

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

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

SCHOOLWIDE SUMMARY INFORMATION

DISTRICT INFORMATION	SCHOOL INFORMATION
District: : ELIZABETH	School: JEROME DUNN ACADEMY
Chief School Administrator: OLGA HUGELMYER	Address: 125 RIPLEY PLACE
Chief School Administrator's E-mail: hugelmol@elizabeth.k12.nj.us	Grade Levels: KINDERGARTEN-GRADE 8
Title I Contact: ROSA CARBONE	Principal: YALITZA TORRES
Title I Contact E-mail: carbonero@elizabeth.k12.nj.us	Principal's E-mail: torresya@elizabeth.k12.nj.us
Title I Contact Phone Number:	Principal's Phone Number:908-436-5581

Principal's Certification

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

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

Yalitza Torres /Lyle Moseley	<i>Yalitza Torres/Lyle Moseley</i>	
Principal's Name	Principal's Signature	Date

SCHOOLWIDE SUMMARY INFORMATION

Critical Overview Elements

- The School had _____ (number) of stakeholder engagement meetings.
- State/local funds comprised _____% of the school’s budget in 2014-2015.
- State/local funds will comprise _____\$ 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

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

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

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

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

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
YALITZA TORRES	ADMINISTRATOR	YES	YES	YES	
LYLE MOSELEY	ADMINISTRATOR	YES	YES	YES	
CHRISTINE CASSERLY	ADMINISTRATOR	YES	YES	YES	
AMY RIOS	TEACHER	YES	YES	YES	
SARAH BROWN	TEACHER	YES	YES	YES	
JASMINE LEE	SCHOOL COUNSELOR	YES	YES	YES	
MARRIANNE ENGLISH	TEACHER	YES	YES	YES	
ILEANA MENA	INTERVENTIONIST	YES	YES	YES	
NATALIA GALCZYNSKI	TEACHER	YES	YES	YES	
JELSIE BASSO	TEACHER	YES	YES	YES	
LEYDIS LEYVA	TEACHER	YES	YES	YES	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Stakeholder/Schoolwide Committee Meetings

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
2/10/15	School 9 Green Room	JDA Professional Development Plan 2014-2015 JDA Title I Unified Plan Culture & Climate Data Review	X			
5/14/15	School #52	Title I Information Session	X		X	
5/26/15	School 9 Faculty Room	Revised and updated School Improvement Plan (SIP) which included the following areas of focus: Professional Learning Goals, Activities, and Rationale/Evidence, School-wide initiatives Reflecting on the Common Core State Standards and effective pedagogy Aligning SIP, School PDP, and the Title 1 plan	X		X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

*Add rows as necessary

School’s Mission

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

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

What is the school’s mission statement?	<p>The Elizabeth Public Schools will be one of the best school systems in America.</p> <p>The Elizabeth Public Schools will provide excellent educational experiences and services to inspire every student to think, to learn, to achieve and to care.</p> <p>Jerome Dunn Academy No. 9 will be one of the best schools for Elizabeth.</p> <p>Jerome Dunn Academy No. 9 will provide excellent educational experiences and services to ensure every child achieves excellence.</p>
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SCHOOLWIDE COMPONENT: EVALUATION

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

Evaluation of 2014-2015 Schoolwide Program (For schools approved to operate a schoolwide program prior to 2015-2016)

1. Did the school implement the program as planned?

The various components of the program were implemented as planned.

2. What were the strengths of the implementation process?

The use of data in the identification of students needing the academic components of the program furthered the concept of data driven decision making and its role in student achievement. Teachers had to review standardized test scores, newly implemented SGOs and benchmark data to determine which students were in need of the supplemental programs.

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

Being a new school presented several challenges for the 2014-2015 school year. Unfamiliarity with the staff, a radical shift in the educational culture and climate of the school were two challenges that JDA School 9 faced this school year.

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

The strength of the ELA academic component of the program was primarily that of it being a research-based program that has been proven successful. The use of standardized test and pre-assessment data to identify the students proved to be an effective

SCHOOLWIDE COMPONENT: EVALUATION

means of addressing those students who needed remediation. A weakness of the program was that teachers were unaccustomed to use data to formulate intervention strategies, thereby not maximizing the potential of the program.

As for the Math component, Moving With Math was the primary remedial program used. There is a computer-based component as well as a teacher-directed component to the program, which were strengths of the program. Another strength of the program was the pre-assessment that was used as a means of identifying students. A weakness of the implementation of the program was also the use of data as a means of creating effective intervention strategies for students. Again, teachers were unfamiliar with using data to inform student interventions. The implementation of the Positive Action Program as a means of building the character of the students had as a strength the programs ability to offer immediate gratification/rewards to students for appropriate behavior. However it was minimally successful. Teachers did not buy-in to a major component of the program, which is the “Caught Being Good” component, to the extent necessary for its success.

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

Staff members were informed of the various academic and social/emotional programs at staff meetings, while parents were informed of the programs at Back to School Night, PTA meetings, parent conferences and I&RS meetings.

For the academic component of the 2014-2015 Title I Plan, teachers were asked to review the standardized test scores and benchmark data, as well as the previous grades data. They were also asked to work with students on goal setting and monitoring

SCHOOLWIDE COMPONENT: EVALUATION

their (the students') progress. Pre-assessments from the various programs were administered to students to determine their need for the programs.

6. What were the perceptions of the staff?

Staff members were initially excited about the prospect of working in a new school and seeing all of the proposed changes. As the implementation of those changes occurred, most staff members maintained their excitement, however the tremendous amount of work involved with the changes proved most challenging for both staff and administration. Despite the challenges of the changes, 90.1% of staff survey stated they still look forward to coming to work, which suggests that the school maintain a high level of moral.

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

Two surveys were sent to the parents with regard to their perception of the school. While 97% of the parents surveyed stated that they like their child's school in the first survey, in the second survey 100% of the parents surveyed indicated that they were pleased with School 9.

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

Programs were delivered in group settings ranging from 2-3 students to as many as 25-30 students.

9. How did the school structure the interventions?

SCHOOLWIDE COMPONENT: EVALUATION

Students who received interventions from the Teacher Tutor Interventionist met with teacher in the classroom setting, as well as pulling them out for daily small group sessions. A 45 minute intervention period occurred each day in ELA and mathematics. Teachers were directed to use benchmark, DRA2, MAP and Moving With Math data to structure interventions that met the students' individual academic needs. This took place in whole group, small group and center instruction.

10. How frequently did students receive instructional interventions?

Interventions in ELA and Math took place on a daily basis for 45 minutes. Identified students in grades K-2 were also pulled out by the Teacher Tutor Interventionist for 30 minutes of reading instruction daily.

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

Students in grades 3-8 were a part of the district's One To One computer initiative in which they received a laptop computer to be used in school. Computer carts (iPads) were made available to students in grades K-2. Star Board technology was used in all classrooms.

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

Technology had a significant impact on the successful aspects of the program. Students in grades 3-8 were able to access computer technology without having to wait to share a computer with other students, which improved their familiarity with computer technology; a much needed improvement since the PARCC standardized test for grades 3-8 was computer based. The availability

SCHOOLWIDE COMPONENT: EVALUATION

of computers also supported the usage of computer based programs such as My Access Writing, Moving With Math, as well as the administration of MAP assessments which were used to monitor student progress in ELA and mathematics.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4	45	PARCC assessment scored not available at this time.	Lunch tutoring and Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's and MAP assessments, leveled libraries, and centers. A dedicated intervention period was provided to address the students' individual academic concerns.	Based on the knowledge of the teacher and the current levels of the students.
Grade 5	35	PARCC assessment scored not available at this time.	Lunch tutoring and Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's and MAP assessments, leveled libraries, and centers. A dedicated intervention period was provided to address the students' individual academic concerns. During school tutoring as well implementing the My Access Computerized Writing Program.	Based on the knowledge of the teacher and the current levels of the students.
Grade 6	57	PARCC assessment scored not available at this time.	Lunch tutoring and Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. A dedicated intervention period was provided to address the students' individual academic concerns. In addition the school continued with the My Access Computerized Writing Program for these students as well.	Based on the knowledge of the teacher and the current levels of the students.
Grade 7	40	PARCC assessment scored not available at this time.	Lunch tutoring and Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. A dedicated intervention period was provided to address the students' individual academic concerns. In addition the school continued with the My Access Computerized Writing Program for these 7 th students as well.	Based on the knowledge of the teacher and the current levels of the students.

SCHOOLWIDE COMPONENT: EVALUATION

Grade 8	59	PARCC assessment scored not available at this time.	Lunch tutoring and Afterschool programs to improve Language Arts literacy, and writing skills. Differentiated instruction was provided via DRA's, leveled libraries, and centers. A dedicated intervention period was provided to address the students' individual academic concerns. In addition the school continued with the My Access Computerized Writing Program for these 8 th students as well.	Based on the knowledge of the teacher and the current levels of the students.
Grade 11 N/A				
Grade 12 N/A				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4	36	PARCC assessment scored not available at this time.	Lunch Tutoring and Afterschool Programs to improve Mathematical Skills. During school tutoring and Saturday Program intensification was provided. Moving with Math was implemented to improve these students' math skills. A dedicated intervention period was provided to address the students' individual academic concerns.	Based on the knowledge of the teacher and the current levels of the students.
Grade 5	13	PARCC assessment scored not available at this time.	Lunch Tutoring and Afterschool Programs to improve Mathematical Skills. During school tutoring and Saturday Program intensification was provided. Moving with Math was implemented to improve these students' math skills. Neufeld Math Web Base Program to improve skills. A dedicated intervention period was provided to address the students' individual academic concerns.	Based on the knowledge of the teacher and the current levels of the students.
Grade 6	45	PARCC assessment scored not available at this time.	Lunch Tutoring and Afterschool Programs to improve Mathematical Skills. During school tutoring and Saturday Program intensification was provided. Moving with Math was implemented to improve these students' math skills. Neufeld Math Web Base Program to improve skills. A dedicated intervention period was provided to address the students' individual academic concerns.	Based on the knowledge of the teacher and the current levels of the students.

SCHOOLWIDE COMPONENT: EVALUATION

Grade 7	42	PARCC assessment scored not available at this time.	Lunch Tutoring and Afterschool Programs to improve Mathematical Skills. During school tutoring and Saturday Program intensification was provided. Moving with Math was implemented to improve these students' math skills. Neufeld Math Web Base Program to improve skills. The school also piloted a highly individualized mathematics program entitled, "Teach To One". A dedicated intervention period was provided to address the students' individual academic concerns.	Based on the knowledge of the teacher and the current levels of the students. Implementation of a new mathematics curriculum.
Grade 8	63	PARCC assessment scored not available at this time.	Lunch Tutoring and Afterschool Programs to improve Mathematical Skills. During school tutoring and Saturday Program intensification was provided. Moving with Math was implemented to improve these students' math skills. Carnegie Web Base Program to improve skills. The school also piloted a highly individualized mathematics program entitled, "Teach To One". A dedicated intervention period was provided to address the students' individual academic concerns.	Based on the knowledge of the teacher and the current levels of the students. Implementation of a new mathematics curriculum.
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 or did not</i> result in proficiency.
Pre-Kindergarten	NA	NA		
Kindergarten	59		After School Tutoring, Tutoring During School with Mondo Programs.	Teacher capacity
Grade 1	69		After School Tutoring, Tutoring During School with LLI Programs.	Teacher capacity

SCHOOLWIDE COMPONENT: EVALUATION

Grade 2	47		After School Tutoring, Tutoring During School with LLI Programs.	Teacher Capacity
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.
Pre-Kindergarten		NA		
Kindergarten	23		After School Tutoring, Tutoring During School with the Moving with Math Program	Teacher capacity
Grade 1	19		After School Tutoring, Tutoring During School with the Moving with Math Program	Teacher capacity
Grade 2	46		After School Tutoring, Tutoring During School with the Moving with Math Program	Teacher capacity
Grade 9	NA			
Grade 10	NA			

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement Implemented in 2014-2015

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Read 180 and Systems 44, My ACCESS Writing Program Grades 5-8 One to One Tutoring, After School Tutoring Saturday Program	ELA	Test Results Not Available as of June 30, 2015	PARCC SCORES and Reading Lexile Scores	By September of 2015 there will be an increase of 10% in Reading Lexile Scores as measured by MAP assessments.
Moving with Math Interventions, One to One Tutoring, After School Tutoring Saturday Program	Mathematics	Test Results Not Available as of May 30, 2015	PARCC Scores	By September of 2015 there will be an increase of 10% in Reading Lexile Scores as measured by MAP assessments.
READ 180, One to One Tutoring, After School Tutoring Saturday Program Moving with Math Interventions, One to One Tutoring, After School Tutoring Saturday Program	Students with Disabilities	Test Results Not Available as of May 30, 2015	PARCC Scores and Reading Lexile Scores	By September of 2015 there will be an increase of 10% in Reading Lexile Scores as measured by MAP assessments.
	Homeless/Migrant			
System 44	ELLs	Test Results Not Available as of May 30, 2015	PARCC Scores and Reading Lexile Scores	By September of 2015 there will be an increase of 10% in Reading Scores as measured by Access assessments.

SCHOOLWIDE COMPONENT: EVALUATION

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

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Instructional strategies-Guided Reading	ELA	PARCC Scores have not been Received yet	PARCC Scores	By September of 2015 there will be an increase of 10% in Reading Lexile Scores as measured by MAP assessments.
Moving With Math intervention	Mathematics	PARCC Scores have not been Received yet	PARCC Scores	By September of 2015 there will be an increase of 10% in mathematics scores as measured by MAP assessments.
Instructional strategies-Guided Reading Moving With Math intervention	Students with Disabilities	PARCC Scores have not been Received yet	PARCC Scores	By September of 2015 there will be an increase of 10% in Reading Lexile and Mathematics Scores as measured by MAP assessments.
	Homeless/Migrant	PARCC assessment scored not available at this time.	PARCC Scores	By September of 2015 there will be an increase of 10% in Reading Lexile Scores as measured by MAP assessments.
Instructional strategies-Guided Reading Moving With Math intervention	ELLs	PARCC Scores have not been Received yet	PARCC Scores	By September of 2015 there will be an increase of Reading and Mathematics Scores as measured by Access assessment.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Professional Development Implemented in 2014-2015

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Guided Reading Writers' Workshop Reading Street Reading Program My ACCESS(by consultants)	ELA	Test Results Not Available as of May 30, 2015	PARCC Scores	By September of 2015 there will be an increase of 10% in Reading Lexile Scores as measured by MAP assessments.
Moving with Math, Everyday Mathematics Consultants, Teach To One	Mathematics	Test Results Not Available as of May 30, 2015	PARCC Scores	By September of 2015 there will be an increase of 10% in Mathematics Scores as measured by MAP assessments.
Moving with Math "Foundations" Consultants ,	Students with Disabilities	Test Results Not Available as of May 30, 2015	PARCC Scores	By September of 2015 there will be an increase of 10% in in Mathematics Scores as measured by MAP assessments.
	Homeless/Migrant			
SIOP	ELLs	Test Results Not Available as of May 30, 2015	PARCC Scores	By September of 2015 there will be an increase of 10% in Reading as measured by Access assessment.

Family and Community Engagement Implemented in 2014-2015

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Reading Nights, Book Fair	ELA	Test Results Not Available as of May 30, 2015	PARCC Scores	By September of 2015 there will be an increase of 10% in Reading Lexile Scores as measured by MAP assessments.
Math Nights	Mathematics	Test Results Not Available as of May	PARCC Scores	By September of 2015 there will be an increase of 10% in Reading Lexile and Mathematics Scores as measured by MAP assessments.

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
		30, 2015		
Reading Nights, Book Fair, Math Nights.	Students with Disabilities	Test Results Not Available as of May 30, 2015	PARCC Scores	By September of 2015 there will be an increase of 10% in Reading Lexile and Mathematics Scores as measured by MAP assessments.
	Homeless/Migrant			
Multicultural Fair/feast	ALL	Test Results Not Available as of May 30, 2015	Parent Logs Surveys	Parent Involvement will improve by 10%

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification

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

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

Yalitza Torres

Principal's Name

Principal's Signature

Date

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

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

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

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NJASK 3-8 District benchmarks Grade Level Assessments Local Assessments:	By September 2015, there will be an increase of 10% on MAP and PARCC scores.
Academic Achievement - Writing	NJASK 3-8 District benchmarks Grade Level Assessments Local Assessments:	By September 2015, there will be an increase of 10% on MAP and PARCC scores.
Academic Achievement - Mathematics	NJASK 3-8 District benchmarks Grade Level Assessments Local Assessments:	By September 2015, there will be an increase of 10% on MAP and PARCC scores.
Family and Community Engagement	Attendance, Participation in Parent Workshops, Involvement in the IRS Process, PTO Meetings, Collaboration with Parent Liaisons	

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Professional Development	Attendance at school-sponsored, district sponsored and out of district workshops	By September 2015, there will be an increase of 10% of effective teachers at Jerome Dunn Academy.
Homeless	N/A	
Students with Disabilities	NJASK 3-8 District benchmarks Grade Level Assessments Local Assessments:	By September 2015, there will be an increase of 10% on MAP and PARCC scores.
English Language Learners	NJASK 3-8 and ACCESS District benchmarks Grade Level Assessments Local Assessments:	By September 2015, there will be an increase of 10% on MAP and PARCC scores.
Economically Disadvantaged	NJASK 3-8 District benchmarks Grade Level Assessments Local Assessments:	By September 2015, there will be an increase of 10% on MAP and PARCC scores.
School Climate and Culture	Exit Slips from Meetings, Faculty surveys, and Danielson	As of June 2015, the overall climate and culture will show an improvement of 10% as evident in STAFF surveys.
School-Based Youth Services	N/A	

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process *Narrative*

1. What process did the school use to conduct its needs assessment? *Parent and teacher surveys and formative and summative assessments.*
2. What process did the school use to collect and compile data for student subgroups?? *Benchmarks grades, Terranova scores, and NJASK scores.*
3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?¹ *The assessments are aligned with the common core.*
4. What did the data analysis reveal regarding classroom instruction? *There are areas of focus that need improvement such reading comprehension, analyzing data, argumentative writing, elapse time, and problem solving.*
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? *Professional development had a positive effective on teaching and learning and the programs implemented. The strategies observed via iObservation and instructional walkthrough revealed the evidence.*
6. How does the school identify educationally at-risk students in a timely manner? *Informal assessments, DRAs, district benchmarks, MAP assessments, analysis of district and state tests.*

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

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

- 7.** How does the school provide effective interventions to educationally at-risk students? *In grade k-5, 45 minute LAL and Math intervention classes were scheduled every day. In grades 4-8, there are four LAL and math intervention classes' schedules in 45 minutes interval every day. Interventions were during the Saturday intervention program for grades 4-8.*
- 8.** How does the school address the needs of migrant students? *N/A*
- 9.** How does the school address the needs of homeless students? *Through the use of the Food bank and the back pack program.*
- 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? *Bi-monthly data analysis meetings are held at each grade level to discuss student achievement, and strategies are then designed for struggling students. Power Lunches have been instituted to keep teachers abreast of new strategies in teaching to better deliver the instructional programs. Workshops on data analysis were presented at the school by administrators.*
- 11.** How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school? *Through teacher articulation meetings, visits, and student visits we ensure smooth transition amongst grades. Kindergarten teachers also gave a presentation to parents at a preschool. An evening parent meeting to highlight the academic themes is presented to parents.*
- 12.** How did the school select the priority problems and root causes for the 2014-2015 school wide plan? *The priority problems are selected based on teacher evaluations, student data based on the TerraNova and NJASK results. PTO attendance and parent survey data were also factored into the selection of priority problems and root causes.*

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

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

	#1	#2
Name of priority problem	Academic Achievement – Reading Comprehension	Academic Achievement-Writing
Describe the priority problem using at least two data sources	A majority of students score partially proficient on the NJASK and District Benchmarks.	A majority of students score partially proficient on the NJASK and District Benchmarks.
Describe the root causes of the problem	Below grade level Reading Comprehension, student mobility and former LEP's	Content and organization as well as mechanics and grammar
Subgroups or populations addressed	ALL	All
Related content area missed	Comprehension (Literature and Informative Text)	Informative and explanatory
Name of scientifically research based intervention to address priority problems	Read 180, System 44, LLI	My ACCESS Writing Program for Grades 5-8
How does the intervention align with the Common Core State Standards?	All programs utilized by EBOE are aligned to the common core standards	All programs utilized by EBOE are aligned to the common core standards

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process

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

	#3	#4
Name of priority problem	Academic Achievement- Mathematics	Community and Family Involvement
Describe the priority problem using at least two data sources	A majority of students score partially proficient on the NJASK and District Benchmarks.	Poor parent attendance at workshops and student conferences as evident in logs.
Describe the root causes of the problem	Poor mastery of skills in these areas: Numbers and Operations, Geometry, and Problem Solving	Working Parents
Subgroups or populations addressed	All	All
Related content area missed	Numbers and Operations, Geometry, Problem Solving	N/A
Name of scientifically research based intervention to address priority problems	Moving with Math, Math XL, and Neufeld Math, Teach To One	N/A
How does the intervention align with the Common Core State Standards?	All programs utilized by EBOE are aligned to the common core standards	N/A

SCHOOLWIDE COMPONENT: Reform Strategies

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

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Instructional Strategies Grades K-5	ELA	All Students	Principal and Teachers	By September 2015, there will be an increase of 10% on MAP and PARCC scores.	Read 180, System 44 Sunday, and LLI
LEADS	ELA	All Students	Teachers	By September 2015, there will be an increase of 10% on MAP and PARCC scores.	Read 180, My Access Writing Program, Middle School supervisors will visit classrooms monthly. Review of Benchmark and testing data
Carnegie Learning/ Neufeld	Mathematics	All Students	Teachers	By September 2015, there will be an increase of 10% on MAP and PARCC scores.	Assisting Students Struggling with Mathematics using Moving with Math and Everyday Mathematics Resources
Tutoring Small Group	ELA/Math	All Students	Teachers	By September 2015, there will be an increase of 10% on MAP and PARCC scores.	Early Intervention in Reading (EIR) Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools
		Homeless Migrant		N/A	
		ELLs			
		Students with Disabilities			

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

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;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Instructional Strategies Grades K-5	ELA	All Students	Principal and Teachers	By September 2015, there will be an increase of 10% on MAP and PARCC scores.	Read 180 Sunday, Mondo and LLI
LEADS	ELA	All Students	Teachers	By September 2015, there will be an increase of 10% on MAP and PARCC scores.	Read 180, My Access Writing Program, Middle School supervisors will visit classrooms monthly. Review of Benchmark and testing data
Math XL/Neufeld Mathematics, Teach To One (7-8)	Mathematics	All Students	Teachers	By September 2015, there will be an increase of 10% on MAP and PARCC scores.	Assisting Students Struggling with Mathematics using Moving with Math, Everyday Mathematics Resources, CPM3, and Teach To One
Tutoring Small Group	ELA/mathematics	All Students	Teachers	By September 2015, there will be an increase of 10% on MAP and PARCC scores.	Early Intervention in Reading (EIR) Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools
		Homeless Migrant		N/A	
		ELLs			
		Students with Disabilities			

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

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.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Higher Order Thinking, Interactive Read Alouds, New ELA Common Core and PARCC Test	ELA	All Teachers	Principal	iObservations and Targeted Walkthroughs/Informal Observations. The amount of "Proficient" and "Distinguished" results in the components listed during iObservations	Charlotte Danielson Framework for Teaching.
Math Talk, Classroom Discussions & Higher Order Thinking Questioning and Skills, Teach To One	Mathematics	All Teachers	Principal	iObservations and Targeted Walkthroughs/Informal Observations. The amount of "Proficient" and "Distinguished" results in the components listed during	Math Teachers Press has continually refined its learning objectives to address the instructional needs of school districts nationwide. For example, we have expanded our learning objectives to include Pre-K, Kindergarten, Pre-Algebra, and high school graduation standards. These learning objectives reflect the most recent NCTM standards (including NCTM Focal Points), key state standards, and international standards. Moving to the Common Core State Standards and CCSS-aligned assessment by 2014-2015 represents a continuation of this process of refinement. In fact, current users of Moving with Math programs have been pleasantly surprised to find that our curriculum

SCHOOLWIDE COMPONENT: Reform Strategies

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Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
					materials are already highly matched to CCSS.
		Homeless Migrant			
		ELL			
		Students with Disabilities			

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

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 2014-2015 school year)

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

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

The School Improvement Panel (SciP) will be responsible for the evaluation of the schoolwide program. Academic achievement data will be reviewed as well as surveys conducted to ascertain the effectiveness of the program.

2. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? What measurement tool(s) will the school use to gauge the perceptions of the staff?

The school's Professional Development Plan as well as the Teacher Professional Development (Growth) Plans are aligned with the school's Title I Schoolwide plan to ensure the requisite level of buy-in from teachers.

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

Information sessions will be provided for parents to inform them of the particulars of the plan and their role in ensuring the success of the plan. Surveys will be conducted to assess their current level of buy-in and the school's next level of work to increase community buy-in.

SCHOOLWIDE COMPONENT: Reform Strategies

4. How will the school structure interventions?

Interventions will continued to be structured within the context of the district's Managed Instruction Theory of Action which incorporates a small group/center period in which to differentiate instruction and include interventions for students. In addition to the implementation of the district's TOA, student interventions will occur during the intervention periods allotted within the school schedule. The use of benchmark, DRA2, MAP, Moving With Math SGOs and PARCC results will continue to be a vital part of identifying students in need of interventions.

5. How frequently will students receive instructional interventions?

Since we are no longer on an extended day, intervention periods have been reduced to one period per day as opposed to the previous two periods. However, after school programs and Saturday Programs will continue to provide interventions for identified students.

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

Star Boards, laptops, iPads and the One To One initiative will continue to support the schoolwide program.

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

The same data that will provide for the identifying of student interventions will be used in a post-test format to measure the effectiveness of interventions. In addition to this data, PARCC results will be used to measure the effectiveness of interventions.

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

Faculty meetings, PTO meetings, and Back to School Night will be the primary way schoolwide evaluation data and information will be disseminated to the various stakeholder groups.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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

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

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

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Scholastic Book Fairs	ELA	All Students	Librarian and Parent Liaison	Student purchases and sign out logs in the library. By June 2016 there is an increase in parent and student participation.	N/A
Family Math Night	Mathematics	All Students and Parents	District Math Coaches and Math Teachers	Sign in sheets By June 2016 there is an increase in parent and student participation.	Math Teachers Press has continually refined its learning objectives to address the instructional needs of school districts nationwide. For example, we have expanded our learning objectives to include Pre-K, Kindergarten, Pre-Algebra, and high school graduation standards. These learning objectives reflect the most recent NCTM standards (including NCTM Focal Points), key state standards, and international standards. Moving to the Common Core State Standards and CCSS-aligned assessment by 2015-2016 represents a continuation of this process of refinement. In fact,

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
					current users of Moving with Math programs have been pleasantly surprised to find that our curriculum materials are already highly matched to CCSS.
Bullying & Parents as Role Models Wkshps Family Fitness Night Family Night	Social Skills	All Students	Social Worker and Parent Liaison, Phys. Ed. Teacher	Sign in sheets By June 2016 there will be a 10% decrease in student bullying incidents and suspensions	Positive Behavior Strategies and Social Skills by Dr. Edward Albert is designed to promote elementary and middle school students' knowledge about core character education values and, through that knowledge, shape children's positive behaviors and support academic success
Multi-Cultural Fair	Social Studies and Social Skills	ELL Students	ESL and Bilingual Teachers	Sign in Sheets	N/A
		Students with Disabilities			

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? *Throughout the year, parents have access to their child's academic performance through the district's Power School website. The vice principal arranges quarterly meetings for parents of students in need of improvement as measured by benchmark results and report card grades. The Family and Community engagement program will help address the priority problems identified in the needs assessment*
2. How will the school engage parents in the development of the written parent involvement policy? *The parents will be introduced to the document on Back to School Night and the school counselor, social worker and teachers will assist parents with questions, concerns, and overall understanding during the Title I involvement meeting.*
3. How will the school distribute its written parent involvement policy? *The school-parent compact was sent home to the parents of every child. Parent/Teachers/Students were to sign and return the forms for classroom record-keeping. The administration will meet with parents during the Title I meeting and explain their role. An all call will be placed to every parent's home to make them aware of the meeting.*
4. How will the school engage parents in the development of the school-parent compact? *The teacher and administration will meet with parents during the Title 1 meeting and explain their role. An all call will be placed to every parent's home to make them aware of the meeting.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

5. How will the school ensure that parents receive and review the school-parent compact? *Parents will receive the compact, sign and return it to school. Each classroom teacher will be responsible for collecting one per student.*
6. How will the school report its student achievement data to families and the community? *During our Back to School Night and via handouts and literature sent to the home.*
7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III? *Annual Measureable Objective (AMO) for each school is reported by the NJDOE in the statewide New Jersey School Performance Report, local newspapers, Parent meetings, Parent newsletters, Superintendents Round Table meetings, and Board of Education meetings. Excellent student achievement is noted through the awarding of Teachers, Principal, and Superintendent Scholars and awards ceremonies.*
8. How will the school inform families and the community of the school's disaggregated assessment results? *Annual Measureable Objective for each school is reported in the local newspapers, parent meetings, parent newsletters, Superintendents Round Table meetings, Board of Education meetings, and NJDOE. Excellent student achievement is noted through the awarding of Teachers, Principal, and Superintendent Scholars and awards ceremonies*
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? *The administration will meet with parents during the Title I meeting and explain their role. An all call will be placed to every parent's home to make them aware of the meeting and solicit their involvement in the process.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

- 10.** How will the school inform families about the academic achievement of their child/children? *Powerschool, Parent newsletters, Parent meetings, Parent data bulletin boards, I&RS meetings, and through the Scholar's List. Progress reports and report cards will also inform parents of their child's academic achievement.*
- 11.** On what specific strategies will the school use its 2015-2016 parent involvement funds? *Bullying, Parents as Good Role Models, and Social Skills assemblies as well as Social Skills, Conflict Resolution, Include Me and Positive Discipline Workshops.*

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

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

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

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	62	On Going Professional Development
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	6	On Going Professional Development
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*		

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

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<ul style="list-style-type: none">• Partnerships with Universities• Offering ongoing junior and senior field experiences• Demo lessons and teacher portfolio as a component to the interview process.• Job postings should clearly state teachers with MASTERS degree as a plus	