, attendance, etc...	100% of teachers showed effective use of schoolnet.

Google Doc	All staff	Access to grade book, data entry, data analysis	Yes	Monitoring of scores, lesson plans, data, attendance, etc...	100% of teachers accessed and collaborated through Google Docs.																												
Student Growth Objectives	ELA and Math; General and Special Education	SGO data, how to analyze, how to write SGOs, how to calculate SGOs	Yes	Common Planning Time; Model Curriculum; Lesson plans; Walk Throughs	89% of staff stated that the professional development for CCSS was relevant to their assignment;																												
ELA	Students with Disabilities	Special Education Teachers In-Class Support and 1:1 Assistance	Partially	Teacher reports (modifications, accommodations, and IEPs) 504 plans and individual goals TN, LAL-DRA SGO Baseline and Final	<p>Assessments and documentation show moderate student progress. Adequate staffing will allow for greater student growth and development.</p> <table border="1"> <thead> <tr> <th colspan="6">K & 1ST</th> </tr> <tr> <th rowspan="2">Group</th> <th rowspan="2"># of students</th> <th colspan="2">Reading</th> <th colspan="2">Math</th> </tr> <tr> <th>Mean NCE</th> <th>NP Mean NCE</th> <th>Mean NCE</th> <th>NP Mean NCE</th> </tr> </thead> <tbody> <tr> <td>SPED K</td> <td>17</td> <td>35.8</td> <td>44</td> <td>44.7</td> <td>45</td> </tr> <tr> <td>SPED 1ST</td> <td>10</td> <td>52.9</td> <td>67</td> <td>55</td> <td>69</td> </tr> </tbody> </table>	K & 1 ST						Group	# of students	Reading		Math		Mean NCE	NP Mean NCE	Mean NCE	NP Mean NCE	SPED K	17	35.8	44	44.7	45	SPED 1ST	10	52.9	67	55	69
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Math	Students with Disabilities	Special Education Teachers In-Class Support and 1:1 Assistance	Partially	Teacher reports (modifications, accommodations, and IEPs) 504 plans and individual goals TN, Mathematics SGO Baseline and Final Assessments as well as MC and benchmark assessments	<p>Assessments and documentation show moderate student progress. Adequate staffing will allow for greater student growth and development.</p> <table border="1"> <thead> <tr> <th colspan="6">K & 1ST</th> </tr> <tr> <th rowspan="2">Group</th> <th rowspan="2"># of students</th> <th colspan="2">Reading</th> <th colspan="2">Math</th> </tr> <tr> <th>Mean NCE</th> <th>NP Mean NCE</th> <th>Mean NCE</th> <th>NP Mean NCE</th> </tr> </thead> <tbody> <tr> <td>SPED K</td> <td>17</td> <td>35.8</td> <td>44</td> <td>44.7</td> <td>45</td> </tr> <tr> <td>SPED 1ST</td> <td>10</td> <td>52.9</td> <td>67</td> <td>55</td> <td>69</td> </tr> </tbody> </table> <p>Assessments have been analyzed and show student progress in Model Curriculum assessments which are aligned to the CCSS in Kindergarten and the Everyday Mathematics curriculum.</p>	K & 1 ST						Group	# of students	Reading		Math		Mean NCE	NP Mean NCE	Mean NCE	NP Mean NCE	SPED K	17	35.8	44	44.7	45	SPED 1ST	10	52.9	67	55	69
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ELA	Migrant	N/A	N/A	N/A	N/A																						
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ELA	ELLs	Bilingual/Transitional Classrooms	Partially	Writing samples, DRA2 assessments, SGO Baseline and Final Assessments, Writing sample	Assessments showed some student progress in attaining more English proficiency. Reintroduction of bilingual kindergarten and/or more native language support in Transitional classrooms will allow for more measurable progress. K & 1st <table border="1"> <thead> <tr> <th rowspan="2">Group</th> <th rowspan="2"># of students</th> <th colspan="2">Reading</th> <th colspan="2">Math</th> </tr> <tr> <th>Mean NCE</th> <th>NP Mean NCE</th> <th>Mean NCE</th> <th>NP Mean NCE</th> </tr> </thead> <tbody> <tr> <td>ELL K</td> <td>58</td> <td>32.5</td> <td>44</td> <td>38.9</td> <td>45</td> </tr> <tr> <td>ELL 1st</td> <td>49</td> <td>60</td> <td>67</td> <td>63.3</td> <td>69</td> </tr> </tbody> </table>	Group	# of students	Reading		Math		Mean NCE	NP Mean NCE	Mean NCE	NP Mean NCE	ELL K	58	32.5	44	38.9	45	ELL 1st	49	60	67	63.3	69
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Math	ELLs	Bilingual/Transitional Classrooms	Partially	Math students' work/project samples, MC and Benchmark assessments and SGO Baseline and Final Assessments,	Assessments showed some student progress in attaining more English proficiency. Implementation of NIBER program and reintroduction of bilingual kindergarten and/or more native language support in Transitional classrooms will allow for more measurable progress. K & 1st <table border="1"> <thead> <tr> <th rowspan="2">Group</th> <th rowspan="2"># of students</th> <th colspan="2">Reading</th> <th colspan="2">Math</th> </tr> <tr> <th>Mean NCE</th> <th>NP Mean NCE</th> <th>Mean NCE</th> <th>NP Mean NCE</th> </tr> </thead> <tbody> <tr> <td>ELL K</td> <td>58</td> <td>32.5</td> <td>44</td> <td>38.9</td> <td>45</td> </tr> <tr> <td>ELL 1st</td> <td>49</td> <td>60</td> <td>67</td> <td>63.3</td> <td>69</td> </tr> </tbody> </table>	Group	# of students	Reading		Math		Mean NCE	NP Mean NCE	Mean NCE	NP Mean NCE	ELL K	58	32.5	44	38.9	45	ELL 1st	49	60	67	63.3	69
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ELA	Economically Disadvantaged																										
Math	Economically Disadvantaged																										

Interventions to Increase Student Achievement Implemented in 2014-2015

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

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
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				
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				
Math	ELLs	N/A	N/A	N/A	N/A
		N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A

Evaluation of 2014-2015 Interventions and Strategies

Professional Development Implemented in 2014-2015

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
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				
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				
Math	ELLs	N/A	N/A	N/A	N/A
		N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	N/A	N/A	N/A	N/A
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
ELA	Students with Disabilities	I&RS Meeting and Initial/Annual IEP Review Meetings	Attendance Sheets	There was 100% parent participation in Initial/Annual Review meetings, as well as I&RS meetings. Parents gained knowledge of strengths and challenges facing their child in the classroom. Meetings were an outlet where developmentally appropriate learning strategies were offered for implementation in the home environment. Strategies were designed to help support learning at home and bridge the achievement gap between students with disabilities and the general education population.	I&RS Meeting and Initial/Annual IEP Review Meetings
Math	Students with Disabilities	I&RS Meeting and Initial/Annual IEP Review Meetings	Attendance Sheets	There was 100% parent participation in Initial/Annual Review meetings, as well as I&RS meetings. Parents gained knowledge of strengths and challenges facing their child in the classroom. Meetings were an outlet where developmentally appropriate learning strategies were offered for implementation in the home environment. Strategies were	I&RS Meeting and Initial/Annual IEP Review Meetings

				designed to help support learning at home and bridge the achievement gap between students with disabilities and the general education population.	
ELA	Homeless	N/A	N/A		
Math	Homeless	N/A	N/A		
ELA	Migrant	N/A	N/A		
Math	Migrant	N/A	N/A		
ELA	ELLs	Workshops/ Meetings: School safety and procedures School Parent Team meetings School Security Conflict Resolution ACCESS Testing and Terranova Workshop Anti- Bullying/ Bullying Awareness	Attendance Sheets	Current curriculum, expectations, mandates, laws, policies, strategies and State goals were discussed as ways to help students meet and/or exceed these expectations. Feedback from families was positive in regards to materials presented in all workshops and activities. Families also had the opportunity to learn strategies for implementation in the home environment.	Based on our attendance, parent surveys and parent responses data shows 50% increase in parent participation.
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				

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.

Principal's Name

Principal's Signature

Date

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 ..."

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)					
Academic Achievement – Reading	DRA/EDL, Baseline Assessment, and Standardized District Testing (TerraNova and Supera)	Assessments have been analyzed which identified student performance and instructional levels. These results showed that the majority of our Kindergarten students have deficits in the following areas: comprehension, rhyming, phonics, sight words and vocabulary.					
		DRA/EDL					
		Grade		Average Comprehensive Point Change from Term 1 to 3		Average DRA Level Change from Term 1 to 3	
		KF		9.05		3.53	
		1		9.01		5.90	
		K					
		Group	# of students	Reading		Math	
				Mean NCE	NP Mean NCE	Mean NCE	NP Mean NCE
		Gen. Ed	127	46.6	44	52.6	45
		ELL	58	32.5		38.9	
SPED	17	35.8		44.7			
total	202		50				
1st							
Gen. Ed	47	52.3	67	60.3	69		
ELL	49	60		63.3			
SPED	10	52.9		55			
total	116		75				

		There is a significant need for a Literacy Department Head, EDL Coach, full time BSI Teacher, and full time Remedial Reading Teacher at School #17. These positions provide important tools and resources that must be implemented in the 2015-2016 school year at School No. 17. These individuals will help our Kindergarten staff members with the creation and implementation of developmentally appropriate strategies which will in turn support our Kindergarten learners to meet district standards and CCSS.																																																						
Academic Achievement – Writing	District Assessments with Scored Rubrics, Baseline Assessment	<p>Assessments have been analyzed which identified student performance and instructional levels. These results showed that the majority of our K populations have difficulties in writing.</p> <p>Baseline assessments showed majority of students scoring level 1 (Pre-Writing, as per Passaic Board of Education Writing Rubric). Through various intervention strategies, scores now show the majority of students (Monolingual, Transitional, and Bilingual) scoring level 3-4 (Transitional-Beginner, as per Passaic Board of Education Writing Rubric).</p>																																																						
Academic Achievement – Mathematics	Model Curriculum Assessment, Baseline SGO Assessment, End-of-Year SGO Assessment, and Standardized District Testing (Terranova and Supera)	<p>Model Curriculum Assessments have been analyzed which identified student performance and instructional levels. These results showed that the majority of our K populations have deficits in the following areas: Operations and Algebraic Thinking, Measurement and Data, and Geometry.</p> <table border="1"> <thead> <tr> <th><i>Standards</i></th> <th><i>Population/gro up</i></th> <th><i>Base line Unit</i></th> <th><i>End unit</i></th> <th><i>% increase or decrease</i></th> </tr> </thead> <tbody> <tr> <td rowspan="3"><i>Operations and Algebraic Thinking,</i></td> <td><u>Gen.Ed</u></td> <td><u>1</u> 55%</td> <td><u>5</u> 83%</td> <td><u>23%</u></td> </tr> <tr> <td><u>ELL</u></td> <td>63%</td> <td>60%</td> <td><u>-3%</u></td> </tr> <tr> <td><u>SPED</u></td> <td>50%</td> <td>100%</td> <td><u>50%</u></td> </tr> <tr> <td rowspan="3"><i>Number and Operations in Base Ten</i></td> <td><u>Gen.Ed</u></td> <td><u>1</u> 59%</td> <td><u>2</u> 70%</td> <td><u>11%</u></td> </tr> <tr> <td><u>ELL</u></td> <td>53%</td> <td>55%</td> <td><u>2%</u></td> </tr> <tr> <td><u>SPED</u></td> <td>41%</td> <td>71%</td> <td><u>30%</u></td> </tr> <tr> <td colspan="5" style="background-color: #cccccc;"> </td> </tr> <tr> <td rowspan="3"><i>Geometry</i></td> <td><u>Gen.Ed</u></td> <td><u>1</u> 41%</td> <td><u>3</u> 35%</td> <td><u>-6%</u></td> </tr> <tr> <td><u>ELL</u></td> <td>37%</td> <td>20%</td> <td><u>-17%</u></td> </tr> <tr> <td><u>SPED</u></td> <td>24%</td> <td>100%</td> <td><u>+76%</u></td> </tr> <tr> <td><i>Counting and Cardinality</i></td> <td></td> <td><u>1</u> 51%</td> <td><u>5</u> 73%</td> <td></td> </tr> </tbody> </table>	<i>Standards</i>	<i>Population/gro up</i>	<i>Base line Unit</i>	<i>End unit</i>	<i>% increase or decrease</i>	<i>Operations and Algebraic Thinking,</i>	<u>Gen.Ed</u>	<u>1</u> 55%	<u>5</u> 83%	<u>23%</u>	<u>ELL</u>	63%	60%	<u>-3%</u>	<u>SPED</u>	50%	100%	<u>50%</u>	<i>Number and Operations in Base Ten</i>	<u>Gen.Ed</u>	<u>1</u> 59%	<u>2</u> 70%	<u>11%</u>	<u>ELL</u>	53%	55%	<u>2%</u>	<u>SPED</u>	41%	71%	<u>30%</u>						<i>Geometry</i>	<u>Gen.Ed</u>	<u>1</u> 41%	<u>3</u> 35%	<u>-6%</u>	<u>ELL</u>	37%	20%	<u>-17%</u>	<u>SPED</u>	24%	100%	<u>+76%</u>	<i>Counting and Cardinality</i>		<u>1</u> 51%	<u>5</u> 73%	
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1 st Grade Academic Achievement – Reading	DRA/EDL, Baseline Assessment, and Standardized District Testing (TerraNova and Supera)	Assessments have been analyzed which identified student performance and instructional levels. These results showed that the majority of our 1st grade students have deficits in the following areas: comprehension, rhyming, phonics, sight words and vocabulary. DRA/EDL				
		Grade	Average Comprehensive Point Change from Term 1 to 3		Average DRA Level Change from Term 1 to 3	
		1	9.01		5.90	
		K				
		Group	# of students	Reading		Math
				Mean NCE	NP Mean NCE	Mean NCE
		Gen. Ed	127	46.6	44	52.6
		ELL	58	32.5		38.9
		SPED	17	35.8		44.7
		total	202		50	
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		Gen. Ed	47	52.3	67	60.3
		ELL	49	60		63.3
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		total	116		75	

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Academic Achievement – Writing	District Assessments with Scored Rubrics, Baseline Assessment	<p>Assessments have been analyzed which identified student performance and instructional levels. These results showed that the majority of our 1st population has difficulty in writing.</p> <p>Baseline assessments showed</p> <p>K=92% level 1 1st=62% level 1</p> <p>(Pre-Writing, as per Passaic Board of Education Writing Rubric). Through various intervention strategies, scores now show</p> <p>K=79% level 3&4 1st=83% level 3&4</p> <p>(Monolingual, Transitional, and Bilingual) scoring level 3-4 (Transitional-Beginner, as per Passaic Board of Education Writing Rubric).</p> <p>There is a significant need for a Literacy Department Head, EDL Coach, full time BSI Teacher, and full time Remedial Reading Teacher at School #17. These positions provide important tools and resources that must be implemented in the 2015-2016 school year at School No. 17. These individuals will help our Kindergarten staff members with the creation and implementation of developmentally appropriate strategies which will in turn support our Kindergarten learners to meet district standards and CCSS.</p>										
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Family and Community Engagement	Back-to School Night, Report Card Night, Family Workshops	Family workshops were conducted by the Family Liaison and the first grade teachers. Workshops addressed various curriculum goals and needs (1st grade Curriculum Expectations, Health/Nutrition, English/Literacy Development, Family Involvement, Child Development and Safety). Attendance increased 50% from the previous school year for family involvement in workshops (Classroom teachers invited families in for celebrations and literacy, mathematics and science activities).																				
Professional Development	Grade Level Meetings, Faculty Meetings, After school voluntary Teacher PD (based on teachers' need assessment survey) PD Activities: Questioning and Discussion Technique (Danielson FFT D 3b)	Weekly Grade Level Meetings which were conducted with the Kindergarten, first grade staff and administration guided Intervention implementation and classroom instruction. A need for a Data Coach, Literacy and Mathematics Coach/Department Head is greatly needed in our school to help guide our Kindergarten and first grade staff members with the development and implementation of developmentally appropriate strategies which will in turn support our Kindergarten learners to meet district standards/goals and CCSS.																				

	<p>Student Engagement Strategies (Danielson FFT D 3c)</p> <p>Using Assessment in Instruction (Danielson FFT D 3d)</p> <p>Differentiation, modifications and accommodations</p> <p>Professional growth “Teacher Evaluation: Where we were, where we are, where we are headed (Progress, step-by-step process, strategies, real classrooms examples, hands-on)</p> <p>Professional growth “SGO scoring and end of the year summative.”</p> <p>SUCIDE PREVENTION</p> <p>SEXUAL HARRESSMENT</p> <p>TEACHSCAPE</p>	
Homeless	N/A	N/A
Students with Disabilities	Handbook of Parental Rights	All parents were provided with a comprehensive guide to their rights as parents of children with special needs.
English Language Learners	Grade Level Meetings, SIOP Training, and Family Workshops	Grade Level Meetings were conducted where the Kindergarten staff brainstormed interventions to help our ELL community. Our Bilingual Teacher attended various SIOP Trainings throughout the school year and Family Workshops were given to assist our ELL community.
Economically Disadvantaged	Breakfast/Lunch Program	100% of our Kindergarten and first grade population qualify to receive either free breakfast and lunch through our School’s Breakfast/Lunch Program grant from state of NJ.
School Climate and Culture	Grade Level Meetings and Faculty Meetings	During Grade Level Meetings variety of strategies and ideas were brainstormed to help support our Kindergarten and first grade students and address current curriculum goals. Faculty meetings were conducted once a month, which addressed School and Community issues, needs, and concerns.
Leadership	<p>Parent Survey</p> <p>Staff Survey</p>	Bi-Yearly Surveys will be administered to measure leadership perception. 96% of the staff surveyed has the perception that overall functioning and instructional effectiveness of the school.

School-Based Youth Services	N/A	N/A

2015-2016 Needs Assessment Process

Narrative

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

The process and techniques to be used in the needs assessment included weekly conferences with Kindergarten Monolingual, Transitional and Bilingual teachers. These weekly conferences identified areas of difficulty for our student population. Together, Action Plans will be developed to meet our students' current academic needs.

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

The staff at Dayton Avenue School No. 17 will use information collected from our Reading, Writing and Mathematics Baselines, Benchmarks and DRA 2 assessments to compile data for student subgroups. SCHOOLNET

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

Data from the collection methods are deemed valid and reliable, as all Benchmark assessment data is provided from the district Testing Department. Reading, Writing, Mathematics and DRA 2 assessment data is posted on Google Docs. These assessment scores determine developmentally appropriate strategies and research based interventions to be used for improvement. Standardized testing such as the TERRANOVA and SUPERA, are also used as measurable goals which are deemed valid and reliable.

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

The data analysis revealed that the classroom instruction in our Kindergarten classroom is in desperate need of technology. The Kindergarten classrooms at School No. 17 have no internet, or SMART boards. The existing computers are outdated and lack appropriate technology for our students and/or are inoperable. Our classroom instruction is also in need of

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

a full time BSI teacher, full time Remedial Reading Teacher, and full time Remedial Mathematics Teacher. These individuals will help our Kindergarten staff members with the development of appropriate centers which are differentiated based on the students' needs and will help support all learners to meet District goals/standards and CCSS.

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

The data analysis revealed that during the 2013-2014 school year, professional development for our teachers was severely lacking in academic subject content. PD was geared towards the new Danielson Model of Evaluation. Literacy and Mathematics coaches were no longer giving Job Embedded PD to our staff members, as their position within the school district was eliminated.

THIS YEAR WE HAD the following PDs –

PD Title

Google Docs

3b: Questioning and Discussion

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

Differentiation, Modification...

PD Title

SGO

Teacher Evaluation

Effective Lesson Plans

Data Analysis

School Based Teacher teams/Committees

PD Title

ECERS, SELA, PCMI Data Analysis

COR Advance Lesson Plan

Quality Anecdotes

ECERS new clarifications

Computers Basic Skills

SchoolNet reports and access

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

Educationally at-risk students are identified in a timely manner through test scores (i.e. Baseline, Weekly and/or Unit assessments, Benchmark assessments, DRA 2 assessment, etc.) and teacher observation/anecdotal records. Weekly Teacher Conferences/Grade Level Meetings are held in which test scores are analyzed for the identification of at-risk students. Students identified as at-risk are eligible for daily BSI with use the research based Scott-Foresman intervention kit with the classroom paraprofessional. Teachers also reinforce skills by differentiated instruction in small groups.

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

Educationally at-risk students are provided with effective assistance by receiving daily BSI with use the research based Scott-Foresman intervention kit with the classroom paraprofessional. Teachers also reinforce skills to at-risk students by differentiating instruction in small group and/or during one on one. Educationally at-risk students are also referred to the school I&RS Committee where specific research based strategies are given to teachers to help drive instruction for these at-risk students.

8. How does the school address the needs of migrant students? Not Applicable.

9. How does the school address the needs of homeless students? Not Applicable.

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

Teachers are engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program by discussing and analyzing students' strengths and weaknesses throughout the academic school year. The results of these meetings are then used to analyze and implement developmentally appropriate instruction, strategies and activities to maximize student learning and thus success.

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

At School Number 17, we have a transition plan for our preschool students entering Kindergarten. Our staff works collectively with administration to develop a plan which is developmentally appropriate and effective for our young students. During the month of June and through the latter part of the school year our P4 students who are entering Kindergarten in the Fall take special visits to our Kindergarten classrooms. Here the students become "special visitors" in the Kindergarten classroom while engaging in the Kindergarten daily routine and curriculum. Families of the P4 students are also invited to the Kindergarten classroom to speak with the teachers about developmentally appropriate strategies they can use with their children at home to further develop skills

needed for success in Kindergarten. Families also have the opportunity to ask any and all questions regarding Kindergarten expectations and curriculum. Walk-throughs in the Kindergarten classrooms by the Pre-K classes are held throughout the month of June to accustom students to the Kindergarten teachers, Para-professionals, and classroom environment. Pre-Kindergarten teachers also work with the family members of their students to develop Kindergarten Passports which detail the students' likes/dislikes and strengths/weaknesses. Conferences are also held with Pre-k teachers, Kindergarten teachers, and our Inclusion teacher to help collectively plan transition strategies for our SPED students and any students deemed at-risk. There is an open line of communication throughout the entire year between Kindergarten and Pre-Kindergarten teachers in order to implement best practices into the classrooms which will better assist our students.

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

The Unified Plan Committee used data collected from all previously described assessments listed above to select the priority problems and root causes for the 2014-2015 schoolwide plan. The data collected drove the decision to select priority problems and root causes that need to be addressed for the school year.

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	Closing the Achievement Gap/LAL & Reading	Closing the Achievement Gap/ Math																																																														
Describe the priority problem using at least two data sources	Data analysis reveals that the Kindergarten and first grade population has difficulty in meeting District goals, Benchmarks, and Standardized Testing goals for Proficient-Advanced Proficient in LAL.	Data analysis reveals that the Kindergarten and first grade population, especially LEP students, demonstrate a deficit in meeting District goals, Benchmarks, and Standardized Testing goals for Proficient to Advanced Proficient in Mathematics.																																																														
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Describe the root causes of the problem	Continuous need for job-embedded coaching, demonstration, and mentoring in best practices for English language arts instructional techniques.	Continuous need for job-embedded coaching, demonstration, and mentoring in best practices in Mathematical instructional techniques.																																																														

	70% of the Kindergarten population is comprised of second language learners/LEP students. Family involvement at home is difficult due to language barriers, economics, and social factors	70% of the Kindergarten population is comprised of second language learners/LEP students. Family involvement at home is difficult due to language barriers, economics, and social factors
Subgroups or populations addressed	At-risk and LEP Kindergarten and first grade students	At-risk and LEP Kindergarten and first grade students
Related content area missed	LAL	Math
Name of scientifically research based intervention to address priority problems	Gold Kindergarten Assessment, Measures of Academic Progress (MAP), and EveryDay Mathematics Curriculum	District/Standardized testing, Gold Kindergarten Assessment, Measures of Academic Progress (MAP).
How does the intervention align with the Common Core State Standards?	All interventions and curriculum are fully aligned with the CCSS	All interventions and curriculum are fully aligned with the CCSS

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

	#3	#4
Name of priority problem	Technology	Physical Environment
Describe the priority problem using at least two data sources	Data regarding students and technology is impossible to report as students do not have access to technology at School#17.	Surveys, inventory, maintenance/custodial repair request, parents written complains
Describe the root causes of the problem	The lack of current and/or usable technology is the sole cause. Students have no opportunity to engage with and learn from the use of current technology.	The school has 33 trailers and no room for offices for the principal, assistant principal, child study team, cafeteria for students to eat, no teacher lounge, no gym area, no custodial area, no place for parents to meet for conferences, no room or trailers for the music and art, etc...
Subgroups or populations addressed	All Kindergarten and First Grade students.	whole school
Related content area missed	ELA, Mathematics, 21 st century skills.	all
Name of scientifically research based intervention to address priority problems	Preparation for district standardized testing. Integrated technology in curriculum. Cooperative Learning Hands-On/Manipulative Based Learning Learning Centers Differentiated Instruction	working together with all stakeholders to maintain the safety and security of our school
How does the intervention align with the Common Core State Standards?	All interventions and curriculum are fully aligned with the CCSS	

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

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
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)
Intervention, Guided Reading, and Writer's Workshop	ELA	Kindergarten and 1 st grade Students	Teachers, Remedial Reading Teacher,, BSI Teacher, and Paraprofessional	75% and higher of Students scoring Proficient to Advanced Proficient on DRA's, and Model Curriculum Assessments	Mosaic of Thought- Reading Comprehension Strategies, Keene and Zimmerman (1997) Vocabulary, Isabel Beck (2007) Strategies that Work, Garvey and Goudvis (2007) Units of Study for Teaching Writing, Lucy Calkins (2003) John Schumann's hypothesis of Motivation (2007) Reciprocal Teaching, Sarasti (2007) Students Achievement through Staff Development, Joyce and Showers (2002)
Intervention and EveryDay Mathematics curriculum	Mathematics	Kindergarten and first grade Students	Teachers, Remedial Mathematics Teacher, and Paraprofessional	75% and higher of Students scoring Proficient to Advanced Proficient on District Assessments, and Model Curriculum Assessments	Everyday Mathematics, Bell(et. al), (2006) John Schumann's hypothesis of Motivation (2007) Early Math Reasoning Skills, Fantuzzo, Gadsden, and McDermott (2011)

					Teaching Mathematics to Young Children,, Clements and Sarama (2008) Students Achievement through Staff Development, Joyce and Showers (2002)
N/A		Homeless Migrant			
Intervention, Guided Reading, and Writer's Workshop		ELLs	Teachers, Remeidal Reading Teacher, BSI Teacher, and Paraprofessional	75% of Students scoring Proficient to Advanced Proficient on DRA's, District Benchmarks Assessments, and Model Curriculum Assessments	Mosaic of Thought- Reading Comprehension Strategies, Keene and Zimmerman (1997) Vocabulary, Isabel Beck (2007) Strategies that Work, Garvey and Goudvis (2007) Units of Study for Teaching Writing, Lucy Calkins (2003) Reciprocal Teaching, Sarasti (2007) John Schumann's hypothesis of Motivation (2007) Students Achievement through Staff Development, Joyce and Showers (2002)
		Students with Disabilities			

*Use an asterisk to denote new programs.

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

ESEA §1114(b)(1)(B) <i>increase the amount and quality of</i>					
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<p><i>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.</i></p>					
<p>Name of Intervention</p>	<p>Content Area Focus</p>	<p>Target Population(s)</p>	<p>Person Responsible</p>	<p>Indicators of Success (Measurable Evaluation Outcomes)</p>	<p>Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)</p>
<p>Reading /Writing Clubs</p>	<p>ELA</p>	<p>Grades K & 1</p>	<p>Teachers</p>	<p>Surveys, Pre/Post Assessments, anecdotal notes, teacher observation, GOLD Kindergarten Assessment,</p>	<p><i>Reading First: Celebrating and Looking Forward</i> (2008) indicates that explicit, systematic, and differentiated reading instruction monitors instructional needs and promotes student progress. <i>The Harvard Family Research Project</i> (2008) students who participate in after school programs enhance academic performance, socio-emotional growth, and social</p>
<p>After School LAL/Math Enrichment Program for Grades k&1</p>	<p>LAL/Math</p>	<p>Grades k&1</p>	<p>Teachers</p>	<p>Surveys, Pre/Post Assessments, anecdotal notes, teacher observation, GOLD Kindergarten Assessment, Measures of Academic Progress (MAP), and Common Math Assessments.</p>	<p><i>Reading First: Celebrating and Looking Forward</i> (2008) indicates that explicit, systematic, and differentiated reading instruction monitors instructional needs and promotes student progress. <i>The Harvard Family Research Project</i> (2008) students who participate in after school programs enhance academic performance,</p>

					socio-emotional growth, and social skill development.
*Before School LAL Enrichment Program for Grades k&l	LAL	Grades K&l	Teachers	Surveys, Pre/Post Assessments, anecdotal notes, teacher observation, GOLD Kindergarten Assessment, and Measures of Academic Progress (MAP).	<i>Teacher's Guide to Multisensory Learning</i> (2008) indicates that when students invoke more than one sense, simultaneously or over a period of time they tend to retain what they learned for longer periods of time. Orton-Gillingham materials were used throughout the program to activate sensory input
*Saturday Academy LAL Enrichment Program for K&1st	LAL	Grades K&l	Teachers	Surveys, Pre/Post Assessments, anecdotal notes, teacher observation, Terra Nova/Supera, MC and DRA Scores	<i>Reading First: Celebrating and Looking Forward</i> (2008) indicates that explicit, systematic, and differentiated reading instruction monitors instructional needs and promotes student progress.
Math/Literacy Before School Cultural Pilot Program	LAL Math	K&l	Teachers	Surveys, Pre/Post Assessments, Anecdotal notes, teacher observation, Terra Nova/Supera Scores, NJASK Scores from previous year, GOLD Kindergarten Assessment, Measures of Academic Progress (MAP), and Common Math Assessments.	<i>Language Learners' Parent Involvement in Schools</i> by Monica R. Anderson states that incorporating students' culture, families, and communities into the curriculum is another way to make important connections between school and family.
N/A		Students with Disabilities	N/A	N/A	N/A

*Use an asterisk to denote new programs.

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

<p><i>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.</i></p>					
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)
<p>District Professional Development Workshops</p>	<p>Developmentally Appropriate Practice/ Focus on Literacy</p>	<p>Kindergarten Teachers and Paraprofessionals and 1st grade teachers</p>	<p>District Supervisors, School Administrators</p>	<p>Observations and walk-throughs will show evidence of teachers using Developmentally Appropriate Practice in daily classroom routines. Lesson plans will reflect new curricular strategies in K. Literacy initiatives and strategies will be monitored by walkthroughs and observations.</p>	<p>John Schumann's hypothesis of Motivation (2007) Students Achievement through Staff Development, Joyce and Showers (2002) Darling-Hammond, Columbia University (1991)</p>
<p>Weekly Grade Level Meetings</p>	<p>All areas</p>	<p>K and 1st Teachers,</p>	<p>K and 1st Teachers, team</p>	<p>Grade level meetings providing professional development opportunities and data analysis to guide instruction.</p>	

			leaders and admin	Grade level meetings will afford the staff opportunities to discuss strategies and techniques for instruction, as well as provide teachers a forum for discussion on implementation of district initiatives.	
Coaching/Mentoring	All content areas	teachers & Paraprofessionals	Administrators, teachers	<p>Improvement in teacher performance as evidenced by teacher observation reports. Improvement of student performance as evidenced by standardized test scores. <i>work with individuals and groups of teachers to design, implement, and reflect on rigorous, differentiated, and standards-based lessons that promote student learning through improved instruction.</i></p> <p>Coaching includes: provides job-embedded individual teacher coaching to support the implementation of inquiry-based, CCSS-aligned and college-preparatory instructional strategies in the classroom. ISA math coaching for individual teachers includes:</p> <ul style="list-style-type: none"> • co-planning and developing hands-on engaging and rigorous lesson plan (aligned with CCSS) and curriculum-embedded performance tasks and assessments • modeling instructional strategies that elicit high-order thinking and facilitate classroom discourse in specific content area as needed 	<p>West, Lucy and Cameron, Antonia, Agents of Change. Portsmouth, NH: Heinemann, 2013.</p> <p>West, Lucy and Cameron, Antonia, Challenging Assumptions About Coaching in NEMJ Volume XLV, "Mathematics Coaching: Implications for Change." pp. 41-60. NEMJ, Keene, NH: 2013</p> <p>Cameron, A., Blanchette, F., Francis, G., Fuentes, C., and Rivera-Deliz, The Role of Communities of Practice in Developing Teacher Leadership in NCTM 74th Yearbook, "Professional Collaborations in Mathematics Teaching and Learning, Seeking Success for All." pp. 175-189. NCTM, Reston: VA: 2012</p>

				<ul style="list-style-type: none"> • observing teaching and learning and providing evidence-based and actionable feedback • locating and providing resources for teachers • supporting the use of data including student work to inform instructional decisions • integration of literacy into mathematics as a tool for learning 	
Computer Lab on a cart	All content areas	teachers, Paraprofessionals and students	Administrators, Teachers and technology coordinator	<p>Improvement in teacher performance as evidenced by teacher observation reports. Improvement of student performance as evidenced by standardized test scores.</p> <p>See Above</p> <p>Open Computer Lab for homework, projects, and remediation</p>	<p>Edutopia: Research on Project Based Learning</p> <p>This site summarizes the findings of eight studies on technology's role in academic achievement when paired with project based learning.</p> <p>Caret (Center for Applied Research in Educational Technology)</p> <p>Caret contains links to a growing number of studies done on the relationship between technology and academic achievement.</p> <p>enGauge: Research and Best Practice.</p> <p>enGauge identifies recent research that demonstrates this linkage between technology and instructional strategies that increase academic achievement,</p>

					and defines what the research looks like in practice.
Two week teacher content and pedagogy summer institute.	All content areas	Teachers	administrators and teachers	<p>Improvement in teacher performance as evidenced by teacher observation reports. Improvement of student performance as evidenced by standardized test scores.</p> <p>The PD will be centered on the use of emerging tools to support effective teaching and learning. It is an opportunity for all teachers to work with peers discuss pedagogy, connect with resources and support, and develop themselves as innovative teachers (focus on interdisciplinary discussion of educational paradigms, pedagogical design, and assessment strategies, 21st century skill and learning strategies, Danielson FFT, NIEER, COR Advantage, MAP, etc..)</p>	<p>West, Lucy and Cameron, Antonia, Agents of Change. Portsmouth, NH: Heinemann, 2013.</p> <p>West, Lucy and Cameron, Antonia, Challenging Assumptions About Coaching in NEMJ Volume XLV, "Mathematics Coaching: Implications for Change." pp. 41-60. NEMJ, Keene, NH: 2013</p> <p>Cameron, A., Blanchette, F., Francis, G., Fuentes, C., and Rivera-Deliz, The Role of Communities of Practice in Developing Teacher Leadership in NCTM 74th Yearbook, "Professional Collaborations in Mathematics Teaching and Learning, Seeking Success for All." pp. 175-189. NCTM, Reston: VA: 2012</p>
Sports/ team building-self-esteem	All content areas	Students	PE and Health teachers	Students who are given the opportunities to participate in extracurricular activities generally benefit from the program included having better grades, having higher standardized test scores and higher	More than half of American children attending school participate in some sort of organized activities (Gardner, Roth & Brooks-Gunn at el., Mahoney, Harris, & Eccles,

				<p>educational attainment, attending school more regularly, and having higher a higher selfconcept.</p> <p>Participants in out-of-school activities often learned skills such as teamwork and leadership while decreasing the likelihood of behavioral issues .</p>	<p>2006). Organized activities may include clubs, athletic opportunities, dance line or cheer teams, Scouts, drama or theater, youth groups, student council, and club sports.</p>

*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?

School Administration will be responsible for evaluating the schoolwide program for the 2015-2016 school year.

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

Barriers/challenges that School No. 17 anticipates during the implementation process includes severe lack of technology, lack of a full time Remedial Reading Teacher, and the absence of a Remedial Mathematics Teacher and BSI teacher.

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

School No. 17 will obtain the necessary buy-in from all stakeholders to implement the program(s) by conducting meetings and using Likert Scale evaluations to analyze data.

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

SURVEYS

Staff will participate in a Likert Scale evaluation which will gauge the perception of the staff members of School No. 17.

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

The community of School No. 17 will participate in a Likert Scale evaluation which will gauge their perception(s).

6. How will the school structure interventions?

Interventions will be structured by identifying students through District Baseline Assessments. Students will also be closely monitored throughout the school year for identification of instructional needs. Students will then be placed in flexible grouping and receive daily intervention (with classroom teacher and paraprofessional), and frequent intervention (with Remedial Reading teacher), throughout the school year which will focus on areas of deficiency within the Kindergarten and first grade curriculums.

7. How frequently will students receive instructional interventions?

Students will receive daily intervention (with classroom teacher and paraprofessional) and frequent intervention (with Remedial Reading teacher) throughout the school year which will focus on areas of deficiency within the Kindergarten and first grade curriculums.

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

Resources to be used to support the schoolwide program will be supplied via the Remedial Reading Teacher. Technologies to support the schoolwide program will be internet access and current working classroom computers for our Kindergarten and first grade classrooms.

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

Quantitative data which will be used to measure the effectiveness of each intervention provided will be baseline assessment scores, GOLD Kindergarten Assessment, Model Curriculum assessment scores, MAP, and District assessment scores.

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

School No. 17 will disseminate the results of the schoolwide program evaluation to its stakeholder groups via Home/School report and/or via a Family Workshop with the SB Parent Liaison (whichever is deemed more appropriate based on the 201-2016 school configurations).

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)
Family/Parent Workshops which include topics related to ELA Curriculum and District/State goals/objectives	ELA	Kindergarten Families	Administration, SB Parent Liaison, and Kindergarten Teachers	Improvement in Workshop attendance measured by a 5% increase. Improvement in student ELA scores on District Benchmarks measured by a 5% increase	John Schumann’s hypothesis of Motivation (2007) Students Achievement through Staff Development, Joyce and Showers (2002)
Family/Parent Workshops which include topics related to Mathematics Curriculum and District/State goals/objectives	Mathematics	Kindergarten Families	Administration, SB Parent Liaison, and Kindergarten Teachers	Improvement in Workshop attendance measured by a 5% increase. Improvement in student Mathematics scores on District Benchmarks measured by a 5% increase	John Schumann’s hypothesis of Motivation (2007) Students Achievement through Staff Development, Joyce and Showers (2002)

N/A		Homeless Migrant	N/A	N/A	N/A
		ELL			
		Students with Disabilities			

*Use an asterisk to denote new programs.

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 school's family and community engagement program will help to address the priority problems identified in the comprehensive needs assessment by providing our families and community with information about developmentally appropriate practices and strategies. This information will be disseminated throughout the school year with assistance of the Parent Liaison, Kindergarten and first grade staff, and school administrators to help support parents to work with their children to become successful lifelong learners.

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

Information is gathered from the parents during our parent team meetings. During these meetings we talk about parent concerns, policies and questions they may have. The school will engage parents in the development of the written parent involvement policy by having Kindergarten and first grade Parent/Family Workshops.

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

The parent involvement policy will be distributed in the beginning of the school year. It will also be provided to new students entering during the school year as part of their entrance packet. The school will send home its written parent involvement policy via Kindergarten and first grade students and via Kindergarten and first grade Workshops.

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

Parents will be invited to a meeting where the development of the school-parent compact will be discussed and suggestions will be taken.

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

Our school-parent compact is distributed in September. Parents are given a school handbook and are expected to read and sign paperwork stating that they have read it and agree to the terms and conditions.

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

Student achievement data is reported to the public by school report cards, district newsletters, letters sent home from the school principal and central administration and other public correspondences.

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

The school will notify families and the community if the district has not met its annual measurable objectives for Title III through the District Report Card.

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

The school will inform families and the community of the school's disaggregated assessment results via a Home School Report which will be sent home with student Report Cards.

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

The school will involve families and the community in the development of the Title I Schoolwide Plan by distributing surveys which will include recommendations and suggestions from the families and the community.

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

The school will inform families about the academic achievement of their child/children through Report Cards, Progress Reports, Family Workshops and Parent/Teacher Conferences.

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

The school will use its 2015-2016 parent involvement funds on Family Workshops in order to provide families with training on Kindergarten expectations, curriculum content, goals, and objectives, current Kindergarten assessments, and how to include developmentally appropriate practices and strategies in the home environment. Funds will include payment for presenters, as well as materials for families to help support learning at home.

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	37/37: 100%	Highly Qualified Teacher retention is not a priority problem at School No. 17. Teachers receive mentoring and coaching support. Additionally, they receive competitive salaries and full benefit packages. Teachers are supported with mentoring and coaching. They are evaluated and recommended for tenure contingent upon their successful performance. There are graduate reimbursement funds for those who wish to continue their education and receive additional certifications
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0%	
Paraprofessionals who meet the qualifications required by ESEA	25/25: 100%	Highly Qualified Teacher retention is not a priority problem at School No. 17.

(education, ParaPro test, portfolio assessment)		Paraprofessionals are provided with professional development, tuition reimbursement, and opportunities to further their education. Paraprofessionals receive competitive salaries and full benefit packages.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	0%	

* 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.

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
Job postings offering competitive salaries, professional development, mentorship programs, and practice of Danielson Rubric are afforded through the Passaic Board of Education Human Resources Department.	Superintendent of Schools, Human Resources Department and Department Supervisors.