

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PASSAIC	School: PULASKI NO.8
Chief School Administrator: MR. PABLO MUÑOS	Address: 100 FOURTH STREET, PASSAIC, NEW JERSEY 07055
Chief School Administrator's E-mail: pmuñoz@passaicschools.org	Grade Levels: K-3rd
Title I Contact: Dr. Krenicki	Principal: Rafael Fraguela
Title I Contact E-mail: ckrenicki@passaicschools.org	Principal's E-mail: rfraguela@passaicschools.nj.us
Title I Contact Phone Number: 973-470-5224	Principal's Phone Number: 973-470-5508

Principal's Certification

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

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

Rafael Fraguela
Principal's Name (Print)

Principal's Signature

5/27/2015
Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 13 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 5,623,548, which comprised 96 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 4,566,514, which will comprise 96 % 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
Academic Achievement-Reading	#1	Family and Community Engagement- Back to School Night, Report Card Pick-Up, NCLB School/Parent Compact, Chat With the Principal, Budget Meeting, ILT, SLC, Grade Level Literacy, Nutrition Workshop, ELL Classes, Nutrition Classes, NCLB Workshop, SIOP Workshop, Exercise Class, A.B.C. Class, Head Start Orientation, Hispanic Heritage,		

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

		Black History, Honor Roll, Student of the Month		
Academic Achievement – Math	#2	Same as Above		
Instructional Chair-ELL	#1	ELA	\$79,045	

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

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

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

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

**Add lines as necessary.*

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Rafael Fraguela	Principal	X	X	X	
Ana Fuentes	ESL Teacher	X	X	X	
Julia Lojo	Reading Intervention	X	X	X	
Marta Febres	Parent Liaison	X	X	X	
Alejandra Rodrigues	Kindergarten Teacher	X	X	X	
Lynn McQuade	Kindergarten Teacher	X	X	X	
Francisca Zarate	Kindergarten Inclusion Teacher (S.E.)	X	X	X	
Nicole Ward	First Grade Teacher	X	X	X	
Yovana Escobar	First Grade Bilingual Teacher	X	X	X	
Iliana Gioffre	Second Grade Bilingual Teacher	X	X	X	

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

Josefa Blanco	Parent	X	X	X	
Veronica Flores	Parent	X	X	X	
Evelyn Zenquis	Parent	X	X	X	

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

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program’s annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
Faculty Meeting 9-8-14	Teacher’s Classrooms Principal’s Office Teacher’s Room Cafeteria	GLM: Plan Development Needs Assessment Data Sheets for SGO’s Baseline Data Assessment Data Data Input on School Net Common Planning SciP Committee I&RS Interventions Program Evaluation	X		X	
10-6-14						
1-2-15						
3-2-15						
6-1-15						
Grade Level Meetings 9-8-14						
10-6-14						
1-2-15						
3-2-15						
4-23-15						
5-4-15						
6-1-15						
ILT/SLC Meetings 10-6-14						
11- 10-14						

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

1-25-15						
3-12-15						
4-23-15						
5-4-15						
5-22-15						
5-27-15						
5-28-15						
6-1-15						
6-2-15						
6-3-15						

**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 intended purpose? **In partnership with the community, it is our purpose to welcome our students to a nurturing, supportive, multi-cultural learning environment. Pulaski School No.8 demands excellence and accountability in teaching and learning to prepare our students for higher education and a successful career with high paying jobs.**

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

- What are our expectations for students? **It is our expectation that all student will become self-regulated; to reach his/her highest potential of development and develop the desire to continue to build upon his/her own interests and abilities leading to succeed academically and socially.**
- What are the responsibilities of the adults who work in the school? **It is the responsibility of the staff to meet the needs of all students by utilizing research based best teaching practices of challenge and rigor to prepare them with the skills necessary to further their education.**
- How important are collaborations and partnerships? **Collaboration and partnerships is of high priority in our school. Vertical and Horizontal articulation are the basis for collaboration and partnerships throughout and across the grades.**
- How are we committed to continuous improvement? **We employ Highly Qualified Teachers. All staff utilizes Data Analysis to continuously reflect on the effectiveness of their instruction.**

<p>What is the school's mission statement?</p>	<p>Pulaski School No.8 will provide an excellent education that prepares our students for college and high paying jobs.</p> <p>All students will strive for high academic standards in a safe, trusting, respectful environment where learning is exciting, rigorous, dynamic and engaging.</p>
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

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

Evaluation of 2014-2015 Schoolwide Program *

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

1. Did the school implement the program as planned?

No, our school was not able to implement the program as planned.

2. What were the strengths of the implementation process?

The strengths of the implementation process is that 70% of our students showed at least 2% growth in the area of Language Arts and Mathematics. Also, the teachers were able to target skills that needed strengthening by analyzing the data and developing Individual Academic Action Plans.

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

The challenges and/or barriers were several. A Kindergarten Bilingual teacher was on leave at the beginning of the school year and later transferred to a different school but was not replaced until December. A second Kindergarten Bilingual Teacher went on medical leave and later retired. She was not replaced until January. A third Kindergarten Teacher was on medical leave due to knee surgery. A first grade teacher fell and broke her ankle and was out for several weeks. Another first grade bilingual teacher was involved in a car accident leaving the school and had to take some time off. A first grade bilingual teacher had to take a family leave, then a bereavement leave and later a medical leave. An additional first grade bilingual teacher was on a

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

family leave for several weeks. A second grade teacher has been on medical leave since October. Two other second grade teachers were on medical leaves for several weeks. An ICS second grade teacher has been out twice on medical leave. The Speech Teacher has been on several medical leaves throughout the school year. Our school secretary has also been on medical leave since the beginning of the school year. Also the school Psychologist was out for two months on medical leave. There seems to be a lack of district approved substitutes causing the need to divide classes within other grades. The district's new initiative on Substitutes does not allow for substitutes to work more than four consecutive days. This initiative impacts negatively on the continuity of teaching and learning. In addition, some of our Inclusion Teachers were transferred to different schools and replaced by new teachers that were not familiar with our students and/or our school's vision and expectations. Two new classroom teachers came in at the beginning of the school year and two came in in the middle of the school year. All BSI teachers were removed leaving teachers without much needed support. Lack of district professional development and training of the various new initiatives led to delays of implementation of new programs and curriculum. A lack of reading and math coaches also led to the depletion of guidance and support for teachers and administrators.

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

The strengths of the program's implementation are evident in the student's growth in the areas of Language Arts and Math.

The apparent weaknesses are the lack of personnel. The students attending the Extended Day Interventions are selected by the Board Office and not at the school level, by teacher recommendation, causing a lack of ownership.

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

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

The school obtained the necessary buy-in for all stakeholders to implement the programs by participating in grade level meetings, workshops, faculty meetings, data analysis, evaluation meetings, and “Chat with the Principal.” We worked together as a school community to reach clarity and networked with other schools to facilitate the process.

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

At the beginning of the school year the staff was faced with many challenges due to a lack of professional development and coaches. However, the staff was positive, cooperative, and engaging. The school used surveys to measure the staff’s perceptions.

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

The perceptions of the community were also positive, cooperative, and engaging.

The parent liaison held numerous parent workshops and “Chat with the Principal” to keep the community connected and informed. Surveys were used to measure the community’s perceptions.

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

The programs were addressed by one-on-one instruction, small group instruction, whole group instructions, SIOP Model of Instruction, Model Curriculum and through the use of Bloom’s Taxonomy higher questioning strategies.

9. How did the school structure the interventions?

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

The interventions were structured by analyzing the data, differentiated instruction, and through the IHSA results “Individual Academic Action Plans” were created.

10. How frequently did students receive instructional interventions?

Students received instructional interventions on a daily basis through AM Study Hall, After School Program, ICS, Writer’s Workshop, IHSA/Data Analysis and Individual Academic Action Plan, Writer’s Workshop, ESL Instruction, Achieve 3000, and counseling.

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

The technologies used to support the program are smart boards, computer lab, overhead projectors, etc.

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

Yes, technology contributed to the success of the program by addressing multiple learning styles. This success was measured by data collection.

**Provide a separate response for each question.*

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

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

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

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

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

**Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)**

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

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	56	85	Small group instruction, ESL instruction, After-School Reading Program, Interactive Smart Board, Grade Level Meetings, Scaffold Instruction, IHSA/Data Analysis/Individual Academic Action Plans, SIOP Model Of Instruction, Writer’s Workshop, Differentiated Instruction, Intervention Kits.	Lack of Coaches to provide professional development and provide guidance and support when implementing new initiatives. The removal of BSI teachers to provide intervention to below grade-level students resulted in a lack of needed support for individualized support to achieve academic growth. Teachers on Medical Leave and the lack of substitute teachers has been a factor why the interventions have not resulted in proficiency. Bilingual Native Language Instruction was not available to the L1, L2, and L3 students as in the previous years due to a new district initiative. These students were placed in ESL Classrooms where instruction was in the L2 Language and testing as well.
Grade 1	71	23	Small group instruction, ESL instruction, After-School Reading Program, Interactive Smart Board, Grade Level Meetings, Scaffold Instruction, IHSA/Data Analysis/Individual Academic Action Plans, SIOP Model Of Instruction, Writer’s Workshop, Differentiated Instruction, Intervention Kits.	Lack of Coaches to provide professional development and provide guidance and support when implementing new initiatives. The removal of BSI teachers to provide intervention to below grade-level students resulted in a lack of needed support for individualized support to achieve academic growth. Teachers on Medical Leave and the lack of substitute teachers has been a factor why the interventions have not resulted in proficiency.
Grade 2	61	35	Small group instruction, ESL instruction, After-School Reading Program, Interactive Smart	Lack of Coaches to provide professional development and provide guidance and support when implementing

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

			Board, Grade Level Meetings, Scaffold Instruction, IHSA/Data Analysis/Individual Academic Action Plans, SIOP Model Of Instruction, Writer’s Workshop, Differentiated Instruction, Intervention Kits, Achieve 3000	new initiatives. The removal of BSI teachers to provide intervention to below grade-level students resulted in a lack of needed support for individualized support to achieve academic growth. Teachers on Medical Leave and the lack of substitute teachers has been a factor why the interventions have not resulted in proficiency. High percentage of Special Ed. Self-Contained students included in the totals.
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	41	41	Small group instruction, differentiated instruction, AM Study Hall, After School Program, Fast Math, Smart Board, IHSA/Data Analysis, Individual Academic Action Plan, EDM Intervention kit/games, provided extra support and intervention.	Bilingual Native Language Instruction was not available to the L1, L2, and L3 students as in the previous years due to a new district initiative. These students were placed in ESL Classrooms where instruction was in the L2 Language and testing as well. Lack of Coaches to provide professional development and provide guidance and support when implementing new initiatives. The removal of BSI teachers to provide intervention to below grade-level students resulted in a lack of needed support for individualized support to achieve academic growth. Teachers on Medical Leave and the lack of substitute teachers has been a factor why the interventions have not resulted in proficiency. High percentage of Special Ed. Self-Contained students included in the totals.
Grade 1	66	19	Small group instruction, differentiated instruction, AM Study Hall, After School	Lack of Coaches to provide professional development and provide guidance and support when implementing

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

			Program, Fast Math, Smart Board, IHSA/Data Analysis, Individual Academic Action Plan, EDM Intervention kit/games, provided extra support and intervention	new initiatives. The removal of BSI teachers to provide intervention to below grade-level students resulted in a lack of needed support for individualized support to achieve academic growth. Teachers on Medical Leave and the lack of substitute teachers has been a factor why the interventions have not resulted in proficiency. High percentage of Special Ed. Self-Contained students included in the totals.
Grade 2	53	30	Small group instruction, differentiated instruction, AM Study Hall, After School Program, Fast Math, Smart Board, IHSA/Data Analysis, Individual Academic Action Plan, EDM Intervention kit/games, provided extra support and intervention	Lack of Coaches to provide professional development and provide guidance and support when implementing new initiatives. The removal of BSI teachers to provide intervention to below grade-level students resulted in a lack of needed support for individualized support to achieve academic growth. Teachers on Medical Leave and the lack of substitute teachers has been a factor why the interventions have not resulted in proficiency. High percentage of Special Ed. Self-Contained students included in the totals.
Grade 9				
Grade 10				

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

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	In-Class Support, Orton Gilligham, Scott Foresman Reading Series Components and Kit	yes	IHSA Terra/Nova/Supera Model Curriculum DRA/EDLs	At least 70% of students improved by at least 2 DRA/EDL Levels. At least 70% of students showed growth of at least 2 points on the third IHSA. TerraNova/Supera (Spring 2015): Kindergarten TerraNova Reading: 45% Grade 1 TerraNova Reading: 58% Grade 1 Supera Reading: 74% Grade 2 TerraNova Reading: 46% Grade 2 Supera Reading: 33%
Math	Students with Disabilities	In-Class Support, FASTT MATH, Smart Board Interactive Programs	Yes	IHSA Terra/Nova/Supera Model Curriculum	At least 70% of students showed growth on the third IHSA. TerraNova/Supera (Spring 2015): Kindergarten TerraNova Math: 76% Grade 1 TerraNova Math: 69%

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					Grade 1 Supera Math: 57% Grade 2 TerraNova Math: 58% Grade 2 Supera Math: 67%
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	ESL Instruction	yes	IHSA DRAs ACCESS Test Scores Supera SIOP Model of Instruction Cognates Achieve 3000	At least 70% of students showed growth of at least 2 points on the third IHSA. At least 70% of students improved by at least 2 DRA/EDL Levels At least 70% of students improved by at least 2% on teacher made assessments. 70% Of students improved by at least 2% on their Reading Lexile Levels
Math	ELLs	ESL Instruction	yes	IHSA Supera	70% of students improved by at least 2% on the Third IHSA Grade 1 Supera Math: 57% Grade 2 Supera Math: 67%

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

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	AM Study Hall After School Program	YES	DRAs IHSA TerraNova/Supera	At least 70% of students improved by at least 2 DRA/EDL Levels 70% of students improved by at least 2% on the Third IHSA Kindergarten TerraNova Reading: 45% Grade 1 TerraNova Reading: 58% Grade 1 Supera Reading: 74%

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					Grade 2 TerraNova Reading: 46% Grade 2 Supera Reading: 33%
Math	Students with Disabilities	AM Study Hall After School Program	YES	IHSA TerraNova/Supera	70% of students improved by at least 2% on the Third IHSA Kindergarten TerraNova Math: 76% Grade 1 TerraNova Math: 69% Grade 1 Supera Math: 57% Grade 2 TerraNova Reading: 46% Grade 2 Supera Math: 67%
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant				
ELA	ELLs	AM Study Hall			70% of students improved by at least 2% on

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		After School Program			the Third IHSA Kindergarten TerraNova Reading: 45% Grade 1 TerraNova Reading: 58% Grade 1 Supera Reading: 74% Grade 2 TerraNova Reading: 46% Grade 2 Supera Reading: 33%
Math	ELLs	AM Study Hall After School Program			Grade 1 Supera Math: 57% Grade 2 Supera Math: 67
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

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

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Reciprocal Teaching SIOP BILITERACY RTI (TIER3) GUIDED READING (TIER 2) WRITER’S WORKSHOP VOCABULARY DEVELOPMENT SIX MODELS OF CO-TEACHING	YES	DRA/EDL IHSA ACCESS TerraNova/Supera Lesson Plans Observations	70% of students showed improvement on the DRA/EDL by 2 Levels by the third administration ELL STUDENTS WILL DEMONSTRATE AN INCREASE OF AT LEAST 1 EDL LEVEL ON THE ACCESS ASSESSMENT
Math	Students with Disabilities	USE STANDARDS BASED MATHEMATICS PROGRAM TO IMPROVE PROBLEM SOLVING AND REASONING FASTT Math SIX MODELS OF CO-TEACHING	YES	TerraNova/Supera IHSA Lesson Plans Observations	70% of students improved by at least 2% on the Third IHSA
ELA	Homeless	N/A			
Math	Homeless	N/A			

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

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

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parent University Nutrition & Exercise Parent University: Parenting Classes Parent University ABC Classes	No	Increase family participation by 10%	Parental participation decreased by 10% due to various reasons. The weather was extremely cold this year. A new phone system changed the way parents were contacted. Many of the parents did not receive the phone messages.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Information on Bilingual Education Levels 1-4 Parent University ESL Classes "Chat With The Principal" Title I Unified Plan School Budget			The secretary was in charge of Board Agendas has been absent due to illness. Many of the evening programs never made it for board approval. Some of the workshops were cancelled due to inclement weather. Some of the workshops were cancelled because the Parent Liaison was assigned to other duties at other schools.
Math	Students with Disabilities	SAME AS ABOVE			
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	SAME AS ABOVE			
Math	ELLs	SAME AS ABOVE			
ELA	Economically Disadvantaged	SAME AS ABOVE			
Math	Economically Disadvantaged	SAME AS ABOVE			
ELA					

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

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

Principal's Certification

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

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

Rafael Fraguela
Principal's Name (Print)

Principal's Signature

6/1/15
Date

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

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

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	DRA (Spring 2015) IHSA TerraNova/Supera	70% of students showed improvement on the DRA/EDL by 2 Levels by the third administration 70% of students improved by at least 2% on the Third IHSA Kindergarten TerraNova Reading: 45% Grade 1 TerraNova Reading: 58% Grade 1 Supera Reading: 74% Grade 2 TerraNova Reading: 46% Grade 2 Supera Reading: 33%
Academic Achievement - Writing	DRA (Spring 2015) IHSA TerraNova/Supera	70% of students showed improvement on the DRA/EDL by 2 Levels by the third administration 70% of students improved by at least 2% on the Third IHSA Kindergarten TerraNova

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Reading: 45% Grade 1 TerraNova Reading: 58% Grade 1 Supera Reading: 74% Grade 2 TerraNova Reading: 46% Grade 2 Supera Reading: 33%
Academic Achievement - Mathematics	IHSA TerraNova/Supera	
Family and Community Engagement	Needs Assessment Surveys Back to School Nights Budget meetings with parents School Parent Meetings Title 1 Annual meeting School/Parent/Student compact Annual reporting	Agendas Sign In Sheets Need Surveys School Parent Compact document Parent Back to School Sign In Sheets
Professional Development	Grade Level Meetings District Workshops Faculty Meetings	Agendas Sign In Sheets
Leadership	Professional Growth Plans SGOs Mentoring New Teachers Student Teachers Field Work Practicum	Walkthroughs and observations were conducted using the Danielson Model. SGO scores were calculated.

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	SIOP Model of Instruction Walkthroughs	
School Climate and Culture	Picture Day Read Across America Parent Orientation TITLE 1 Annual Meeting Assemblies Student of the Month Field Trips Parent PTO meetings Family Workshops	99% staff participation. Monthly Faculty Meetings, Grade Level Meetings, SLC and ILT meetings were used to disseminate information about special activities to staff. Announcements were used to implement activities based on curriculum.
School-Based Youth Services	N/A	
Students with Disabilities	Same as above	
Homeless Students	N/A	
Migrant Students	N/A	
English Language Learners	DRA/EDLs IHSA TerraNova/Supera	70% of students showed improvement on the DRA/EDL by 2 Levels by the third administration 70% of students improved by at least 2% on the Third IHSA Kindergarten TerraNova Reading: 45% Grade 1 TerraNova Reading: 58% Grade 1 Supera Reading: 74%

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Grade 2 TerraNova Reading: 46% Grade 2 Supera Reading: 33%
Economically Disadvantaged	Breakfast/Lunch Program	All School Receives Free Breakfast and Lunch

2015-2016 Comprehensive Needs Assessment Process*
Narrative

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

The Principal, the ILT/Data Analysis Committee and subcommittees together with the Testing Coordinator, parents and staff conducted an evaluation of the School’s Needs Assessment. School Net data was analyzed.

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

The ILT/Data Analysis Committee and Testing coordinator analyzed student data. The testing coordinator shared this data with teachers.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

TerraNova/Supera, DRAs, IHSA, Model Curriculum are formative research based assessments with high validity and consistent results.

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

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

The data analysis reveal that most teachers are implementing research based best teaching practices, SIOP Model of Instruction, **Biliteracy, Achieve 3000**. Classroom instructions have improved with supportive walkthroughs, GLM, and observation feedback.

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

Professional Development on SIOP Model of Instruction was provided this year. These strategies are reflected in the plan books, observation and walkthroughs done by the principal.

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

IHSA pretest is administered at the beginning of the school year. Results are analyzed and at-risk students are identified. Individual academic action plans are developed for at-risk students. IHSA post tests are administered at the end of every marking period. The data is analyzed and at-risk students are identified. New individual academic action plans are developed as needed.

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

Interventions for Spec. Ed. Students are provided by Cooperative Teaching with the ICS teacher. In the regular monolingual classrooms interventions are provided by the classroom teacher. In bilingual classrooms intervention is also provided by the classroom teacher and/or the ESL teacher. AM Study Hall, After School Program, and our intervention Kits help remediate at-risk-students.

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?

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

Teachers were engaged in the decisions regarding the use of academic assessments to provide information on and improve the instructional program by analyzing the data from formative assessments, In House Skills Analysis, DRA/EDLs and teacher made assessments. Teachers use the data to differentiate instruction and to create Individual Academic Action Plans.

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

No. 8 School helps students transition from preschool to kindergarten by facilitating vertical articulation between the Early Childhood Master Teachers, preK teachers and Kindergarten teachers. PreK students coming to our school are invited to visit our Kindergarten classrooms to participate and interact with Kindergarten students and teachers. The PreK parents are invited to meet and participate in a workshop/orientation with the parent Liaison.

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

The priority problems were selected by analyzing the data from formative assessments, IHSA, DRA/EDLs and teacher made assessments during GLMs, horizontal and vertical articulation, and ILT and SLC meetings.

**Provide a separate response for each question.*

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

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

Based upon the school’s needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	COSING THE ACHIEVEMENTGAP IN ELA	CLOSING THE ACHIEVEMENT GAP IN MATH
Describe the priority problem using at least two data sources	STUDENTS ARE NOT SUCCEEDING IN CLOSING THE ACHIEVEMENT GAP IN ELA BASED ON TERRANOVA/SUPERA, DRA/EDLS, IHSA AND TEACHER MADE ASSESSMENTS	STUDENTS ARE NOT SUCCEEDING IN CLOSING THE ACHIEVEMENT GAP IN MATH BASED ON TERRANOVA/SUPERA, DRA/EDLS, IHSA AND TEACHER MADE ASSESSMENTS
Describe the root causes of the problem	Bilingual Native Language Instruction was not available to the Kindergarten L1,L2, and L3 students as in the previous years due to a new district initiative. These students were placed in ESL Classrooms where instruction was in the L2 Language and testing as well. A Kindergarten Bilingual teacher was on leave at the beginning of the school year and later transferred to a different school but was not replaced until December. A	Bilingual Native Language Instruction was not available to the Kindergarten L1, L2, and L3 students as in the previous years due to a new district initiative. These students were placed in ESL Classrooms where instruction was in the L2 Language and testing as well. A Kindergarten Bilingual teacher was on leave at the beginning of the school year and later transferred to a different school but was not replaced until December. A

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

	<p>second Kindergarten Bilingual Teacher went on medical leave and later retired. She was not replaced until January. A third Kindergarten Teacher was on medical leave due to knee surgery. A first grade teacher fell and broke her ankle and was out for several weeks. Another first grade bilingual teacher was involved in a car accident leaving the school and had to take some time off. A first grade bilingual teacher had to take a family leave, then a bereavement leave and later a medical leave. An additional first grade bilingual teacher was on a family leave for several weeks. A second grade teacher has been on medical leave since October. Two other second grade teachers were on medical leaves for several weeks. An ICS second grade teacher has been out</p>	<p>second Kindergarten Bilingual Teacher went on medical leave and later retired. She was not replaced until January. A third Kindergarten Teacher was on medical leave due to knee surgery. A first grade teacher fell and broke her ankle and was out for several weeks. Another first grade bilingual teacher was involved in a car accident leaving the school and had to take some time off. A first grade bilingual teacher had to take a family leave, then a bereavement leave and later a medical leave. An additional first grade bilingual teacher was on a family leave for several weeks. A second grade teacher has been on medical leave since October. Two other second grade teachers were on medical leaves for several weeks. An ICS second grade teacher has been out</p>
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SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

	<p>twice on medical leave. The Speech Teacher has been on several medical leaves throughout the school year. Our school secretary has also been on medical leave since the beginning of the school year. Also the school Psychologist was out for two months on medical leave. There seems to be a lack of district approved substitutes causing the need to divide classes within other grades. The district's new initiative on Substitutes does not allow for substitutes to work more than four consecutive days. This initiative impacts negatively on the continuity of teaching and learning. In addition, some of our Inclusion Teachers were transferred to different schools and replaced by new teachers that were not familiar with our students and/or our school's vision and expectations. Two new</p>	<p>twice on medical leave. The Speech Teacher has been on several medical leaves throughout the school year. Our school secretary has also been on medical leave since the beginning of the school year. Also the school Psychologist was out for two months on medical leave. There seems to be a lack of district approved substitutes causing the need to divide classes within other grades. The district's new initiative on Substitutes does not allow for substitutes to work more than four consecutive days. This initiative impacts negatively on the continuity of teaching and learning. In addition, some of our Inclusion Teachers were transferred to different schools and replaced by new teachers that were not familiar with our students and/or our school's vision and expectations. Two new</p>
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SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

	<p>classroom teachers came in at the beginning of the school year and two came in in the middle of the school year. All BSI teachers were removed leaving teachers without much needed support. Lack of district professional development and training of the various new initiatives led to delays of implementation of new programs and curriculum. A lack of reading and math coaches also led to the depletion of guidance and support for teachers and administrators.</p>	<p>classroom teachers came in at the beginning of the school year and two came in in the middle of the school year. All BSI teachers were removed leaving teachers without much needed support. Lack of district professional development and training of the various new initiatives led to delays of implementation of new programs and curriculum. A lack of reading and math coaches also led to the depletion of guidance and support for teachers and administrators.</p>
Subgroups or populations addressed	SPECIAL EDUCATION ELLs	SPECIAL EDUCATION ELLs
Related content area missed (i.e., ELA, Mathematics)	READING COMPREHENSION ANALYZING TEXT/EXTENDED MEANING	PROBLEM SOLVING DATA, STATISTICS, PROB.
Name of scientifically research based intervention to address priority problems	SCOTT FORESMAN SIOP	SCOTT FORESMAN SIOP
How does the intervention align with the Common Core State Standards?	ALL INTERVENTIONS ARE APPROVED BY THE NJDOE AND ARE ALIGNED TO THE CCSS	ALL INTERVENTIONS ARE APPROVED BY THE NJDOE AND ARE ALIGNED TO THE CCSS

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

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

2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (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 (i.e., ELA, Mathematics)		
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 §(b)(1)(B)(i-iii)

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

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	ALL STUDENTS	SIOP Scott Foresman Reading Series Writers Workshop	TEACHER Principal	TERRANOVA/SUPERA STANDARDIZED TESTS DRA/EDLs IHSA MODEL CURRICULUM UNIT ASSESSMENTS	(WWC) July 2012 Research is needed to determine effectiveness or ineffectiveness of SIOP according to IES (WWC) February 2012 Scott Foresman concepts were

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				SCOTT FORESMAN WEEKLY ASSESSMENTS RUBRICS LITERACY CENTERS GUIDED READING ANECDOTES READING AND WRITING	found to have gained access to a broader range of texts, knowledge, educational opportunities, making critical early reading comprehension strategies (WWC) June 2009 Writer’s Workshop provides the 4 IES recommendations for improving elementary students’ writing: 1. Provide daily time to write. 2. Teach students to use writing for a variety of purposes. 3. Teach students to be fluent with handwriting, sentence construction and word processing. 4. Create an engaged community of writers.
Math	ALL STUDENTS	EVERYDAY MATH	TEACHERS PRINCIPAL	TERRANOVA/SUPERA MATH BENCHMARKS MODEL CURRICULUM IHSA EVERYDAY MATH UNIT BENCHMARK ASSESSMENTS MATH CENTER RUBRICS MATH PORTFOLIOS FASTT MATH PERFORMANCE REPORT	(WWC) February 2008 Everyday Mathematics Effectiveness: was found to have potentially positive effects on math achievement for elementary students

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

**Use an asterisk to denote new programs.*

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ALL STUDENTS	DISTRICT AM STUDY HALL AFTER SCHOOL PROGRAM	TEACHER PRINCIPAL	70% OF STUDENTS WILL IMPROVE BY AT LEAST TWO LEVELS ON: DRA/ELDs IHSA TERRANOVA/SUPERA	
Math	ALL STUDENTS	DISTRICT AM STUDY HALL AFTER SCHOOL PROGRAM	TEACHER PRINCIPAL	70% OF STUDENTS WILL IMPROVE BY AT LEAST TWO LEVELS ON: DRA/ELDs IHSA TERRANOVA/SUPERA	
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				

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

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

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ALL STUDENTS	IHSA/DATA ANALYSIS	TEACHER ILT COMMITTEE PRINCIPAL	70% OF STUDENTS WILL IMPROVE BY TWO LEVELS ON THE IHSA DRA/EDLs TERRANOVA/SUPERA	(WWC) Sept. 2009 Using Student Data to support instructional decision making

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ALL STUDENTS	USE OF GRAPHIC ORGANIZERS	TEACHER PRINCIPAL	70% OF STUDENTS WILL IMPROVE BY TWO LEVELS ON THE IHSA DRA/EDLs TERRANOVA/SUPERA	(WWC) Sept. 2010 Practice Guide Improving Reading Comprehension in Kindergarten through Grade 3.
ELA	ALL STUDENTS	GUIDED READING AND LITERACY BLOCK/CENTERS	TEACHER PRINCIPAL	70% OF STUDENTS WILL IMPROVE BY TWO LEVELS ON THE IHSA DRA/EDLs TERRANOVA/SUPERA	(WWC) Sept. 2010 Practice Guide Improving Reading Comprehension in Kindergarten through Grade 3.
ELA	ALL STUDENTS	WRITER'S WORKSHOP	TEACHER	70% OF STUDENTS WILL IMPROVE BY TWO LEVELS ON THE IHSA DRA/EDLs TERRANOVA/SUPERA	(WWC) June 2012 Practice Guide Teaching Elementary School Students to be effective Writer's
ELA	ALL STUDENTS	WRITING RUBRICS	TEACHER	70% OF STUDENTS WILL IMPROVE BY AT LEAST ON LEVEL ON THE WRITING RUBRIC/WRITING BENCHMARK	(WWC) Sept. 2009 Using student achievement to support instructional decision making
Math	ALL STUDENTS	INTERGRATE MATH TROUGHOUT THE CURRICULUM	TEACHER	70% OF STUDENTS WILL IMPROVE BY TWO LEVELS ON THE IHSA TERRANOVA/SUPERA	(WWC) July 2007 SRA Real Math Building Blocks
Math	ALL STUDENTS	FASTTMATH	TEACHER	70% OF STUDENTS WILL IMPROVE	(WWC) Sept. 2010

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				BY TWO LEVELS ON THE IHSA TERRANOVA/SUPERA	Elementary School Mathematics Evidence Review
Math	ALL STUDENTS	COOPERATIVE LEARNING	TEACHER	70% OF STUDENTS WILL IMPROVE BY TWO LEVELS ON THE IHSA TERRANOVA/SUPERA	(WWC) April 2009 Practice Guide Assisting struggling Students with Mathematics: RTI for Elementary
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	ALL STUDENTS				
Math	ALL STUDENTS				

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

**Use an asterisk to denote new programs.*

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

Evaluation of Schoolwide Program*

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

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

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

The Principal and the ILT/Data Analysis Committee together with the parents and staff will be evaluating the schoolwide program throughout the school year.

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

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

Staffing is our No.1 barrier and or challenge. It is not up to the school principal to hire personal. We have been faced with several vacancies and their replacements were hired after several months and/or they were never replaced. There is a shortage of substitute teachers. Long Term substitute teachers hired during a teacher's medical leave can only work four days in a row. This greatly impacts negatively on the continuity of teaching and learning. Staffs are transferred to other schools without the principal's input.

Budgetary constraints is or No.2 barrier and or challenge.

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

The school will obtain the necessary buy-in form all stakeholders through faculty meetings, grade level meeting, ILT/Data Analysis, SPT meetings, Evaluation Meetings, Workshops and "Chat With The Principal."

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

Discussions at the above mentioned meetings will gauge the perception of the staff. In addition, we will use surveys to measure the staff's perceptions.

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

"Chat With The Principal" and Surveys will be used to measure the perception of the Community.

6. How will the school structure interventions?

Interventions are structured by analyzing the data, differentiating instruction and creating Individual Academic Action Plans.

7. How frequently will students receive instructional interventions?

Students will receive instructional interventions on a daily basis.

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

The resources and technologies utilized to support the program are smart boards, classroom computers, computer lab, overhead projectors, ect.

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

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

The quantitative data the school use to measure the effectiveness of each intervention will be student's work, formative and informative test scores, IHSA/Data Analysis, etc.

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

The results of the program will be disseminated to its stakeholders through GLM, Faculty Meetings, Data Analysis and evaluation, Workshops and "Chat with the Principal."

**Provide a separate response for each question.*

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	ALL STUDENTS	SIOP Training for parents	Parent Liaison Teacher	Understanding TerraNova/Supera and ACCESS Test Workshops IHSA	(WWC) Additional research is needed to determine effectiveness or ineffectiveness of SIOP according to IES.

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				Model Curriculum Parent Survey	
ELL/ELA	ALL STUDENTS	ELL & Computer Classes for Parents	Parent Liaison	TerraNova/Supera, Model Curriculum Assessment, IHSA	(WWC) May 2014 Repeated Reading
ELL/ELA	ALL STUDENTS	Monthly Family Field Trips to Barns and Noble (Clifton Commons)	Parent Liaison	TerraNova/Supera, Model Curriculum Assessment, IHSA	(WWC) April 2010 Dialogic Reading
ELL/ELA	ALL STUDENTS	Reading & Comprehension Workshop for parents	Parent Liaison	TerraNova/Supera, Model Curriculum Assessment, IHSA	(WWC) August 2010 Reading Materials
ELL/ELA/MATH	ALL STUDENTS	Homework Help Classes for parents	Parent Liaison	TerraNova/Supera, Model Curriculum Assessment, IHSA	(WWC) July 2009 Structuring Out of School Time to Improve Academic Achievement
ELL/ELA	ALL STUDENTS	ABC Parent Classes	Parent Liaison	TerraNova/Supera, Model Curriculum Assessment	
ELL/ELA/MATH	ALL STUDENTS	PARENT UNIVERSITY Workshops and meetings designed to give a higher level of preparedness for parents in reading, Math, Parenting skills with their children	Parent Liaison	Parent Evaluations Surveys	
Math	ALL STUDENTS				

**Use an asterisk to denote new programs.*

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

2015-2016 Family and Community Engagement Narrative

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

Parents are stakeholders and decision makers in their children's education through our Parental Involvement Committee Meetings and Workshops. Parents participate at "Chat With The Principal" monthly meetings.

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

Parents are engaged in the development of the written parental involvement policy through surveys, "Chat with the Principal" meetings, Back to School Nights, ILT/SLC meetings.

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

The parent involvement policy is distributed SPT meetings, "Chat with the Principal", Back to School Night, ILT/SLC meetings, District Newsletter, communication from the Superintendent and Assistant Superintendent.

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

Parents are engaged in the development of the school-parent compact through surveys, , "Chat with the Principal", Back to School Night, SPT Meetings, ILT/SLC meetings.

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

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

The school ensures that parents receive and review the school-parent compact by sending it home and after they have read it, they sign it and return it to our school. The signed school-parent-compact are kept in the Parent Liaison's office. The school-parent-compact is reviewed at "Chat with the Principal" meetings, SPT meetings, Back to School Nights, ILT/SLC meetings.

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

Parents are informed of the students' achievement data through Parent Teacher Conferences, Progress Reports, Report Cards, TerraNova/Supera and ACCESS Testing Reports and Communication from the Superintendent and Assistant Superintendent.

Our school administers the IHSA Pretest at the beginning of the school year. At-Risk-Students are identified through data analysis and Individual Academic Action Plans are developed. These action plans have a parental component. Parents meet with the teachers and the action plan is explain to them. Parents are given strategies to help the student at home. The parent signs the action plan and a copy is kept in the student's file. Every marking period a post IHSA is administered. The data is analyzed and the Action Plans are refreshed according to the students' needs.

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

The school ensures that families and the community are notified at "Chat with the Principal" meetings, SPT meetings, Back to School Nights, ILT/SLC meetings.

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

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

The school ensures that families and the community are notified at "Chat with the Principal" meetings, SPT meetings, Back to School Nights, ILT/SLC meetings.

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

Families and the community are involved in the development of the Title I Schoolwide Plan through participation in "Chat with the Principal" meetings, SPT meetings, Back to School Nights, ILT/SLC meetings.

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

Parents are informed of the students' achievement data through Parent Teacher Conferences, Progress Reports, Report Cards, TerraNova/Supera and ACCESS Testing Reports and Communication from the Superintendent and Assistant Superintendent.

Our school administers the IHSA Pretest at the beginning of the school year. At-Risk-Students are identified through data analysis and Individual Academic Action Plans are developed. These action plans have a parental component. Parents meet with the teachers and the action plan is explain to them. Parents are given strategies to help the student at home. The parent signs the action plan and a copy is kept in the student's file. Every marking period a post IHSA is administered. The data is analyzed and the Action Plans are refreshed according to the students' needs.

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

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

Funds are used to pay for the workshops and materials offered. Also, outside guest are invited to conduct relevant workshops and sometimes a fee is required.

**Provide a separate response for each question.*

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

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0%	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<p>Teachers are supported with mentoring, grade level meetings and Faculty Meetings. They are evaluated and recommended for Tenure contingent upon their successful performance. There is graduate reimbursement provided continuing their education and salaries reflect college credits earned. In addition, staff may attain multiple certifications. They are reimbursed for continuing their education and being able to be highly qualified in their area and other areas of interest. Paraprofessionals are provided with professional development and opportunities to further their education. They are provided with undergraduate reimbursement to continue their education and being able to be highly qualified in their areas of interest.</p>	<p style="text-align: center;">HUMAN RESOUCE OFFICE</p>