

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

## **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.

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<b>DISTRICT INFORMATION</b>	<b>SCHOOL INFORMATION</b>
District: PASSAIC PUBLIC SCHOOLS	School: Daniel F. Ryan School 19
Chief School Administrator: MR. PABLO MUÑOZ	<b>Address: 320 Highland Avenue Passaic, New Jersey 07055</b>
Chief School Administrator's E-mail: pmunoz@passaicschools.org	<b>Grade Levels: Grade 2 through Grade 6</b>
Title I Contact: Dr. Christine Krenicki	Principal: Gulamhussein Janoowalla
Title I Contact E-mail: ckrenicki@passaicschools.org	Principal's E-mail: gjanoowalla@passaicschools.org
<b>Title I Contact Phone Number:</b>	Principal's Phone Number: 973-779-4019

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**Principal's Certification**

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

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

\_\_\_\_\_  
Principal's Name (Print)

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

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

### Critical Overview Elements

- The School held   20   (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$   7,748,680  , which comprised   97  % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$   7,630,830  , which will comprise   97  % 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
Response to Intervention ( Reading Intervention/Coach	Priority Problem #1 LAL and Reading	Intervention to Address Student Achievement	200-100	\$79,045
Workshops and meetings for parents		Family and Community Engagement		
PLC for Staff				
Rutger's Nutrition program for Students and Parents		Family and Community Engagement		

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**A §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
Gulamhussein Janoowalla	Principal	X	X	X	
Jacqueline Carrera	Assistant Principal	X	X	X	
Mrs. Michele LLaneza	Grade 2	X	X	X	
Mrs. Carmen Bellomo	Grade 3	X	X	X	
Ms. Lauren Beloff	Grade 4	X	X	X	
Mrs Denise Garcia	Grade 5	X	X	X	
Mr. Nicholas Bresnak	Grade 6	X	X	X	
Mrs. Beatriz Aguiar	ESL (BIL)	X	X	X	

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Mr. Marcel Watts	SPED	X	X	X	
Ms. Daysi Lopez	Parent Liaison	X	X	X	
Mrs. Nancy Ruys	Technology Coordinator	X	X	X	
Ms. Vanessa Tregenza	Remedial Reading	X	X	X	
Mrs. Donna Ross	BSI	X	X	X	

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### Stakeholder/Schoolwide Committee Meetings

**Purpose:**

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
August	Office Conference Room	Comprehensive Needs Assessment (Cums , incoming NJ ASK and Terranova Scores)	X		X	
September 23, 2014	Office Conference Room	Title 1 Data Review	X		X	
October 7, 2014 November 4, 2014 December 2, 2014 December 17, 2014 January 6, 2015 February 3, 2015 March 3, 2015 April 7, 2015 May 5, 2015	Office Conference Room	Schoolwide Plan Development SCIP	X		X	

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September 19, 2014 October 24, 2014 December 18, 2014 January 21, 2015 April 21, 2015	Conference Room	<b>ILT Meetings to discuss:</b> * Title I Program: From Intent to Implementation * Needs Assessment * Program Evaluation * Plan Development	X		X	
September 15-19, 2014 September 30, 2014	Conference Room	GLM Data sheets for SGO's Ongoing record of individual students Instructional needs Instructional supplies	X		X	
January 5, 2015	Cafetorium	Faculty Meetings Data and patterns for PD purposes, post observation data and feedback	X		X	

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

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### School's Mission

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

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

<p><b>What is the school's mission statement?</b></p>	<p><b>School Mission:</b> The Daniel F. Ryan School is committed to providing a rigorous and broad curriculum, grounded in the core academic disciplines that are part of a well-rounded education as an essential part of readiness for college, careers, and life in the 21st century.</p> <p><b>District Mission:</b> The Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs.</p>
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## **SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)**

*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? *Yes, the Schoolwide Title 1 program was implemented as planned, with the exception of reorganization of schools grade levels and the 6 week displacement due to broken water pipe in the school.***
  
- 2. What were the strengths of the implementation process? *The strength of the implementation process included teacher buy-in and support of the administration. The willingness of teacher to turn key professional development plans and assist colleagues in the learning process.***
  
- 3. What implementation challenges and barriers did the school encounter?**
  - *Re organization of Passaic School District*
  - *After School Programs are district based not school based*
  - *Some Programs are no longer offered*
  - *Less BSI teachers, Reading Interventionist reassigned to another school, no Math Remedial Specialist*
  - *ESL intervention support*
  - *First year implementation of PARCC (less time for instruction)*
  - *6 week displacement due to broken water pipe (29 classroom were compromised)*

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- *Parent Liason Position had staff change in December 2014*

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

**Weaknesses:** *Lack of supplies, Grade configuration, Technology: non-working Smart Board, broken printers, Moving staff members to different schools and causing change of classrooms*

**On February 6<sup>th</sup> 2015 displacement due to water main break- loss of supplies, materials, and computers, loss of conducive learning environment, transportation of staff and students to other schools, numerous medical leaves, and lack of coaches to provide in-class modeling and support**

**Strengths:** *Voluntarily in house PD, Communication with instructional chairs and directors for supplies, Administrative support, Teacher buy-in/collaborative input, Constant communication within weekly bulletin/ PA announcements/swift reach broadcasting*

**5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?** *Collaborative input in all steps meaning reviewing, discussing, and analyzing data from standardized tests and other assessments, highlights weaknesses and providing strategies and interventions to address weaknesses. The school staff was involved in the creation, monitoring and evaluation of programs.*

**6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?** *While at the beginning there were a lot of concerns due to the many changes that school 19 had encountered the staff was receptive and positive. Stronge survey, Climate survey, mentoring, peer collaboration, feedback from grade level meetings.*

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

*While the parents were hesitant with regards to the new administration, the zoning configuration, and the water main break, after continuous communication in person and in writing regarding mission statement, vision, transportation, and conducive learning environments with all the stakeholders they were very supportive.*

*The tools were administrations meet the parents meeting, faculty meeting, letters send home for the water main break, faculty meetings, parents meetings, back to school night, Title 1 meetings, ESL classes, nutrition classes for parents, ASD autism strategies, autism dinner dance, spelling bee, honor roll breakfast, staff appreciation breakfast, Health Screening, Jam A Minute, and Healthier Generations Committee.*

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**8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?** *Methods of program delivery included small group, one-on-one, differentiated instruction, use of technology, access to manipulatives and leveled materials.*

**9. How did the school structure the interventions?** *Interventions were structured based on state test results, students' DRA levels, Basic Skills Needs, and real-time data results.*

**10. How frequently did students receive instructional interventions?** *Instructional interventions occurred every day, through small group instruction with BSI/ESL, Intervention Specialist, paraprofessionals, and classroom teachers. BSI students also used Rosetta Stone in the computer lab and classroom. Students also attended Remedial Literacy and Math Programs after school hours as well as participating in a AM Study Hall program.*

**11. What technologies did the school use to support the program?** *iPads, SMARTboards, SMARTboard clickers, computers, and other digital devices were utilized. Programs such as Pearsonsuccesnet, FASTT Math, Everyday Mathematics Online, Achieve 3000, and TypingWeb were embedded in instructional time.*

**12. Did the technology contribute to the success of the program and, if so, how?** *Technology contributed to the success of the program by providing real-time data to teachers that helped them implement and modify Tier 1, Tier 2, and Tier 3 instruction.*

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

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**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 or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	59.26%	2015 Scores Pending	Technology Lessons to increase College and Career Readiness Skills and online Testing Task Abilities, Response to Intervention, SIOP, Achieve 3000, Remedial Afterschool Program	This will be determined once 2015 PARCC ELA scores are received.
Grade 5	72.17%	2015 Scores Pending	Technology Lessons to increase College and Career Readiness Skills and online Testing Task Abilities, Response to Intervention, SIOP, Achieve 3000, Remedial Afterschool Program	This will be determined once 2015 PARCC ELA scores are received.
Grade 6	N/A	N/A		
Grade 7	N/A	N/A		
Grade 8	N/A	N/A		
Grade 11	N/A	N/A		
Grade 12	N/A	N/A		

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Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	23.15%	2015 Scores Pending	Technology Lessons to increase College and Career Readiness Skills and online Testing Task Abilities, Response to Intervention, SIOP, Remedial Afterschool Program, Everyday Math supported by technology, Everyday Math supported by Model Curriculum	This will be determined once 2015 PARCC MATH scores are received.
Grade 5	34.78%	2015 Scores Pending	Technology Lessons to increase College and Career Readiness Skills and online Testing Task Abilities, Response to Intervention, SIOP, Remedial Afterschool Program, Everyday Math supported by technology, Everyday Math supported by Model Curriculum	This will be determined once 2015 PARCC MATH scores are received.
Grade 6	N/A	N/A		
Grade 7	N/A	N/A		
Grade 8	N/A	N/A		
Grade 11	N/A	N/A		
Grade 12	N/A	N/A		

**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.

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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	N/A	N/A	N/A	N/A												
<b>Kindergarten</b> *Number of students that scored .6 or lower	Monolingual: 9 Transitional: 5 Bilingual: 4 SPED:1	N/A	School District was reorganized. Grade Level was no longer serviced at this School	N/A												
Grade 1 *Number of students that scored 1.6 or lower	Monolingual: 20 Transitional: 5 Bilingual:1 SPED:4	N/A	School District was reorganized. Grade Level was no longer serviced at this School	N/A												
Grade 2 *Number of students that scored 2.6 or lower	Monolingual: 29 Transitional: 11 Bilingual: 2 SPED: 3	PENDING Monolingual: Transitional: Bilingual: SPED:	Response to Intervention, SIOP, Achieve 3000, Remedial Afterschool Program	TERRANOVA : Monolingual/Transitional <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>71%</td> <td>58%</td> </tr> </tbody> </table> SUPERA <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>42%</td> <td>39%</td> </tr> </tbody> </table>		2014	2015	Reading	71%	58%		2014	2015	Reading	42%	39%
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				<table border="1" style="width: 100%;"> <tr> <td>Language</td> <td>50.5%</td> <td>48%</td> </tr> </table> <p>The reading TerraNova scores went down 13% Possible Root Causes:</p> <ul style="list-style-type: none"> <li>• a large number of bilingual students exiting into a transitional classroom.</li> <li>• Students who were recommended to be retained were not retained</li> <li>• Consistent targeted focused remedial intervention was lacking</li> </ul>	Language	50.5%	48%
Language	50.5%	48%					
Grade 9	N/A	N/A					
Grade 10	N/A	N/A					

Mathematics	2013 -2014	2014 -2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).			
Pre-Kindergarten	N/A	N/A	N/A	N/A			
Kindergarten		0	School District was reorganized. Grade Level was no longer attending this School	N/A			
Grade 1		0	School District was reorganized. Grade Level was no longer attending this School	N/A			
Grade 2 *Number of students that scored 2.6 or lower	Monolingual: 13 Transitional: 12 Bilingual: 19 SPED: 2	PENDING Monolingual: Transitional: Bilingual: SPED:	Response to Intervention, SIOP, Remedial Afterschool Program, Everyday Math supported by technology, Everyday Math supported by Model Curriculum	<p>TERRANOVA : Monolingual/Transitional</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%;"></td> <td style="width: 25%;">2014</td> <td style="width: 25%;">2015</td> </tr> </table>		2014	2015
	2014	2015					

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				<table border="1"> <tr> <td></td> <td>71%</td> <td>64%</td> </tr> </table> <p>SUPERA</p> <table border="1"> <tr> <td></td> <td>2014</td> <td>2015</td> </tr> <tr> <td></td> <td>60.5%</td> <td>61%</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>The Math TerraNova scores went down 7% Possible Root Causes:</p> <ul style="list-style-type: none"> <li>• a large number of bilingual students exiting into a transitional classroom.</li> <li>• Students who were recommended to be retained were not retained</li> <li>• Consistent targeted focused remedial intervention was lacking</li> </ul>		71%	64%		2014	2015		60.5%	61%			
	71%	64%														
	2014	2015														
	60.5%	61%														
Grade 9	N/A	N/A	N/A	N/A												
Grade 10	N/A	N/A	N/A	N/A												

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**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)																
ALL	Grade 3, 4 ,5 and 6 Subgroups of identified grades	<b>*Technology Lessons to increase College and Career Readiness Skills:</b>	YES	Walk-Throughs Observations Lesson Plans	100% of 3-6 students participated in technology lessons once a week.																
ALL	Grade 3, 4 ,5 and 6 Subgroups of identified grades	<b>*Technology Lessons to Increase Online Testing Task Abilities</b>	YES	Walk-Throughs Observations Lesson Plans	100% of 3-6 students participated in typingweb.com program and PARCC online tutorials  <table border="1"> <thead> <tr> <th>Grades</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>SMART board Use: Interactive Features</td> <td>Pre 75% Post 100%</td> <td>Pre 100% Post 100%</td> <td>Pre 100% Post 83%</td> </tr> <tr> <td>SMART board Use: Presentations</td> <td>Pre 0% Post 0%</td> <td>Pre 0% Post 43%</td> <td>Pre 0% Post 67%</td> </tr> <tr> <td>Keyboarding:</td> <td>Pre</td> <td>Pre</td> <td>Pre</td> </tr> </tbody> </table>	Grades	2	3	4	SMART board Use: Interactive Features	Pre 75% Post 100%	Pre 100% Post 100%	Pre 100% Post 83%	SMART board Use: Presentations	Pre 0% Post 0%	Pre 0% Post 43%	Pre 0% Post 67%	Keyboarding:	Pre	Pre	Pre
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					Typing Skills	0% Post 0%	25% Post 86%	50% Post 83%
					Keyboarding Skills: Written Responses	Pre 0% Post 0%	Pre 0% Post 57%	Pre 25% Post 83%
					Online Interactive Tools	Pre 0% Post 0%	Pre 0% Post 71%	Pre 50% Post 83%
					Mouse Skills: Basic	Pre 0% Post 66%	Pre 25% Post 100%	Pre 75% Post 100%
					Mouse Skills: Selections	Pre 75% Post 0%	Pre 50% Post 100%	Pre 75% Post 100%
					Mouse Skills: Advanced	Pre 75% Post 0%	Pre 0% Post 57%	Pre 0% Post 83%
					Grades	5	6	

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					SMART board Use: Interactive Features	Pre 100% Post 100%	Pre N/A Post 80%	
					SMART board Use: Presentations	Pre 50% Post 100%	Pre N/A Post 20%	
					Keyboarding: Typing Skills	Pre 75% Post 100%	Pre N/A Post 80%	
					Keyboarding Skills: Written Responses	Pre 50% Post 100%	Pre N/A Post 80%	
					Online Interactive Tools	Pre 50% Post 100%	Pre N/A Post 80%	
					Mouse Skills: Basic	Pre 75% Post 100%	Pre N/A Post 100%	
					Mouse Skills:	Pre	Pre	

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					<table border="1"> <tr> <td>Selections</td> <td><b>100% Post 100%</b></td> <td><b>N/A Post 80%</b></td> <td></td> </tr> <tr> <td>Mouse Skills: Advanced</td> <td><b>Pre 25% Post 100%</b></td> <td><b>Pre N/A Post 80%</b></td> <td></td> </tr> </table>	Selections	<b>100% Post 100%</b>	<b>N/A Post 80%</b>		Mouse Skills: Advanced	<b>Pre 25% Post 100%</b>	<b>Pre N/A Post 80%</b>	
Selections	<b>100% Post 100%</b>	<b>N/A Post 80%</b>											
Mouse Skills: Advanced	<b>Pre 25% Post 100%</b>	<b>Pre N/A Post 80%</b>											
ALL	ELLs	<b>SEE ABOVE</b>		ELL students were mainstreamed with regular education students for technology classes.									
ALL	Students with Disabilities	<b>SEE ABOVE</b>		Students with Disabilities were mainstreamed with regular education students for technology classes.									
ALL	Homeless/Migrant	<b>SEE ABOVE</b>		Homeless/Migrant students were mainstreamed with regular education students for technology classes.									
ELA	All Groups and Subgroups	<b>Response to Intervention</b>	YES	Lesson Plans Walkthroughs DRA/Word Analysis	<b>100%</b> of teachers implemented use of Reading Street Intervention components in guided reading groups. BSI and Remedial Teacher also used intervention kits and strategies with small group of at-risk students. Improvement was								

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					observed when the intervention was present.
ELA	All Groups and Subgroups	<b>SIOP Model</b>	YES	Observations Walkthroughs Lesson Plans Classroom artifacts	<b>100%</b> of teachers' implemented various strategies from the SIOP model to improve instructional teaching methods.
ELA	All Groups and Subgroups  waiting for email response	<b>Achieve 3000</b>		Walkthroughs Achieve 3000 Data Observations	<b>100%</b> of 2nd - 6th grade teachers received access to training on Achieve 3000. <b>72%</b> of the general education ELA classes utilized the program on a weekly basis. <b>Achieve 3000 Data:</b> 50%- 2nd - 6th grade students' Scores Fall Far Below Grade-level Lexile Standards 44% - 2nd- 6th grade students' Scores are Approaching Grade-level Lexile Standards 5% - 2nd- 6th grade students' Scores Meet Grade-Level Lexile Standards 1% - 2nd- 6th grade students' Scores Exceed Grade-Level Lexile Standards
ELA	ELLs	<b>SEE ABOVE</b>		ELL students were mainstreamed with regular education students in both,	

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				Math and ELA programs	
ELA	Students with Disabilities	<b>SEE ABOVE</b>		Students with Disabilities were mainstreamed with regular education students in both, Math and ELA programs.	
ELA	Homeless/Migrant	<b>SEE ABOVE</b>		Homeless/Migrant students were mainstreamed with regular education students in both, Math and ELA programs.	
Math	All Groups and Subgroups	<b>EveryDay Math supported by the Model Curriculum</b>	YES	Walkthroughs Observations Lesson Plans	<b>100%</b> of 2-6 teachers integrated the Model Curriculum in their lessons on a daily basis as evidenced in spot and formal observations. All lesson plans included this integration and DOLs addressing the skills and concepts taught. <b>100%</b> of Teachers administered Model Curriculum Assessments following a district pacing chart.
Math	All Groups and Subgroups	<b>EveryDay Math/Connected Math supported by Technology</b>	YES	Walk-Throughs Observations Lesson Plans FASTT Math Manager	<b>80%</b> of Grades 2 - 6 teachers infused technology in their lessons on a regular basis as evidenced in spot and formal observations. ALL students in grades 2-6 used classroom

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					computers for math instructional activities on a regular basis and were evidenced in spot and formal observations. All lesson plans included technology centers, FASTT Math use, and activities using SMART boards.
Math	ELLs	<b>SEE ABOVE</b>	YES	ELL students were mainstreamed with regular education students in both, Math and ELA programs	
Math	Students with Disabilities	<b>SEE ABOVE</b>	YES	Students with Disabilities were mainstreamed with regular education students in both, Math and ELA programs.	
Math	Homeless/Migrant	<b>SEE ABOVE</b>	YES	Homeless/Migrant students were mainstreamed with regular education students in both, Math and ELA programs.	

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***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)
ALL	All Groups and Subgroups	<b>Remedial After school</b>		Attendance Sheets Standardized Test Scores	135-155 Identified by Central office based on previous year's standardized test results
ALL	ALL	<b>Study Hall Program</b>		Status of Homework Completion Attendance	Approximately 200 students attend AM Study Hall on a daily basis.

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**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)
ALL	ALL	<p><b>Grade Level Meetings, Professional Learning Communities, and school-based Professional Development Days- Topics:</b></p> <p><b>How to Assess Higher-Order Thinking Skills in the Classroom, How to Teach Thinking Skills Within the Common Core</b></p>	Yes	<p>Walkthroughs Observations</p> <p>Lesson Plans collected weekly from September 2014 - June 2015 through google classrooms and hard copies. Lesson Plans showed SIOP strategies that tied into the common core standards to improve instruction.</p> <p>Instructional practices included guided reading strategies, multiple response strategies and higher order thinking strategies as implemented by the Charlotte Danielson Framework for Teaching in Enhancing Professional Practice.</p>	<p><b>100%</b> Classroom and Resource Room Special Education Teachers participated in weekly grade level meetings.</p> <p>Grade Level Meetings provided professional development opportunities and real-time data analysis to guide instruction. Grade level meetings provided teachers a forum for discussion on implementation of district initiatives.</p> <p>By the end of the school year, teachers showed use of best practices, current state and district mandates, as well as the utilization of data to improve instruction in the classroom. Further, lesson plans and walk throughs indicated that teachers implemented an aligned curriculum matching what was taught (<i>standards, curriculum</i>), how it was taught (<i>instructional practices</i>) and how it was evaluated (<i>assessment</i>).</p>

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				Instructional Practices were assessed through District Mandated Model Curriculum and Math Assesments.	
ALL	ALL	<b>*Technology Lessons</b> to teach students how to increase students' College and Career Readiness Skills: Provide PD on how to use Presentation software and tools such as Microsoft Word, Power Point, Google Drive, Interactive Technology, Video, etc.	No	PD Sign in Sheets	Smartboard PD attended by 9 staff members from grades 3-5 for two meetings.  Not implemented to intentions due to change of Technology Coordinator's role in district to a special area teacher and loss of one technology coordinator position.
ALL	Grade 3-6	<b>*Technology Lessons</b> to teach teachers how to increase students' Online Testing Task Abilities: PD on the Keyboarding Program to Improve Students' Response Time using	YES	Observations Walkthroughs  Lesson Plans collected weekly from September 2014 - June 2015 through google classrooms and hard copies. Lesson Plans	100% of 3-6 teachers attended GLM meeting on topic of PARCC readiness. Teachers were given resources from Pearson Training Website and District created website to prepare and teach technology tools to students.  100% of 3-6 teachers attended PD on how to use Chromebooks. Chromebooks are shared

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		Technology, how to teach students to use the on-line Interactive Tools and increase proficiency of Mouse Skills		<p>showed SIOP strategies and PARCC strategies that tied into the common core standards using technology.</p> <p>Instructional practices included guided reading strategies, multiple response strategies and higher order thinking strategies as implemented by the Charlotte Danielson Framework for Teaching in Enhancing Professional Practice.</p> <p>Instructional Practices were assessed through District Mandated Model Curriculum and Math Assessments.</p>	among grade levels and used by grades 3-6 on a weekly basis.
ALL	Students with Disabilities, ELLs	<b>SIOP Training</b>	Yes	<p>Observations Walkthroughs</p> <p>Lesson Plans collected bi-weekly from September 2014 - June 2015 through google classrooms and hard copies. Lesson Plans</p>	<b>100%</b> of teachers' implemented various strategies from the SIOP model to improve instructional teaching methods for students with disabilities. Lesson plans, spot observations/walk throughs, classroom artifacts and the environment showed evidence of SIOP strategies being used. How many teachers attended SIOP Training

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				<p>showed SIOP strategies that tied into the common core standards.</p> <p>Instructional practices included guided reading strategies, multiple response strategies and higher order thinking strategies as implemented by the Charlotte Danielson Framework for Teaching in Enhancing Professional Practice.</p> <p>Instructional Practices were assessed through District Mandated Model Curriculum and Math Assessments.</p> <p>6 teachers attended SIOP training.</p>	
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## SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

### 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)
ALL		Workshops and Meetings, in both English and Spanish, will be offered throughout the school to Grade 2-6 parents, including all subgroups, to further parents' knowledge in areas of curriculum and assessments.	Yes	Attendance Sheets Agendas 90% of the parents who attended all workshops and meetings will indicate not only how effective the information received was, but also ways in which they used the information at home with their children.	<b>10- 50</b> parents participated in each workshop throughout the year. The workshops helped increase communication with parents and the community to help students succeed/excel in school.  * <b>90%</b> of the parents who attended all workshops and meetings indicated not only how effective the information received was, but also ways in which they used the information at home with their children.
ALL		<b>ESL Classes</b>	Not Implemented		
ALL		<b>Parent Meetings Grades 2 -6 including all subgroups. Identify where students need help academically &amp; behaviors.</b>	YES	Attendance Sheets Agendas 90% of the parents who attended all workshops and meetings will indicate not only how effective the information received was,	November Meeting: 39 Parents attended February Meeting: 231 Parents attended The meetings helped increase communication with parents and the community to help students succeed/excel in school.

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				but also ways in which they used the information at home with their children.	* <b>90%</b> of the parents who attended all workshops and meetings indicated not only how effective the information received was, but also ways in which they used the information at home with their children.
ALL		<b>Assistance to parents in understanding such topics as the Standards of Learning, essential skills, knowledge and processes at each grade level, and how to monitor children’s progress, as well as working with teachers to improve the education of their children.</b>	YES	Log of Meetings with Parents and Teachers 90% of the parents who attended all workshops and meetings will indicate not only how effective the information received was, but also ways in which they used the information at home with their children.	26 Parent and Teacher Conferences
ALL		<b>Parent Resource Center to encourage and support participation in their children’s education.</b>	YES	Log of Referrals and use of Lending Library 90% of the parents who attended all workshops and meetings will indicate not only how effective the information received was, but also ways in which they used the information at home with their children.	11 Parent Referrals

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**Principal's Certification**

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

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

\_\_\_\_\_  
Principal's Name (Print)

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

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*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)
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Academic Achievement – Reading	Terra Nova / Supera	<b>Grade 2 : Reading</b> Monolingual/Transitional: 58% MDNP Bilingual (Supera): 39% MDNP																																																					
	DRA	<table border="1"> <thead> <tr> <th></th> <th><i>DRA 1</i></th> <th></th> <th><i>DRA 2</i></th> <th></th> <th><i>DRA 3</i></th> <th></th> </tr> <tr> <th><i>Grade level</i></th> <th><i>At or Above</i></th> <th><i>Below</i></th> <th><i>At or Above</i></th> <th><i>Below</i></th> <th><i>At or Above</i></th> <th><i>Below</i></th> </tr> </thead> <tbody> <tr> <td>2</td> <td>24.39%</td> <td>75.61</td> <td>14.55%</td> <td>85.45</td> <td>44.53%</td> <td>55.47%</td> </tr> <tr> <td>3</td> <td>36.62%</td> <td>63.38</td> <td>42.57%</td> <td>57.43</td> <td>38.81%</td> <td>61.19%</td> </tr> <tr> <td>4</td> <td>28.57%</td> <td>71.43</td> <td>30.30%</td> <td>69.70</td> <td>51.30%</td> <td>48.70%</td> </tr> <tr> <td>5</td> <td>51.30%</td> <td>48.70</td> <td>51.61%</td> <td>48.39</td> <td>59.65%</td> <td>40.35%</td> </tr> <tr> <td>6</td> <td>64.81%</td> <td>35.19</td> <td>52.78%</td> <td>47.22</td> <td>61.11%</td> <td>38.89%</td> </tr> </tbody> </table>						<i>DRA 1</i>		<i>DRA 2</i>		<i>DRA 3</i>		<i>Grade level</i>	<i>At or Above</i>	<i>Below</i>	<i>At or Above</i>	<i>Below</i>	<i>At or Above</i>	<i>Below</i>	2	24.39%	75.61	14.55%	85.45	44.53%	55.47%	3	36.62%	63.38	42.57%	57.43	38.81%	61.19%	4	28.57%	71.43	30.30%	69.70	51.30%	48.70%	5	51.30%	48.70	51.61%	48.39	59.65%	40.35%	6	64.81%	35.19	52.78%	47.22	61.11%	38.89%
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		5	41%	57%	2%	0%																						
		6	42%	50%	6%	3%																						
Model Curriculum ELA Unit Tests (MC) Reading Component		<ul style="list-style-type: none"> <li>● FFB= Falls Far Below</li> <li>● A= Approaching</li> <li>● M=Meets</li> <li>● E= Exceeds</li> </ul>																										
		<table border="1"> <thead> <tr> <th>Grade</th> <th>MC2</th> <th>MC3</th> <th>MC5</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>78.2</td> <td>64.4</td> <td></td> </tr> <tr> <td>3</td> <td>54.3</td> <td>54.5</td> <td></td> </tr> <tr> <td>4</td> <td>55.8</td> <td>52.0</td> <td></td> </tr> <tr> <td>5</td> <td></td> <td>58.6</td> <td>61.7</td> </tr> <tr> <td>6</td> <td></td> <td>56.4</td> <td>49.5</td> </tr> </tbody> </table>					Grade	MC2	MC3	MC5	2	78.2	64.4		3	54.3	54.5		4	55.8	52.0		5		58.6	61.7	6	
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Academic Achievement - Writing	Writing Baseline	<table border="1"> <tr> <td></td> <td>Writing Pre</td> <td></td> <td>Writing Post</td> <td></td> </tr> <tr> <td><i>Grade level</i></td> <td><i>At or Above</i></td> <td><i>Below</i></td> <td><i>At or Above</i></td> <td><i>Below</i></td> </tr> <tr> <td>2</td> <td>7.53%</td> <td>92.47%</td> <td>Results Pending</td> <td>Results Pending</td> </tr> <tr> <td>3</td> <td>15.56%</td> <td>84.44%</td> <td>Results Pending</td> <td>Results Pending</td> </tr> <tr> <td>4</td> <td>22.02%</td> <td>77.98%</td> <td>Results Pending</td> <td>Results Pending</td> </tr> <tr> <td>5</td> <td>20.93%</td> <td>79.07%</td> <td>Results Pending</td> <td>Results Pending</td> </tr> <tr> <td>6</td> <td>49.12%</td> <td>50.88%</td> <td>Results Pending</td> <td>Results Pending</td> </tr> </table>						Writing Pre		Writing Post		<i>Grade level</i>	<i>At or Above</i>	<i>Below</i>	<i>At or Above</i>	<i>Below</i>	2	7.53%	92.47%	Results Pending	Results Pending	3	15.56%	84.44%	Results Pending	Results Pending	4	22.02%	77.98%	Results Pending	Results Pending	5	20.93%	79.07%	Results Pending	Results Pending	6	49.12%	50.88%	Results Pending	Results Pending
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		4	60.2	49.7					
		5		54.5	54.8				
		6		N/A	N/A				
Academic Achievement - Mathematics	Math Model Curriculum								
			MC 2	MC 3	MC 4	MC 5	MC 6	MC 7	MC 8
		2		80.2	77.9	82.9	73.7	80.5	76.6
		3		43.8	66.8	50.0	72.8		
		4		56.1	68.7	58.4	55.1		
		5		57.5	63.8	57.5	53.1	58.4	56.5
		6		55.7	58.0	62.6			

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	NJ ASK Scores 2014	<table border="1"> <thead> <tr> <th data-bbox="1014 282 1190 345">Grade</th> <th data-bbox="1194 282 1942 345">% of Students Proficient</th> </tr> </thead> <tbody> <tr> <td data-bbox="1014 349 1190 412">4</td> <td data-bbox="1194 349 1942 412">76%</td> </tr> <tr> <td data-bbox="1014 415 1190 479">5</td> <td data-bbox="1194 415 1942 479">66%</td> </tr> <tr> <td data-bbox="1014 482 1190 542">6</td> <td data-bbox="1194 482 1942 542">70%</td> </tr> </tbody> </table>	Grade	% of Students Proficient	4	76%	5	66%	6	70%
Grade	% of Students Proficient									
4	76%									
5	66%									
6	70%									
Family and Community Engagement	Parents' Evaluation and Feedback of workshops and meetings	<ul style="list-style-type: none"> <li>• Parents indicated the importance and need of offering before/after school programs for all 2 – 6 students to help them enhance mathematics and literacy skills.</li> <li>• Parents indicated the need of providing homework assistance, after school, for all students.</li> <li>• Parents indicated the need of offering ESL, anti-bullying, behavior, the math and reading program, and parenting skills workshops after school.</li> </ul>								
Professional Development	Grade Level Meetings Feedback Faculty Meetings Evaluations of: Guided Reading K-5 SIOP - Goal Setting and Reading Comprehension Co Teaching Achieve 3000 Higher Order Thinking Skills Google	<ul style="list-style-type: none"> <li>• <b>100%</b> of classroom teachers attended and participated in biweekly Grade Level Meetings, reinforced strategies that were implemented, clarified questions on methodology and content for teachers, revealed where teachers need help, gave parties involved information and data on student progress &amp; needs. Evidence of district and school initiatives was visible in classrooms, and teachers' lesson plans.</li> <li>• Each grade level prepared and presented 6 PDs 2, in each of the following areas: Questioning and discussion techniques, engagement and assessment</li> <li>• <b>100%</b> of teachers implemented guided reading instruction and used anecdotal notes. Evidence of this initiative was visible in the classrooms and in lesson plans.</li> <li>• Walkthroughs were completed to observe, monitor and assess the use and implementation of student planning and goal setting, student</li> </ul>								

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		monitoring of strategies during the task and meaningful opportunities to evaluate/adapt strategies after task completion.
Leadership	Teachers' Observations Teachers' SGOs	<ul style="list-style-type: none"> <li>● The Principal and Asst. Principals participated in extensive professional development on TEACHNJ/AchieveNJ requirements: Danielson observation/evaluation model, Teachscape proficiency assessment, Teachscape implementation, as well as Student Growth Objectives development. As a result:</li> <li>● The principal completed <u>62</u> observations and the Asst. Principal completed <u>70</u> observation</li> <li>● 60 Teachers developed two SGOs each to date</li> </ul>
School Climate and Culture	Number of suspensions Impact of PBSIS within the school  Level of Parent Activity within the school	<ul style="list-style-type: none"> <li>● As a result of the implementation of School-Wide Positive Behavior Support In-Schools occurrences of discipline and problem behaviors continue to be low in number. Office Conduct Referrals 6.8% ; Out-of-School Suspensions 0%</li> <li>● Parent activity Strong Attendance for Back to School Night, Parent Meetings, Student Performance and Social Events Average Attendance for Parent Workshops and Parent Classes</li> </ul>
School-Based Youth Services	N/A	
Students with Disabilities	Percentage of Sp. Ed. students per class Office Referrals of Sp. Ed students for the 14 - 15 school year	<p>Observations noted are as follows:</p> <ul style="list-style-type: none"> <li>● 12 ASD classrooms have 100% Special Education Students, Between Grades 2 to 6 there are 6 ICS classrooms with 34% being Special Education Students</li> <li>● Office referrals (3), in-school suspension (1) or out-of school suspension (0) of students with IEP's.</li> </ul>
Homeless Students		
Migrant Students		

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English Language Learners	Supera 2015 Data	<p><b>Median National Percentile score (MDNP)</b></p> <table border="1" data-bbox="1024 441 1816 673"> <thead> <tr> <th></th> <th>Reading Composite</th> <th>Language</th> </tr> </thead> <tbody> <tr> <td><b>Monolingual/ Transitional</b></td> <td>58%</td> <td></td> </tr> <tr> <td><b>Bilingual</b></td> <td>39%</td> <td>48%</td> </tr> </tbody> </table>		Reading Composite	Language	<b>Monolingual/ Transitional</b>	58%		<b>Bilingual</b>	39%	48%
	Reading Composite	Language									
<b>Monolingual/ Transitional</b>	58%										
<b>Bilingual</b>	39%	48%									
Economically Disadvantaged	Percentage of Lunch Application Status within the school Status of breakfast program participants	<ul style="list-style-type: none"> <li>● 62% of the school population qualifies for free-direct certification lunch</li> <li>● 36% of the school population qualifies for free lunch</li> <li>● .8% of the school population qualifies for full-price for lunch</li> <li>● 100% of the school population takes advantage of the free lunch program: Community Eligibility Provision</li> <li>● 100% of the school population takes advantage of the free in-classroom breakfast program</li> </ul>									

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### 2015-2016 Comprehensive Needs Assessment Process\* *Narrative*

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

*The processes and techniques used in the needs assessment determination included the collection of students' academic performance and test scores to be observed, discussed, and analyzed at faculty meetings and grade level meetings. The data was obtained from district-testing (Terranova, Supera), DRAs, Achieve3000, and Model Curriculum assessments. The Parent Liaison provided data about parent participation in programs involving community awareness, student academics awareness, nutrition and health.*

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

*State and District test results are provided by the Testing and Research Department. School #19's Testing Coordinators, Administration and Guidance Counselors provided Office Conduct Referral Data, Technology Coordinator disseminated test data to staff and parents. Test data was discussed and analyzed for student subgroups by the homeroom teachers, supplemental teachers, intervention specialists and administrators at grade level meetings. Areas of strengths and weaknesses were identified.*

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

*The technology coordinator works with the teachers to enter data onto Google Docs where the data is compiled and analyzed by class and grade level. Training is provided so that the format and content of the district tests is consistent. The district and state test scores provide valid and reliable data because they are secure, standardized testing materials,*

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

*The data analysis revealed that classroom instruction needs to focus more on increasing students' abilities to apply the knowledge that they have learned. The teachers need to teach and model higher order thinking, questioning and discussion skills to assist the students in applying what they read and learn in ELA and Math to complete written and oral responses*

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*that require analysis, synthesis and evaluation skills. The students need to develop higher level technology skills to assist them with demonstrating their mastery of academic skills on multiple computer based platforms and state and district assessments.*

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

*The data analysis revealed that the professional development implemented in the previous year(s) such as, Everyday Math, Guided Reading, CLOZE Reading, Biliteracy, Higher Order Thinking Skills, Unpacking the Common Core Standards, The Model Curriculum, SIOP: Reading Comprehension and Setting Goals, and Co-teaching were being implemented. There is a need for more professional development in how to teach students to develop higher order thinking and questioning skills, resources to teach these skills, and how to improve the students' writing through the use of the Writer's Workshop. There is also a need for more professional development in how to increase the higher order thinking and questioning skills in Mathematics to help improve the Extended Constructed Responses. Students need to increase their ability to analyze, synthesize, and evaluate in mathematics.*

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

*School 19 identifies its educationally at-risk students in a timely manner, in June for 1st grade through our sister school (school #7) to evaluate if any child requires services. In September for 3-6, by using multiple measures such as standardized test scores, teacher recommendations, unit tests, Model Curriculum assessments, benchmarks, 504 committee, Retention Committee, and referral to the I &RS and Student Portfolios.*

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

*Educationally at-risk students are provided with effective assistance by the implementation of small group instruction, differentiated instructional strategies, intensive interventions provided by Title I teachers, Speech services (articulation, fluency and/or voice). Intervention Specialist, and referral to the intervention and referral services team for tier 2 instructional/behavioral strategies. ELL students are placed appropriately in a Bilingual/ESL classroom if needed. Special education students are identified quickly if they have an IEP, placed in the appropriate setting, and receive accommodations/modifications and related services as stated in the IEP (if staff is available).*

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

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**9. How does the school address the needs of homeless students?** Our school addresses the needs of homeless students through counseling services and assistance from the Parent Liaison for instructional supplies, transportation, and uniforms. The staff constantly reviews their academic progress and needs through data and academic assessments.

**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 were engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program in various ways: the teachers regularly meet during preps, at grade level meetings to discuss academic assessments, ILT meetings, walk-throughs, pre/post conferences, and at faculty meetings.*

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

*There is a district wide initiative to help ease the transition of our 1st grade students at #7 to our 2nd grade classes at #19. Second grade teachers focused on providing more challenging activities to the students who are entering the program. These activities stretch across all domains of learning to help better prepare the students for the rigor of second grade. First grade students who will be entering second grade spent a morning in a second grade classroom to become acquainted with the new environment. Parents of incoming second grade students attended a transition and informational meeting to learn about second grade curriculum, routine and expectations. Second grade teachers are also required to complete several documents that act as a bridge between the two programs. These include a portfolio for each child that includes authentic documentation of the child's progress throughout preschool-first grade, and a Preschool-first grade Profile, an assessment of the child's skill level before leaving the program. Identified rising second grade students will attend the district's summer program to assist with the transition from the program.*

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

*Data analysis of various assessments (formative and summative) revealed instructional weaknesses in literacy and math. Discussions and feedback at grade level meetings, ILT meetings, and SciP meetings, and from teachers helped to determine priority problems and root causes for this plan.*

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

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

**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	<b>Language Arts Literacy and Reading</b>	<b>Mathematics</b>
Describe the priority problem using at least two data sources	<p><b>Reading Comprehension is a concern in all grade levels. The students have difficulty reading and applying the information they have gathered from the text, thinking about what the text is saying, and then using the information to respond to the text in a written form. This includes making connections, identifying themes, using text-based evidence, and applying and writing a response that goes beyond what is explicitly stated.</b></p> <p><i>Sources: DRA Scores                      Model Curriculum Assessments                      NJ ASK and Terranova Scores</i></p>	<p><b>Geometry, Measurement and Data, and mathematical communication (responding to short-constructed and extended constructed responses) are a concern in all grade levels.</b></p> <p><i>Sources: Model Curriculum Assessments</i></p>
Describe the root causes of the problem	<p>Data reveals that there is a need for an emphasis on reading comprehension in the areas of analyzing text and working with text. Students need more exposure to activities that advance critical thinking skills and making inferences. Students need to build strategies that will make them independent learners, such as using prior knowledge to make new material relevant and citing</p>	<p>Research indicates that Math disabilities can arise at nearly any stage of a child's scholastic development. Students do not always have the higher order thinking and reasoning skills they need to apply their basic mathematical knowledge to complete extended constructed response questions. They experience difficulty with :</p>

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	<p>from the text.</p> <p>Students reading below grade-level may struggle to comprehend at-level texts often due to decoding miscues interfering with comprehension.</p> <p>Students need to build their higher order thinking and questioning skills in English Language Arts. This will improve making meaning of the text and bridging reading with written response.</p> <p><a href="http://www.ascd.org/publications/books/109111/chapters/Introduction.aspx">http://www.ascd.org/publications/books/109111/chapters/Introduction.aspx</a></p>	<p>Transferring Knowledge          Making Connections          Understanding the Language of Math          Common planning, workshops and job embedded PD will be geared toward strategies to use language to understand vocabulary, instructions, and explain their thinking, use sequential ordering to solve multi-step problems and use procedures. In addition, children must use spatial ordering to recognize symbols and deal with geometric forms. Higher-order cognition helps children to review alternative strategies while solving problems, to monitor their thinking, to assess the reasonableness of their answers, and to transfer and apply learned skills to new problems. The students need to build their higher order thinking and questioning skills in mathematics.</p>																			
<p>Subgroups or populations addressed</p>	<p>All subgroups are addressed.</p>	<p>All subgroups are addressed.</p>																			
<p>Related content area missed (i.e., ELA, Mathematics)</p>	<p><b>Grade 2 : Reading</b>          Monolingual/Transitional: 58% MDNP          Bilingual (Supera): 39% MDNP</p> <p>DRA Results</p> <table border="1" data-bbox="556 1274 1207 1382"> <tr> <td></td> <td><i>DRA</i> <b>1</b></td> <td></td> <td><i>DRA</i> <b>2</b></td> <td></td> <td><i>DRA</i> <b>3</b></td> <td></td> </tr> </table>		<i>DRA</i> <b>1</b>		<i>DRA</i> <b>2</b>		<i>DRA</i> <b>3</b>		<p>Math Model Curriculum Unit Tests</p> <table border="1" data-bbox="1260 1169 1942 1372"> <thead> <tr> <th></th> <th>MC 2</th> <th>MC 3</th> <th>MC 4</th> <th>MC 5</th> <th>MC 6</th> </tr> </thead> <tbody> <tr> <td>2</td> <td></td> <td>80.2</td> <td>77.9</td> <td>82.9</td> <td>73.7</td> </tr> </tbody> </table>		MC 2	MC 3	MC 4	MC 5	MC 6	2		80.2	77.9	82.9	73.7
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**SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)**

<i>Grade level</i>	<i>At or Above</i>	<i>Below</i>	<i>At or Above</i>	<i>Below</i>	<i>At or Above</i>	<i>Below</i>
2	24.3 9%	75.6 1	14.5 5%	85.4 5	44.5 3%	55.4 7%
3	36.6 2%	63.3 8	42.5 7%	57.4 3	38.8 1%	61.1 9%
4	28.5 7%	71.4 3	30.3 0%	69.7 0	51.3 0%	48.7 0%
5	51.3 0%	48.7 0	51.6 1%	48.3 9	59.6 5%	40.3 5%
6	64.8 1%	35.1 9	52.7 8%	47.2 2	61.1 1%	38.8 9%

**Achieve 3000**

Grade	FFB	A	M	E
2	67%	30%	2%	1%
3	43%	44%	12%	1%
4	51%	44%	4%	0%

3		43.8	66.8	50.0	72.8		
4		56.1	68.7	58.4	55.1		
5		57.5	63.8	57.5	53.1	58.4	56
6		55.7	58.0	62.6			

**2014 NJ ASK Math Scores**

Grade	% of Students Proficient
4	76%
5	66%
6	70%

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

	<table border="1"> <tr> <td>5</td> <td>41%</td> <td>57%</td> <td>2%</td> <td>0%</td> </tr> <tr> <td>6</td> <td>42%</td> <td>50%</td> <td>6%</td> <td>3%</td> </tr> </table> <ul style="list-style-type: none"> <li>● FFB= Falls Far Below</li> <li>● A= Approaching</li> <li>● M=Meets</li> <li>● E= Exceeds</li> </ul>	5	41%	57%	2%	0%	6	42%	50%	6%	3%	
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6	42%	50%	6%	3%								
<p>Name of scientifically research based intervention to address priority problems</p>	<p>Pearson Reading Street will be implemented using differentiated instruction, fluency &amp; comprehension, vocabulary instruction.</p> <p>Interactive SMARTboards will be used to support language arts and writing initiatives.</p> <p>The four stages of the mini-lesson modeled in the Writer’s Workshop will be used as a model for mini-lessons using different comprehension strategies and skills.</p> <p>Guided Reading will target skills and apply strategies across content areas which are explicitly taught in the mini-lesson in differentiated groupings.</p> <p>Orton-Gillingham is used in small-group intervention to build phonemic awareness, phonics skills, and vocabulary.</p>	<p>Everyday Mathematics is a scientifically-based research mathematics program. Hands-on experiences enable students to develop mathematical knowledge from the basics to higher-order thinking and critical problem solving.</p> <p>The Model Curriculum will be fully integrated into the EDM curriculum, “allowing teachers to fully implement the Common Core State Standards and New Jersey Core Curriculum Content Standards Each unit contains targeted student learning objectives (SLOs) that elucidate what students need to know and be able to do within the unit.</p> <p>The Model Curriculum will help clarify the level of rigor</p>										

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

	<p>Higher Order Thinking, Questioning, and Discussion Skills will be specifically taught and modeled and teachers will provide activities for students to practice using these skills in the classroom.</p> <p>Reciprocal Teaching Strategies to improve comprehension and to apply comprehension strategies when working with text and applying text.</p>	<p>expected from the standards and provide a great set of assessment tools that are often difficult for districts and schools to create on their own”.  <a href="http://www.state.nj.us/education/modelcurriculum/">http://www.state.nj.us/education/modelcurriculum/</a>  <a href="http://www.state.nj.us/education/modelcurriculum/">http://www.state.nj.us/education/modelcurriculum/</a></p> <p>FASTTMATH system (Fluency and Automaticity through Systematic Teaching with Technology), helps struggling students develop fluency with basic math facts in addition, subtraction, multiplication, and division. It provides a continuously adaptive program that efficiently increases math fact fluency in customized, 10-minute daily sessions.  <a href="http://teacher.scholastic.com/math-fact-fluency/fastt-math-next-generation/research">http://teacher.scholastic.com/math-fact-fluency/fastt-math-next-generation/research</a></p>
<p>How does the intervention align with the Common Core State Standards?</p>	<p>Curriculum and interventions for ELA/Writing has been aligned to the Common Core Standards by the district.</p>	<p>“Everyday Mathematics has fully incorporated the skills and processes described in the Standards for Mathematical Practice. The practices required by the CCS are fundamental features woven throughout the entire program.”  <a href="http://everydaymath.com/downloads/Brochures/EMandtheCCSS_Brochure.pdf">http://everydaymath.com/downloads/Brochures/EMandtheCCSS_Brochure.pdf</a></p>

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

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

	#3	#4
Name of priority problem	<b>Integration of Technology is needed to assist students with skills needed for State Assessments and College and Career Readiness Skills.</b>	<b>Writing</b>
Describe the priority problem using at least two data sources	<p>Students are required to use technology to improve and demonstrate knowledge in all content areas. The focus on College and Career Readiness Skills includes students learning to work collaboratively, to synthesize and analyze information, and use various forms of technology to present information. Testing platforms are moving toward an online environment, which creates a need for students to improve On-line Testing Task Abilities.</p> <p><b>Data Sources:</b>            Staff Technology Needs Survey            Achieve 3000 Data</p>	<p>Writing is a skill that affects all areas of academic learning. Writing scores have shown that it is an area of concern across all grade levels and groups.</p> <p><b>Data Sources:</b>            Model Curriculum Unit Tests(Writing Component)            Writing Benchmarks</p>
Describe the root causes of the problem	<p>Students do not have the training or experience using computers and other technology to utilize them effectively to demonstrate their knowledge. This includes keyboarding skills, use of interactive programs and technology, presentation software such as Microsoft Office, and Google Drive, mouse use, tools such as on-line protractors and rulers, and graphing using a computer.</p>	<p>The school had gone through many staff/ scheduling changes including many new staff and discontinuing a departmentalization. This has created an environment where many staff were not properly trained in Writer’s workshop.</p>

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

Subgroups or populations addressed	All subgroups are addressed	All subgroups are addressed																																																																																			
<p>Related content area missed (i.e., ELA, Mathematics)</p>	<p align="center"><b>Technology Needs Staff Survey</b>  <i>(The survey reviewed the technology skills needed for PARCC <a href="http://nextgen.apps.sparcc.org/">http://nextgen.apps.sparcc.org/</a> )</i></p> <p>% of Students Proficient</p> <table border="1" data-bbox="558 604 1241 1354"> <thead> <tr> <th></th> <th><b>2</b></th> <th><b>3</b></th> <th><b>4</b></th> <th><b>5</b></th> <th><b>6</b></th> </tr> </thead> <tbody> <tr> <td>SMART board Use: Interactive Features</td> <td>100%</td> <td>100%</td> <td>83%</td> <td>100%</td> <td>80%</td> </tr> <tr> <td>SMART board Use: Presentations</td> <td>0%</td> <td>43%</td> <td>67%</td> <td>100%</td> <td>20%</td> </tr> <tr> <td>Keyboarding: Typing Skills</td> <td>0%</td> <td>86%</td> <td>83%</td> <td>100%</td> <td>80%</td> </tr> <tr> <td>Keyboarding Skills: Written Responses</td> <td>0%</td> <td>57%</td> <td>83%</td> <td>100%</td> <td>80%</td> </tr> <tr> <td>Online Interactive Tools</td> <td>0%</td> <td>71%</td> <td>83%</td> <td>100%</td> <td>80%</td> </tr> <tr> <td>Mouse Skills: Basic</td> <td>66%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Mouse Skills: Selections</td> <td>0%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>80%</td> </tr> </tbody> </table>		<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	SMART board Use: Interactive Features	100%	100%	83%	100%	80%	SMART board Use: Presentations	0%	43%	67%	100%	20%	Keyboarding: Typing Skills	0%	86%	83%	100%	80%	Keyboarding Skills: Written Responses	0%	57%	83%	100%	80%	Online Interactive Tools	0%	71%	83%	100%	80%	Mouse Skills: Basic	66%	100%	100%	100%	100%	Mouse Skills: Selections	0%	100%	100%	100%	80%	<p>Writing Baseline</p> <table border="1" data-bbox="1287 524 1913 1235"> <thead> <tr> <th></th> <th>Writing Pre</th> <th></th> <th>Writing Post</th> <th></th> </tr> <tr> <th><i>Grade level</i></th> <th><i>At or Above</i></th> <th><i>Below</i></th> <th><i>At or Above</i></th> <th><i>Below</i></th> </tr> </thead> <tbody> <tr> <td>2</td> <td>7.53%</td> <td>92.47%</td> <td>Results Pending</td> <td>Results Pending</td> </tr> <tr> <td>3</td> <td>15.56%</td> <td>84.44%</td> <td>Results Pending</td> <td>Results Pending</td> </tr> <tr> <td>4</td> <td>22.02%</td> <td>77.98%</td> <td>Results Pending</td> <td>Results Pending</td> </tr> <tr> <td>5</td> <td>20.93%</td> <td>79.07%</td> <td>Results Pending</td> <td>Results Pending</td> </tr> <tr> <td>6</td> <td>49.12%</td> <td>50.88%</td> <td>Results Pending</td> <td>Results Pending</td> </tr> </tbody> </table>		Writing Pre		Writing Post		<i>Grade level</i>	<i>At or Above</i>	<i>Below</i>	<i>At or Above</i>	<i>Below</i>	2	7.53%	92.47%	Results Pending	Results Pending	3	15.56%	84.44%	Results Pending	Results Pending	4	22.02%	77.98%	Results Pending	Results Pending	5	20.93%	79.07%	Results Pending	Results Pending	6	49.12%	50.88%	Results Pending	Results Pending
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Mouse Skills: Advanced	0%	57%	83%	100%	80%
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**Achieve 3000 Data:**

Grade	FFB	A	M	E
2	67%	30%	2%	1%
3	43%	44%	4%	0%
4	51%	44%	4%	0%
5	41%	57%	2%	0%
6	42%	50%	6%	3%

- FFB= Falls Far Below
- A= Approaching
- M=Meets
- E= Exceeds

Model Curriculum ELA Unit Tests (MC) Writing Component

Grade	MC 2	MC 3	MC 5
2	N/A	49.2	
3	46.7	61.5	
4	60.2	49.7	
5		54.5	54.8
6		N/A	N/A

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

<p>Name of scientifically research based intervention to address priority problems</p>	<p>Integrated Technology Skill Lessons, programs and tools for Students and Teachers</p>	<ul style="list-style-type: none"> <li>● Create an school writing culture where writing is being done by students as well as staff members.</li> <li>● Cross curricular content integration where writing will be done not only during Writer’s workshop but also during Social Studies</li> <li>● Writer’s Workshop is a research-based model, which is intended to build consistency and rigor through best practices in instruction. The Writer’s Workshop is not a program, but rather a vehicle through which to deliver the content. The district has developed writing units by grade level which are standards based. These will provide the content for instruction and are based on CCCS. <a href="http://www.stamfordpublicschools.org/sites/stamfordps/files/file/file/acoverview.pdf">http://www.stamfordpublicschools.org/sites/stamfordps/files/file/file/acoverview.pdf</a></li> </ul>
<p>How does the intervention align with the Common Core State Standards?</p>	<p>The Suggested intervention is aligned to the Common Core Standards. Technology is threaded throughout the Common Core. It is a platform for completing Content Area Skills, activities and assessment.</p>	<p>Curriculum and interventions for ELA/Writing has been aligned to the Common Core Standards by the district.</p>

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

*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	ALL	*Pearson Reading Street: differentiated instruction, fluency & comprehension, vocabulary instruction.	Teachers	DRA STAR- Lexile Results Pearson Success Net MAP	The National Reading Panel Block, Gambrell, and Pressley, 2002 <u>Mosaic of thought</u> comprehension strategies- Susan Zimmerman Robb, Rasinski,Calkins
ELA	ALL	*Guided Reading: mini-lesson in differentiated groupings using leveled readers.	Teachers	DRA	The National Reading Panel Block, Gambrell, and Pressley, 2002 Mosaic of thought comprehension strategies- Susan Zimmerman Robb, Rasinski,Calkins
ELA	ALL	*Reciprocal Teaching Strategies	Teachers	DRA STAR- Lexile Results Pearson Success Net MAP	Response to Intervention (RtI) is a comprehensive early detection and prevention strategy that identifies struggling students and assists them before they fall behind. RtI systems combine universal screening and high-quality instruction for all

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					students with interventions targeted at struggling students.
ELA	ALL	*Leveled Literary Intervention (LLI)	Reading Intervention	DRA / Lexile Spelling Inventory	<p>The Fountas &amp; Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading.</p> <p><a href="https://www.heinemann.com/fountasandpinnell/lli_overview.aspx">https://www.heinemann.com/fountasandpinnell/lli_overview.aspx</a></p>
Writing	ALL	*Writer's Workshop	Teachers	Writing Benchmarks	<p><b>Writing Workshop</b> is a method of writing instruction developed by Lucy Calkins and educators involved in the Reading and Writing Project at <a href="#">Columbia University</a>. This method of instruction focuses on the goal of fostering lifelong writers. It is based upon four principles; students will write about their own lives, they will use a consistent <b>writing process</b>, they will work in authentic ways and it will foster independence</p>

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Writing	ALL	*Writing Competition/Culture of Writers	Teachers	Writing Benchmarks	<p><b>Writing Workshop</b> is a method of writing instruction developed by Lucy Calkins and educators involved in the Reading and Writing Project at <a href="#">Columbia University</a>. This method of instruction focuses on the goal of fostering lifelong writers. It is based upon four principles; students will write about their own lives, they will use a consistent <b>writing process</b>, they will work in authentic ways and it will foster independence</p>
Math	ALL	EveryDay Math supported by Technology	Teachers	<p>Common Assessmnets MAP</p> <p>100% of teachers will infuse technology in their lessons on a regular basis as evidenced in spot and formal observations.</p> <p>ALL students will use classroom computers for math instructional activities on a regular basis and will be evidenced in spot and formal observations.</p> <p>All lesson plans will include technology centers and activities using SMART boards.</p>	<p>A report commissioned by Becta (2007) and written by the Education and Social Research Institute at Manchester Metropolitan University, a highly ranked research facility, proves that increasing students' exposure to interactive whiteboards through curriculum integration has a significant and positive impact on student achievement, especially in mathematics and science.</p>

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Math	ALL	<b>EveryDay Math supported by the Common Core</b>		<p><b>100%</b> of teachers will integrate the Common Core in their lessons on a regular basis as evidenced in spot and formal observations.</p> <p>All lesson plans will include this integration and DOLs addressing the skills and concepts taught.</p>	<p>Everyday Mathematics <i>Everyday Mathematics</i>® was found to have potentially positive effects on math achievement for elementary students.</p> <p><a href="http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_everyday_math_091410.pdf">http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_everyday_math_091410.pdf</a></p>
ELA	Students with Disabilities	Students with Disabilities were mainstreamed with regular education students for ELA			
Math	Students with Disabilities	Students with Disabilities were mainstreamed with regular education students for Math			
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			

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Math	Migrant	N/A			
ELA	ELLs	*Rosetta Stone	Teachers	Rosetta Stone Manager Reports	Rosetta Stone offers many listening and reading exercises that build students' language base during the pre-production period of language acquisition. Vocabulary and grammar are braided together so that when a student begins to speak and write, the correct words are associated with the correct usage, and structures are in place and accessible
ELA	ELLS	ESL Curriculum	Teachers	Lesson plans Observations and walkthroughs	District Mandated
ELA	ELLS	SIOP	Teachers	75% of students will improve on the DRA/EDL by 1-2 levels.	The SIOP is a research-based observation instrument that has been shown to be a valid and reliable measure of sheltered instruction (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001). In a study examining the effects of the SIOP Model on student achievement, students whose teachers implemented the SIOP model to a high degree in middle school classes outperformed those students in sheltered classes whose teachers were unfamiliar with the model.
ELA	ELLS				

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Math	ELLs				
ELA	Economically Disadvantaged	The strategies described above will be used to address the needs of Economically Disadvantaged Students as well.			
Math	Economically Disadvantaged	The strategies described above will be used to address the needs of Economically Disadvantaged Students as well.			
ALL	Grade 2 - 6	<b>Technology Lessons to increase College and Career Readiness Skills:</b> Provide classroom lessons on how to use Presentation software and tools such as Microsoft Word, Power Point, Google Drive, Interactive Technology, Video, etc.	Technology Coordinator Teachers	All lesson plans will include evidence of use of technology integrated throughout the curriculum. Lesson plans, walkthroughs, and observations, students' on-line usage data from programs can be used to monitor use.	<a href="http://www.rti4success.org/video/how-does-technology-help-students-who-are-struggling-academically-school">http://www.rti4success.org/video/how-does-technology-help-students-who-are-struggling-academically-school</a> "Struggling, students have benefited from the integration of technology through the curriculum. There is a whole variety of tools that are available for teachers to differentiate instruction to meet the learning needs of students in the classroom. Technology can enhance reading instruction by allowing students to have access to text to speech, highlighting, underlining, or the ability to

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					<p>use a virtual dictionary where they can look up a word on the spot and have access to that definition to help them move forward in their reading.</p> <p>Technology can help students address their frustration as they're proceeding with a task because there is enough scaffolding support to allow them to move forward; to allow them to feel that the experience of reading or tackling a mathematics problem can be a positive experience because they're able to supplement their own skills by using technology tools. Often times we see that students are much more engaged with learning because of technology. The evidence supports the fact that students will not only be more engaged, but they'll be able to have access to those technology tools that support them in their learning." Dr. Tracy Gray</p> <p>"Technology can be used to improve how and what students learn in the classroom." It can also improve their understanding of content area subjects. Technology needs to be embedded in the curriculum.</p> <p><b>Jeremy M. Roschelle, Roy D. Pea, Christopher M. Hoadley, Douglas N. Gordin and Barbara M. Means</b> <i>Changing</i></p>
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					<p><i>How and What Children Learn in School with Computer-Based Technologies. The Future of Children</i>          Vol. 10, No. 2, Children and Computer Technology (Autumn-Winter, 2000), pp. 76-101          Published by: <a href="http://www.jstor.org/stable/1602690">Princeton University</a>  <a href="http://www.jstor.org/stable/1602690">http://www.jstor.org/stable/1602690</a></p>
ALL	Grade 2-6	<p><b>Technology Lessons to Increase Online Testing Task Abilities:</b>          Provide a Keyboarding Program to improve students' response time using Technology, lessons to teach students to use the on-line Interactive Tools and increase proficiency of Mouse Skills</p>	Technology Coordinator Teachers	<p>All Lesson plans will include evidence of use of technology integrated throughout the curriculum. Lesson plans, walkthroughs, observations, and students' on-line usage data from programs can be used to monitor use.</p>	<p><a href="http://www.rti4success.org/video/how-does-technology-help-students-who-are-struggling-academically-school">http://www.rti4success.org/video/how-does-technology-help-students-who-are-struggling-academically-school</a>          "Struggling, students have benefited from the integration of technology through the curriculum. There is a whole variety of tools that are available for teachers to differentiate instruction to meet the learning needs of students in the classroom. Technology can enhance reading instruction by allowing students to have access to text to speech, highlighting, underlining, or the ability to use a virtual dictionary where they can look up a word on the spot and have access to that definition to help them move forward in their reading. Technology can help students address their frustration as they're proceeding with a task because there is enough</p>

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					<p>scaffolding support to allow them to move forward; to allow them to feel that the experience of reading or tackling a mathematics problem can be a positive experience because they're able to supplement their own skills by using technology tools. Often times we see that students are much more engaged with learning because of technology. The evidence supports the fact that students will not only be more engaged, but they'll be able to have access to those technology tools that support them in their learning." Dr. Tracy Gray</p> <p>"Technology can be used to improve how and what students learn in the classroom." It can also improve their understanding of content area subjects. Technology needs to be embedded in the curriculum.</p> <p><b>Jeremy M. Roschelle, Roy D. Pea, Christopher M. Hoadley, Douglas N. Gordin and Barbara M. Means</b> <i>Changing How and What Children Learn in School with Computer-Based Technologies. The Future of Children</i></p> <p>Vol. 10, No. 2, Children and Computer Technology (Autumn-Winter, 2000), pp. 76-101</p>
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					Published by: <a href="http://www.jstor.org/stable/1602690">Princeton University</a> <a href="http://www.jstor.org/stable/1602690">http://www.jstor.org/stable/1602690</a>
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*\*Use an asterisk to denote new programs.*

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

<i>ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;</u></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)
ALL	ALL Groups	Study Hall	Administrators, Teachers	MAP Testing, Common Tests for Math	Based on the overview provided in: "What Works Clearinghouse", OST (Out of School Time) is found to have positive results on student achievement when instruction is targeted to the needs of the individual student. This is particularly indicative when intervention opportunities are directly aligned to the everyday curriculum. Recommendation 3 in the report "Structuring Out of School Time to Improve Academic Achievement" states that "students need instruction adapted to individual and small group needs".

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					<p>The After School program will help students bridge the gaps in word analysis and comprehension skills as indicated on Terranova/Supera performances as areas of weakness in “At Risk” students. As suggested in the research, pre and post assessments will be administered as well as interim progress monitoring in order to constantly assess the needs and growth of the students as well as allow for ever-changing flexible grouping.</p> <p>Structuring Out-of-School Time to Improve Academic Achievement  <a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10</a>  <a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10</a></p>
ALL	ALL Groups	Before/After School Program	Administrators,, Teachers		<p>Based on the overview provided in: “What Works Clearinghouse”, OST (Out of School Time) is found to have positive results on student achievement when instruction is targeted to the needs of the individual student. This is particularly indicative when intervention opportunities are directly aligned to the everyday curriculum. Recommendation 3 in the report “Structuring Out of</p>

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					<p>School Time to Improve Academic Achievement” states that “students need instruction adapted to individual and small group needs”. The After School program will help students bridge the gaps in word analysis and comprehension skills as indicated on Terranova/Supera performances as areas of weakness in “At Risk” students. As suggested in the research, pre and post assessments will be administered as well as interim progress monitoring in order to constantly assess the needs and growth of the students as well as allow for ever-changing flexible grouping.</p> <p>Structuring Out-of-School Time to Improve Academic Achievement  <a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10</a>  <a href="http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10">http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10</a></p>
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				

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Math	Homeless				
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	The strategies described above will be used to address the needs of Economically Disadvantaged Students as well.			
Math	Economically Disadvantaged	The strategies described above will be used to address the needs of Economically Disadvantaged Students as well.			

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

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*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	PD for ESL Curriculum			
Math	ALL Grade 6	PD for Grade 6 Math Technology Use			
ELA	ALL	PD for Writer's Workshop			
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	The strategies described above will be used to address the needs of Economically Disadvantaged			

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		Students as well.			
Math	Economically Disadvantaged	The strategies described above will be used to address the needs of Economically Disadvantaged Students as well.			
ELA	ALL				
Math	ALL				

*\*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.**

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### **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 people responsible for evaluating the schoolwide program for 2015-2016 are the school leaders (Principal and Asst. Principal), members of the school's Instructional Leadership team, teachers, remedial teacher, Technology Coordinator, and Parent Liaison.*

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

The district has plans to change curriculum as well as assessments that are district wide including changing providers and format of testing.

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

*The School's Instructional Leadership Team members developed the schoolwide program for 2014-2015 with the input and feedback of all teachers and parents. The staff reviewed, discussed and analyzed data from standardized tests and other assessments, identifying weaknesses, strategies and interventions to address those weaknesses. Consequently, all stakeholders own and are accountable for the implementation of the programs.*

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

*Surveys, grade level meetings, ILT, faculty, parent meetings and the evaluation process will be used to gauge the perceptions of the staff about the programs and strategies used and implemented to address students' needs.*

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

*Evaluations from workshops, parent-teacher conferences, feedback during parent meetings, report card nights, and a parent member representative on the ILT will be used to gauge the perception of the community.*

6. How will the school structure interventions?

*Interventions will be structured based on state test results, students' DRA levels, Basic Skills Needs, and real-time data results.*

7. How frequently will students receive instructional interventions?

*Students will receive Instructional interventions on a daily basis, through small group instruction with BSI/ESL, Remedial Teacher, paraprofessionals, and classroom teachers. Identified students will also attend a Remedial Literacy and Math Program five days a week for an hour.*

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

*The school will use iPads, SMARTboards, SMARTboard clickers, and computers. Programs such as Pearsonsuccessnet, FASTT Math, Everyday Mathematics Online, Achieve 3000, and Rosetta Stone will be infused during daily instructional time.*

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

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

The Schoolwide program results will be disseminate through weekly bulletins, emails, faculty meetings, The parent stakeholders will recieve information through parent meeting, notices home and through SWIFTREACH.

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ALL	Students with Disabilities	ASD Support Groups	Parent Liason	Attendance Sheets Agendas 90% of the parents who attended all workshops and meetings will indicate not only how effective the information received was, but also ways in which they used the information at home with their children.	Houtenville, A., & Conway, K.S., <i>Parental Effort, School Resources, and Student Achievement</i> . J. Human Resources, XLIII(2) 437-453.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			

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Math	Migrant	N/A			
ALL	ELLs	ESL Classes	Parent Liaison, Teachers, Administrators	Attendance Sheets Agendas 90% of the parents who attended all workshops and meetings will indicate not only how effective the information received was, but also ways in which they used the information at home with their children.	Houtenville, A., & Conway, K.S., <i>Parental Effort, School Resources, and Student Achievement</i> . J. Human Resources, XLIII(2) 437-453.
ELA	Economically Disadvantaged	The strategies described above will be used to address the needs of Economically Disadvantaged Students as well.			
Math	Economically Disadvantaged	The strategies described above will be used to address the needs of Economically Disadvantaged Students as well.			
ALL	ALL	<b>Parent Meetings Gr. Pre-K - 5 including all</b>	Parent Liaison,	Attendance Sheets Agendas	Houtenville, A., & Conway, K.S., <i>Parental Effort, School Resources,</i>

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		<b>subgroups. Identify where students need help academically &amp; behaviors</b>	Teachers, Administrators	90% of the parents who attended all workshops and meetings will indicate not only how effective the information received was, but also ways in which they used the information at home with their	<i>and Student Achievement. J. Human Resources, XLIII(2) 437-453.</i>
ALL	ALL	<b>Workshops and Meetings, in English and Spanish, will be offered throughout the school to Pre-K – 5 parents, including all subgroups, to further parents’ knowledge in areas of curriculum and assessments.</b>	Parent Liaison, Teachers, Administrators	Attendance Sheets Agendas 90% of the parents who attended all workshops and meetings will indicate not only how effective the information received was, but also ways in which they used the information at home with their children.	Houtenville, A., & Conway, K.S., <i>Parental Effort, School Resources, and Student Achievement. J. Human Resources, XLIII(2) 437-453.</i>
ALL	ALL	<b>Assistance to parents in understanding such topics as the Standards of Learning, essential skills, knowledge and processes at each grade level, and how to monitor children’s progress, as well as working with teachers to improve their children’s education</b>	Parent Liaison, Teachers, Administrators	Attendance Sheets Agendas 90% of the parents who attended all workshops and meetings will indicate not only how effective the information received was, but also ways in which they used the information at home with their children.	Houtenville, A., & Conway, K.S., <i>Parental Effort, School Resources, and Student Achievement. J. Human Resources, XLIII(2) 437-453.</i>

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### 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 priority problem areas identified in the comprehensive needs assessment are in the areas of Math, Reading, Writing and Technology. The majority of *parents are not proficient in the English language. The ESL classes for the parents will assist in helping their children academically. Workshops and resources will be made available to expose parents to the instructional curriculum and assessments. This will create a bridge between home and school. Parent Grade Level and Testing Meetings, in the fall and spring, will be implemented to make parents aware of their children's curriculum, expectations, classroom routine and how can they help their children prepare and succeed on district/state testing. Nutrition, math, Literacy, computers classes, and ASD Parent support group have been planned to provide parents with the information and strategies they need to assist their children at home. Parent workshops take place in the evening, in the morning on a monthly to meet parents' schedules. Parents will be encouraged to visit classrooms.*

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 parent involvement policy through surveys, Back to School Nights, PTO meetings, and meetings held at the Community School by the District Teacher-Parent Coordinator.*

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

*The district and the school disseminate the written parent involvement policy to ALL parents at the beginning of the school year. Further, parents receive information of the parent involvement policy via the school's Parent Liaison during PTO meetings, Back to School Nights, Parent Teacher conferences, District Newsletter, Communications from the Superintendent and Assistant Superintendent, and electronic information (district/school report cards, etc.).*

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**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, Back to School Nights, SPT meetings, and meetings held at the Community School by the District Teacher-Parent Coordinator.*

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

*Distribution of the school-parent compact is required. The district and the school disseminate the school-parent compact to ALL parents at the beginning of the school year. Parents review it; sign a return slip to acknowledge receipt and awareness of the school-parent compact. The School's Parent Liaison is responsible for the distribution and collection of return slips.*

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

*Student achievement data is reported to families and community through the state school report card, the district website, district publications, PTO, general meetings held by the principal, and Parent-teacher meetings.*

**7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives**

**(AMAO) for Title III?**

*The district office of Testing, Research and Evaluation prepares a report indicating the district/school AMO's status for Title III. The school, in turn, distributes the report to ALL parents and the community in a timely manner. This information is also shared at PTO meetings, Back to School Nights, Parent Teacher conferences, NCLB parent meetings, District Newsletter, Communications from the Superintendent and Assistant Superintendent, and electronic information (district/school report cards, etc.).*

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

*The district office of Testing, Research and Evaluation and the school prepare a report of the school's disaggregated assessment results. The assessment results are shared and explained to ALL parents and the community at PTO meetings, Back to School Nights, Parent Teacher conferences, District Newsletter, Communications from the Superintendent and Assistant Superintendent, and electronic information (district/school report cards, etc.).*

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

*The parents had various opportunities throughout the school year to participate in the dialogue and provide input in the development of the Title I Schoolwide Plan. They voiced their opinion on the school budget, Title I funds, and activities to address their needs and interests. There is a parent member on the ILT.*

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

*The school informs families about the academic achievement of their child/children through a child's progress report showing their child's weaknesses and strengths every mid-marking period, and a report card at the end of each marking period through the year.*

*Parents are encouraged to come to school to speak with the teachers as often as needed. Standardized tests reports include a "Student Profile" for the parents to check their child's progress.*

*Additionally, the school informs families about the academic achievement of their child/children through the state school report card, the district website, school publications, PTO, general meetings held by the principal, and Parent-teacher meetings.*

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

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*Pending funding, we will continue encouraging parents to be involved in school by attending and actively participating in informative and educational workshops, meetings, and programs that are targeted to specific areas in need of improvement and to help parents assist their children with homework.*

*Evening ESL and computer classes will continue to be offered to parents.*

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

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### ***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**

	<b>Number &amp; Percent</b>	<b>Description of Strategy to Retain HQ Staff</b>
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	<i>Teachers receive mentoring and coaching support Teachers are provided with professional development, college reimbursement and opportunities to further their education. Teachers receive competitive salaries and full benefit packages.</i>
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%	<i>Paraprofessionals are provided with professional development, college reimbursement and opportunities to further their education. Paraprofessionals receive competitive salaries and full benefit packages.</i>
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.

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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
<i>Retention is not a priority problem in our district. The strategies that are used to retain teachers are a competitive pay scale, benefits and graduate reimbursement.</i>	<b>Human Resources Office Superintendent and Assistant Superintendent of Schools.</b>