

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

061 Urban Leadership Academy

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

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PATERSON PUBLIC SCHOOLS	School: Urban Leadership Academy
Chief School Administrator: DR. EVANS	Address: 112 North 5 th Street
Chief School Administrator's E-mail: devans@paterson.k12.nj.us	Grade Levels: K-4
Title I Contact: Marguerite Sullivan	Principal: Mr. Richard Sanducci
Title I Contact E-mail: MSullivan@paterson.k12.nj.us	Principal's E-mail: rsanducci@paterson.k12.nj.us
Title I Contact Phone Number: 9733211000	Principal's Phone Number: 973.321.0171

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.

Mr. Richard Sanducci

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____3_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 35,250.00 , which comprised _____31_____ % of the school’s budget in 2014-2015.
- State/local funds to support the school will be \$ 39,000.00 , which will comprise _____36_____ % 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
School Based Literacy Supervisor Salary	1,2,3,4	Job embedded professional development to build teacher capacity	Salary	\$21,828.00
School Based Literacy Supervisor Benefits			Benefit	\$3,072.00
School Based Math Supervisor Salary	1,2,3,4	Job embedded professional development to build teacher capacity	Salary	\$31,250.00
School Based Math Supervisor Benefits			Benefit	\$8,250.00
School Based Data Supervisor Salary	1,2,3,4	Job embedded professional development to build teacher capacity	Salary	\$4,002.00

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

School Based Data Supervisor Benefits			Benefit	\$1,483.00

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

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

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

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

**Add lines as necessary.*

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Mr. Richard Sanducci	School Staff-Administrator	x	x	x	
Ms. Jodi Bland	School Staff-Teacher	x	x	X	
Ms. Stephanie Bradshaw	School Staff-Teacher	X	X	X	
Ms. Melaika Dias	School Staff-Teacher	X	X	X	
Mr. Edward Hamilton	Parent	X	X	X	
Ms. Hawkins	Parent/School Liaison	X	X	X	

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

Stakeholder/Schoolwide Committee Meetings

Purpose:

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
October 1, 2014	ULA	Comprehensive Needs Assessment	X		X	
June 10 2015	ULA	Schoolwide Plan Development	X		X	
June 4, 2015	ULA	Program Evaluation	x		x	

**Add rows as necessary.*

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

School's Mission

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

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

<p>What is the school's mission statement?</p>	<p>Urban Leadership Academy prepares children to be productive and positive citizens in their community. To inspire pride and gratitude for the city of Paterson is a goal we have for our school. We believe that our perspective will encourage our students to commit their energy to revitalizing their community. Our staff will provide a top quality instructional program with an open mind to continually improve academic achievement. Partnerships will be developed with the community to help us, along with collaborations among all stakeholders who have an interest in working on our mission.</p>
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

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

Evaluation of 2014-2015 Schoolwide Program *

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

1. Did the school implement the program as planned? Our program was implemented on schedule with each component in place.
2. What were the strengths of the implementation process? Input from all stakeholders involved in the process, constant collaboration between teachers, and parents, the use of data to establish programmatic approaches, the creation of periodic checks and adjustments throughout the process.
3. What implementation challenges and barriers did the school encounter? The ability to have meetings with a small staff to provide coverage continues to be a challenge.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Some strengths were: an increased understanding to use data to drive instructional decisions and interventions. Increased communication among teachers as it relates to quality instruction. Some weaknesses were: being able to include working parents into the process, and finding classroom coverage to meet during school day.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Our school culture fosters buy-in and collaboration from all stakeholders by having an ongoing dialog and collaboration from teachers and parents in the form of

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

weekly forms, progress reports, phone calls, flyers, letters and an open door policy which allows parents to speak to the principal and teachers on an ongoing basis. Therefore, stakeholders are amenable to becoming involved with all aspects of school.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? Staff has an overall buy-in to the schools culture and climate and always has been a necessary ingredient in our small school. We conducted several open dialog forums during staff PD days and during grade level meetings.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? Based upon our parent survey the community supports the programs of the school.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? Methods for each program were delivered by the teacher starting out as whole group then small group then one-on-one instruction.
9. How did the school structure the interventions? We created two intervention periods by going from a 5 day schedule to a 6 day schedule that increased from 8 periods a day to 10 periods a day.
10. How frequently did students receive instructional interventions? Interventions were provided as indicated in the teacher schedule, either once daily or twice daily, as well as, individually when needed.
11. What technologies did the school use to support the program? Smart boards and class computers.
12. Did the technology contribute to the success of the program and, if so, how? The age of the schools computers marginalized the success of some programs.

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

**Provide a separate response for each question.*

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	NJASK 12 out of 22	TBD	Reading comprehension intervention program daily writing component (exit tickets)	We do not have data for students who have been partially proficient for two years. Students leave our school after the 4th grade.
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	NJASK 15 out of 22	TBD	Problem of the day Success Maker	We do not have data for students who have been partially proficient for two years. Students leave our school after the 4 th grade.
Grade 5				
Grade 6				
Grade 7				

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

Grade 8				
Grade 11				
Grade 12				

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

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

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	Fall Star 20 out of 28 were below	Fall Star 31% Spring 7% below	Daily small group differentiated instruction and one-on-one tutoring	Interventions were successful because of increased time adding intervention periods to our schedule on a daily basis. Also, progress monitoring focused on each skill that needed improvement.
Grade 1	Fall Star 20 out of 32 were below	Fall Star 36% Spring 24% below	Daily small group differentiated instruction and one-on-one tutoring	Interventions were successful because of increased time adding intervention periods to our schedule on a daily basis. Also, progress monitoring focused on each skill that needed improvement.
Grade 2	Fall Star 17 out of 33 were below	Fall Star 47% Spring 45% below	Daily small group differentiated instruction and one-on-one tutoring	Interventions were successful because of increased time adding intervention periods to our schedule on a daily basis. Also, progress monitoring focused on each skill that needed improvement.
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 -2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

				intervention).
Pre-Kindergarten				
Kindergarten	N/A	Fall Unit Assessment 62% Spring 0% below	Daily small group differentiated instruction and one-on-one tutoring	Interventions were successful because of increased time adding intervention periods to our schedule on a daily basis. Also, progress monitoring focused on each skill that needed improvement.
Grade 1	Fall Star 12 out of 30 were below	Fall Star 34% Spring 44% below	Daily small group differentiated instruction and one-on-one tutoring	Interventions were successful because of increased time adding intervention periods to our schedule on a daily basis. Also, progress monitoring focused on each skill that needed improvement.
Grade 2	Fall Star 16 out of 33 were below	Fall Star 52% Spring 33% below	Daily small group differentiated instruction and one-on-one tutoring	Interventions were successful because of increased time adding intervention periods to our schedule on a daily basis. Also, progress monitoring focused on each skill that needed improvement.
Grade 9				
Grade 10				

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

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	All Students	Small group instruction Intervention Periods One on one tutoring	yes	STAR	Grade K- 0/29 students scored below the 40 th percentile Grade 1- 5/28 students scored below the 40 th percentile Grade 2-6/34 students scored below the 40 th percentile Grade 3- 7/34 students scored below the 40 th percentile Grade 4- 2/21 students scored below the 40 th percentile
Math	All Students	Small group instruction Intervention Periods One on one tutoring Success Maker	yes	STAR	Grade 1-4/28 students scored below the 40 th percentile Grade 2- 5/34 students scored below the 40 th percentile Grade 3- 5/34 students scored below the 40 th percentile Grade 4- 2/21 students scored below the 40 th percentile
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				

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

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

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

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

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

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

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

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	All students	IFL Writers Workshop SRA Imagine It! Phonics	Yes	Unit 5 Assessment	K- 84% 1- 83% 2- 64% 3- 65% 4- 67%
Math	All students	IFL	Yes	Unit 5 Assessment	K- 88%

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Success Maker			1- 84% 2- 72% 3- 64% 4- 61%

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically				

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disadvantaged				
Math	Economically Disadvantaged				
ELA	All students	Back to School Night Report card night Survey PTO	yes	Sign in sheets Sign in sheets Results Agenda, sign in sheets	80-90% parents in attendance 80-90% parents in attendance All categories above satisfactory rating 60-70% parents in attendance
Math	All students	Back to School Night Report card night Survey PTO	yes	Sign in sheets Sign in sheets Results Agenda, sign in sheets	80-90% parents in attendance 80-90% parents in attendance All categories above satisfactory rating 60-70% parents in attendance

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

Principal's Certification

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

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

Richard Sanducci

Principal's Name (Print)

Principal's Signature

Date

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

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

**2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis**

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	STAR UNIT Assessments	<u>STAR</u> Grade K – 76% proficiency Grade 1 – 85% proficiency Grade 2 – 48% proficiency Grade 3 – 40% proficiency Grade 4 – 51% proficiency <u>Unit 5 Assessment</u> Grade K – 84% proficiency Grade 1 – 83% proficiency Grade 2 – 64% proficiency Grade 3 – 67% proficiency Grade 4 – 65% proficiency
Academic Achievement - Writing	Unit Assessment	<u>Unit 5 Assessment</u> Grade K – 84% proficiency Grade 1 – 83% proficiency Grade 2 – 64% proficiency Grade 3 – 67% proficiency Grade 4 – 65% proficiency

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Mathematics	STAR Unit 5 Assessment	<u>STAR</u> Grade 1 – 56% Grade 2 – 61% Grade 3 – 69% Grade 4 – 72% <u>Unit 5 Assessment</u> Grade K – 88% proficiency Grade 1 – 84% proficiency Grade 2 – 72% proficiency Grade 3 – 64% proficiency Grade 4 – 61% proficiency
Family and Community Engagement	Parent Survey Sign in sheets	80% of parents responded satisfactory or better on all items We had a range of 75-85% parent attendance at report card conferences
Professional Development	Agenda/sign in sheets Certificate Lesson plans Walk through observations	Staff attendance was an average of 90% Supervisors reviewed lesson plans for rigor Supervisors observed instruction of best practices
Leadership		
School Climate and Culture		
School-Based Youth Services		
Students with Disabilities		
Homeless Students		
Migrant Students		

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
English Language Learners		
Economically Disadvantaged		

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? A variety of tools were used to gather the information such as, standardized test scores, unit tests, Star Renaissance, running records, report cards, and student work samples.
2. What process did the school use to collect and compile data for student subgroups? Same as number one above.
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)? All assessments are aligned with state standards. Multiple measures are used to track progress for the entire student population.
4. What did the data analysis reveal regarding classroom instruction? For the content area of reading, the staff must focus on reading fluency and comprehension skills. For the content area of math, the staff must focus on mathematical reasoning with high level tasks. Writing across all content areas
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? Implementation of PD must continue to provide a rigorous approach for teachers to successfully teach all content areas. Content and pedagogy must continue with differentiation techniques.

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

6. How does the school identify educationally at-risk students in a timely manner? Since class sizes are small we are afforded ample time with formative and summative tests to meet the needs of all students. Progress monitoring is provided to all students to advance their learning using a DOL log, running records, and formative assessments.
7. How does the school provide effective interventions to educationally at-risk students? Additional support is given to all urgent intervention students by the classroom teacher through the use of differentiation in small group and one-on-one attention.
8. How does the school address the needs of migrant students? N/A
9. How does the school address the needs of homeless students? N/A
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? Teachers are engaged by data team meetings, grade level meetings, and vertical articulation meetings.
11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? Pre schools visit our school for the purpose of transitioning.
12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? The comprehensive needs assessment and the analysis of multiple measures were utilized along with technical assistance from central office supervisors.

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

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

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

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

	#1	#2
Name of priority problem	Reading fluency	Reading comprehension
Describe the priority problem using at least two data sources	Unit Assessments, running records, and Star show students having a deficit decoding multi syllabic words along with text vocabulary	Unit Assessments, running records, and Star show students having a deficit comprehending main idea, inferring and analyzing texts
Describe the root causes of the problem	Text complexity has increased along with teachers not effectively using best practices	Sophistication of content and text complexity has increased with teachers not effectively using best practices
Subgroups or populations addressed	Total population	Total population
Related content area missed (i.e., ELA, Mathematics)	ELA	ELA
Name of scientifically research based intervention to address priority problems	Accelerated Reader Software, IFL Principles of learning Blended Using Disruptive Innovation Improve Schools M Horn, M., & Staker, H. (2015). Blended using disruptive innovation to improve schools. San Francisco: Jossey-Bass. Every Instructional Routine is organized in an “I do, We do, You do” format: <ul style="list-style-type: none"> • In “I do,” the teacher explains and models the task. • In “We do,” the teacher and students practice the task together, followed by the students practicing that task with scaffolding from the teacher. • In “You do,” students practice the newly learned skill independently. (Carnine, Silbert, Kame’enui, Tarver, & Jungjohann, 2006). 	Accelerated Reader Software, IFL Principles of learning Every Instructional Routine is organized in an “I do, We do, You do” format: <ul style="list-style-type: none"> • In “I do,” the teacher explains and models the task. • In “We do,” the teacher and students practice the task together, followed by the students practicing that task with scaffolding from the teacher. • In “You do,” students practice the newly learned skill independently. (Carnine, Silbert, Kame’enui, Tarver, & Jungjohann, 2006).Blended Using Disruptive Innovation Improve Schools M Horn, M., & Staker, H. (2015). Blended using disruptive innovation to improve schools. San Francisco: Jossey-Bass.
How does the intervention align with the Common Core State	District curricula is aligned to Standards	District curricula is aligned to Standards

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

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

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

	#3	#4
Name of priority problem	Writing across the curriculum content areas	Solving high level tasks using mathematical reasoning
Describe the priority problem using at least two data sources	Unit assessments and teacher tests show a deficit in coherent grade level responses to high task writing	Unit assessments and Star show low percentages of students on grade level
Describe the root causes of the problem	Content and pedagogy are not aligned with consistent use of best practices	Content and pedagogy are not aligned with consistent use of best practices
Subgroups or populations addressed	Total population	Total population
Related content area missed (i.e., ELA, Mathematics)	ELA	Math
Name of scientifically research based intervention to address priority problems	IFL Principles of Learning	IFL Principles of Learning, Success maker Blended Using Disruptive Innovation Improve Schools M Horn, M., & Staker, H. (2015). Blended using disruptive innovation to improve schools. San Francisco: Jossey-Bass.
How does the intervention align with the Common Core State Standards?	Curriculum is aligned to Standards	Curriculum is aligned to Standards

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

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

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

**Use an asterisk to denote new programs.*

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

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

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

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

**Use an asterisk to denote new programs.*

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA Math	Students with Disabilities Economically Disadvantaged ELLs				Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from http://ies.ed.gov/ncee/edlabs
	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA					

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

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

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

**Use an asterisk to denote new programs.*

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

Evaluation of Schoolwide Program*

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

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

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? The school administrator/principal along with the school-based-supervisors will evaluate schoolwide programs each marking period.

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

2. What barriers or challenges does the school anticipate during the implementation process? All program implementation is anticipated to run without challenges this year with the assistance of central office supervisors.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? There is an ongoing collaboration from the teachers and parents in the form of weekly dialog forms, progress reports, parent conferences, telephone logs, and an open door policy which allows all to communicate freely. Therefore, all stakeholders are amenable to becoming involved with all aspects of the school.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? A climate & culture survey will be utilized.
5. What measurement tool(s) will the school use to gauge the perceptions of the community? A climate & culture survey will be utilized.
6. How will the school structure interventions? Interventions will be structured by teachers using Star diagnostic and instructional reports to progress monitor deficit skills identified. Each day the schedule provides a morning and afternoon intervention period for students to be tutored one-on-one, small group and with computer software.
7. How frequently will students receive instructional interventions? Daily a minimum of two instructional periods.
8. What resources/technologies will the school use to support the schoolwide program? Star Renaissance reports, accelerated reading and success maker for math
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? Progress monitoring and Star assessment.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Posted in lobby of school, sent home in newsletter each quarter, and posted on website.

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

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	All students	Family Read Night		Unit Assessments Star Assessments Parent feedback form/survey	

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	All students	Family Game Night		Unit Assessments Star Assessments Parent feedback form/survey	

**Use an asterisk to denote new programs.*

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

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? It will assist schools by providing access to parent education programs such as Paterson Parent University, and the development of school action teams.
2. How will the school engage parents in the development of the written parent involvement policy? Parents will be engaged by the school based PTO, district wide PTO leadership activities and school based action teams.
3. How will the school distribute its written parent involvement policy? It will be distributed by the district website and main office.
4. How will the school engage parents in the development of the school-parent compact? Parents will be engaged by their school based PTO and/or parent liaison.
5. How will the school ensure that parents receive and review the school-parent compact? It will be given out as a welcome to school packet and during back to school night and have to be signed and returned that it was read.
6. How will the school report its student achievement data to families and the community? Student achievement will be reported through board meetings, our web site, newsletter, and flyers.
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?

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

- 8.** How will the school inform families and the community of the school's disaggregated assessment results? Report card nights, meetings, newsletters, web site and engrade.
- 9.** How will the school involve families and the community in the development of the Title I Schoolwide Plan? The school will involve everyone by committee meetings, each semester.
- 10.** How will the school inform families about the academic achievement of their child/children? Report cards, progress reports, e-mail and phone calls.
- 11.** On what specific strategies will the school use its 2015-2016 parent involvement funds? To bring a guest speaker to share best practices with families.

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

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

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

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

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	13	Staff development training
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	2	Staff development training
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Tuition reimbursement, perfect attendance incentive, opportunity to become a member of stakeholder committee and voice their opinions, and professional development.	Director of Professional Development