

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

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

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: COMMUNITY CHARTER SCHOOL OF PATERSON	School: Community Charter School of Paterson
Chief School Administrator: Mark Valli	Address: 75 Spruce Street Paterson, NJ 07501
Chief School Administrator's E-mail: mvalli@ccsp.org	Grade Levels: K-7
Title I Contact: Katherine Martinez	Principal: Katherine Martinez
Title I Contact E-mail: kmartinez@ccsp.org	Principal's E-mail: kmartinez@ccsp.org
Title I Contact Phone Number: (973) 413-2057	Principal's Phone Number: (973) 413-2057

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.



Katherine V. Martinez
Principal's Name (Print)

Principal's Signature

June 30, 2015
Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held **eight (8)** of stakeholder engagement meetings.
- State/local funds to support the school were **\$11,681,328** , which comprised **93 %** of the school’s budget in 2014-2015.
- State/local funds to support the school will be **\$12,142,575**, which will comprise **90%** 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
Read 180	1	RTI / FLEX	100-600 200-600	\$40,000
Wilson Reading System	1	RTI/FLEX	100-600	\$70,000
Math 180	2	RTI/FLEX	200-600	\$30,000
Fountas and Pinnell Leveled Literacy Intervention	1	RTI/FLEX	100-600	\$19,000
Fraction Nation	1	RTI/FLEX	200-600	\$10,000
Saturday Academy	1, 2	Expanded Learning Time	100-100 100-600	\$30,000
After School Tutoring	1, 2	Expanded Learning Time	100-100 100-600	\$175,000
Parent Academy	4	Parental Involvement	100-100 200-300 200-600	\$14,000
Using Data to Improve Learning	3	Balance Literacy, RTI/FLEX, Expanded Learning Time	200-300	\$7,200

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
Mark Valli	CEO/ Chief Advocate	Yes	Yes	Yes	
Katherine Martinez	CAO	Yes	Yes	Yes	
Michael DeBlasio	Community Agency	Yes	Yes	Yes	
Carmela Triglia	William Paterson University	Yes	Yes	Yes	
Diana Shoenbloom	William Paterson University	Yes	Yes	Yes	
Diana Gonzalez	ELA Specialist	Yes	Yes	Yes	
Hilary Vengel	Math Specialist	Yes	Yes	Yes	
Michael O'Connor	Vice Principal	Yes	Yes	Yes	
Chloe Dixon	Vice Principal	Yes	Yes	Yes	
Dina Pesci-Bailey	Special Education Coordinator	Yes	Yes	Yes	

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

Linda Dewar	Nurse	Yes	Yes	Yes	
Loris Colon	Nurse	Yes	Yes	Yes	
Regina Hemsey	Family Worker	Yes	Yes	Yes	
Manuel Martinez	Community Schools	Yes	Yes	Yes	
Anerys Salcedo	Parent	Yes	Yes	Yes	
Leyda Gonzalez	Parent	Yes	Yes	Yes	
Roshni Shah	General Education	Yes	Yes	Yes	
Sarah Garry	ESL	Yes	Yes	Yes	
Marisa Danks	Special Education	Yes	Yes	Yes	
Aaron Levy	Intervention Specialist	Yes	Yes	Yes	
Kelly Braunius	Intervention Specialist	Yes	Yes	Yes	
Kelly Marold	Intervention Specialist	Yes	Yes	Yes	
Leila Poeschl	Intervention Specialist	Yes	Yes	Yes	
Nicholas Giarritta	Intervention Specialist	Yes	Yes	Yes	
Monica Maceira	Intervention Specialist	Yes	Yes	Yes	

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	75 Spruce Street	School Improvement	✓		✓	
November 11, 2014	75 Spruce Street	School Improvement	✓		✓	
January 20, 2015	75 Spruce Street	School Improvement	✓		✓	
March 19, 2015	75 Spruce Street	School Improvement	✓		✓	
March 26, 2015	75 Spruce Street	School Improvement	✓		✓	
April 9, 2015	75 Spruce Street	School Improvement	✓		✓	
May 29, 2015	75 Spruce Street	School Improvement	✓		✓	
June 4, 2015	75 Spruce Street	School Improvement	✓		✓	

**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>To inspire and empower our students, families, and staff with the opportunities to successfully shape and transform lives by becoming successful, life-long learners.</p>
---	--

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) **NA**

1. Did the school implement the program as planned?
2. What were the strengths of the implementation process?
3. What implementation challenges and barriers did the school encounter?
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
6. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
7. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
8. How did the school structure the interventions?
9. How frequently did students receive instructional interventions?
10. What technologies did the school use to support the program?
11. Did the technology contribute to the success of the program and, if so, how?

**Provide a separate response for each question.*

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

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	48		State Tests and Star assessments were used to guide our remediation. In addition, we implemented a Balanced Literacy Curriculum, Differentiation based on data, After-School tutoring, increased Small Group Instruction based on data, Accelerated Math/Accelerated Reader, Saturday Success Academy were successfully implemented.	<ul style="list-style-type: none"> Balanced Literacy is now being implemented in grades K-7. It encompasses word work, writing, guided reading and independent reading. Professional development is ongoing for differentiation of instruction and how to use data effectively in relation to the common core. The program targeted students who did not score proficient for two years on NJASK. Using data effectively in regards to common core has resulted in proficiency. I&RS meetings provided additional support for teachers and students.
Grade 5	67		State Tests and Star assessments were used to guide our remediation. In addition, we implemented a Balanced Literacy Curriculum, Differentiation based on data, After-School tutoring, increased Small Group Instruction based on data, Accelerated Math/Accelerated Reader, Saturday Success Academy were successfully implemented.	<ul style="list-style-type: none"> Balanced Literacy is now being implemented in grades K-7. It encompasses word work, writing, guided reading and independent reading. Professional development is ongoing for differentiation of instruction and how to use data effectively in relation to the common core. The program targeted students who did not score proficient for two years on NJASK. Using data effectively in regards to common core has resulted in proficiency. I&RS meetings provided additional support for teachers and students.
Grade 6	50		State Tests and Star assessments were used to guide our remediation. In addition, we	<ul style="list-style-type: none"> Balanced Literacy is now being implemented in grades

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

			implemented a Balanced Literacy Curriculum, Differentiation based on data, After-School tutoring, increased Small Group Instruction based on data, Accelerated Math/Accelerated Reader, Saturday Success Academy were successfully implemented.	<p>K-7. It encompasses word work, writing, guided reading and independent reading.</p> <ul style="list-style-type: none"> Professional development is ongoing for differentiation of instruction and how to use data effectively in relation to the common core. The program targeted students who did not score proficient for two years on NJASK. Using data effectively in regards to common core has resulted in proficiency. I&RS meetings provided additional support for teachers and students.
Grade 7	N/A		State Tests and Star assessments were used to guide our remediation. In addition, we implemented a Balanced Literacy Curriculum, Differentiation based on data, After-School tutoring, increased Small Group Instruction based on data, Accelerated Math/Accelerated Reader, Saturday Success Academy were successfully implemented.	<ul style="list-style-type: none"> Balanced Literacy is now being implemented in grades K-7. It encompasses word work, writing, guided reading and independent reading. Professional development is ongoing for differentiation of instruction and how to use data effectively in relation to the common core. The program targeted students who did not score proficient for two years on NJASK. Using data effectively in regards to common core has resulted in proficiency. I&RS meetings provided additional support for teachers and students.

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	31		School Wide Unit Tests and Star assessments were used to guide our remediation. In addition, we implemented a new curriculum based on the common core state standards, Differentiation based on data, After-School tutoring, increased Small Group Instruction based on data, Accelerated Math, Saturday Success Academy were successfully implemented.	<ul style="list-style-type: none"> Our textbook series was not rigorous enough to meet the demands of the common core standards therefore our teachers had to do supplementing; a new series was ordered for the 2015-2016 school year. Professional development is ongoing for differentiation of instruction and how to use data effectively in relation to the common core. The program targeted students who did not score proficient for two years on NJASK.

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

				<ul style="list-style-type: none"> Using data effectively in regards to common core has resulted in proficiency. I&RS meetings provided additional support for teachers and students.
Grade 5	41		School Wide Unit Tests and Star assessments were used to guide our remediation. In addition, we implemented a new curriculum based on the common core state standards, Differentiation based on data, After-School tutoring, increased Small Group Instruction based on data, Accelerated Math, Saturday Success Academy were successfully implemented.	<ul style="list-style-type: none"> Our textbook series was not rigorous enough to meet the demands of the common core standards therefore our teachers had to do supplementing; a new series was ordered for the 2015-2016 school year. Professional development is ongoing for differentiation of instruction and how to use data effectively in relation to the common core. The program targeted students who did not score proficient for two years on NJASK. Using data effectively in regards to common core has resulted in proficiency. I&RS meetings provided additional support for teachers and students.
Grade 6	44		School Wide Unit Tests and Star assessments were used to guide our remediation. In addition, we implemented a new curriculum based on the common core state standards, Differentiation based on data, After-School tutoring, increased Small Group Instruction based on data, Accelerated Math, Saturday Success Academy were successfully implemented.	<ul style="list-style-type: none"> Our textbook series was not rigorous enough to meet the demands of the common core standards therefore our teachers had to do supplementing; a new series was ordered for the 2015-2016 school year. Professional development is ongoing for differentiation of instruction and how to use data effectively in relation to the common core. The program targeted students who did not score proficient for two years on NJASK. Using data effectively in regards to common core has resulted in proficiency. I&RS meetings provided additional support for teachers and students.
Grade 7	N/A		School Wide Unit Tests and Star assessments were used to guide our remediation. In addition, we implemented a new curriculum based on the common core state standards, Differentiation based on data, After-School	<ul style="list-style-type: none"> Our textbook series was not rigorous enough to meet the demands of the common core standards therefore our teachers had to do supplementing; a new series was ordered for the 2015-2016 school year. Professional development is ongoing for

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

			tutoring, increased Small Group Instruction based on data, Accelerated Math, Saturday Success Academy were successfully implemented.	<p>differentiation of instruction and how to use data effectively in relation to the common core.</p> <ul style="list-style-type: none"> • The program targeted students who did not score proficient for two years on NJASK. • Using data effectively in regards to common core has resulted in proficiency. • I&RS meetings provided additional support for teachers and students.
--	--	--	--	---

**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).
Kindergarten	9		Implementation of Balanced Literacy Program within Tools of the Mind Program, Use of Instructional Assistants in Differentiation/Guided Reading and small group instruction based on Star Assessment data, Targeted Remediation-Level Literacy Intervention Program during FLEX period, I&RS Committee for students and faculty resources	Intervention resulted in increased proficiency in ELA on the STAR Assessment and unit assessments.
Grade 1	36		Implementation of Balanced Literacy Program, Targeted remediation-Level Literacy Intervention Reading Program during FLEX period, small group instruction based on Star Assessment data, I&RS Committee for students and faculty resources	Intervention resulted in increased proficiency in ELA on the STAR Assessment and unit assessments.
Grade 2	35		Implementation of Balanced Literacy Program, Targeted remediation-Level Literacy Intervention Reading Program during FLEX	Intervention resulted in increased proficiency in ELA on the STAR Assessment and unit assessments.

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

			period, small group instruction based on Star Assessment data, , I&RS Committee for students and faculty resources	
--	--	--	--	--

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Kindergarten			Accelerated Math, differentiated instruction and I&RS Committee for students and faculty resources.	Intervention resulted in increased growth in math on the STAR Assessment and unit assessments.
Grade 1			Accelerated Math, differentiated instruction and I&RS Committee for students and faculty resources.	Intervention resulted in increased growth in math on the STAR Assessment and unit assessments.
Grade 2			Accelerated Math, differentiated instruction and I&RS Committee for students and faculty resources.	Intervention resulted in increased growth in math on the STAR Assessment and unit assessments.

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

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	<ul style="list-style-type: none"> • Accelerated Reader • Curriculum revision to align with state standards and scaffold learning • STAR benchmark testing • Data-driven Differentiation • Small group targeted classroom instruction • Special education teachers push in and pull out • Formative and summative assessments to guide remediation • FLEX period- targeted remediation • Leveled Literacy Intervention (LLI) • Successful Reader Program 	YES	<ul style="list-style-type: none"> • STAR data and accelerated math weekly reports • Assessment item analysis • Special education anecdotal logs • Lessons designed with small group instruction 	<p>STAR Early Literacy and STAR Reading assessments show that approximately 55% of students performed at or above grade level in the June 2015 administration. Reports show common areas of weaknesses and strengths that help teachers individualize instruction in the classroom.</p> <p>Small group instruction takes place daily and allows for differentiation and modification of instruction.</p> <p>Addressing areas of individual student’s weakness by re-teaching and with re-assessments has resulted in increased test scores on STAR benchmark testing.</p>
Math	Students with Disabilities	<ul style="list-style-type: none"> • Accelerated Math • Curriculum revision to align with state standards and scaffold learning • STAR benchmark testing • Differentiation based on data 	YES	<ul style="list-style-type: none"> • STAR data and accelerated math weekly reports • Assessment item analysis • Special education anecdotal logs 	<p>STAR Math assessments show that approximately 61% of students performed at or above grade level in the June 2015 administration. STAR reports show common areas</p>

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)
		<ul style="list-style-type: none"> • Small group targeted classroom instruction • Special education teachers push in and pull out • Formative and summative assessments to guide remediation 		<ul style="list-style-type: none"> • Lessons designed with small group instruction 	<p>of weaknesses and strengths that help teachers individualize instruction in the classroom.</p> <p>Small group instruction takes place daily and allows for differentiation and modification of instruction.</p> <p>Addressing areas of individual student’s weakness by re-teaching and with re-assessments has resulted in increased test scores on STAR benchmark testing.</p>
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	<ul style="list-style-type: none"> • STAR benchmark testing • Data-driven Differentiation • Small group targeted instruction • ELL teachers pulling students out • Formative and summative assessments to guide remediation • Guided Reading 	YES	<ul style="list-style-type: none"> • STAR data and accelerated math weekly reports • Assessment item analysis • ELL anecdotal logs • Lessons designed with small group instruction 	<p>STAR reports show common areas of weaknesses and strengths that help teachers individualize instruction in the classroom.</p> <p>Small group instruction takes place and allows for differentiation and</p>

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)
					<p>modification of instruction. Addressing areas of individual student's weakness by re-teaching and with re-assessments has resulted in increased test scores on STAR benchmark testing.</p>
Math	ELLs	<ul style="list-style-type: none"> • STAR benchmark testing • Data-driven Differentiation • Small group targeted instruction • ELL teachers pulling students out • Formative and summative assessments to guide remediation 	YES	<ul style="list-style-type: none"> • STAR data and accelerated math weekly reports • Assessment item analysis • ELL anecdotal logs • Lessons designed with small group instruction 	<p>STAR reports show common areas of weaknesses and strengths that help teachers individualize instruction in the classroom.</p> <p>Small group instruction takes place and allows for differentiation and modification of instruction. Addressing areas of individual student's weakness by re-teaching and with re-assessments has resulted in increased test scores on STAR benchmark testing.</p>
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • Accelerated Reader • Curriculum revision to align with state standards and scaffold learning • STAR benchmark testing • Data-driven Differentiation • Small group targeted classroom 	YES	<ul style="list-style-type: none"> • STAR data and accelerated math weekly reports • Assessment item analysis • Title I and special education anecdotal logs • Lessons designed with 	<p>According to our most recent demographic data submission we qualify for direct certification, making 97% of our students fit the definition of economically disadvantage. For the purpose of this</p>

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)
		instruction <ul style="list-style-type: none"> • Special education and Title I teachers push in and pull out • Formative and summative assessments to guide remediation • I &RS committee for student/faculty resources • FLEX period- targeted remediation • Leveled Literacy Intervention (LLI) 		small group instruction	analysis the entire student population is viewed as ED. STAR reports show common areas of weaknesses and strengths that help teachers individualize instruction in the classroom. Small group instruction takes place daily and allows for differentiation and modification of instruction. Addressing areas of individual student's weakness by re-teaching and with re-assessments has resulted in increased test scores on STAR benchmark testing.
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • Accelerated Math • Curriculum revision to align with state standards and scaffold learning • STAR benchmark testing • Differentiation based on data • Small group targeted classroom instruction • Special education and Title I teachers push in and pull out • Formative and summative assessments to guide remediation 	YES	<ul style="list-style-type: none"> • STAR data and accelerated math weekly reports • Assessment item analysis • Title I and special education anecdotal logs • Lessons designed with small group instruction 	According to our most recent demographic data submission we qualify for direct certification, making 97% of our students fit the definition of economically disadvantage. For the purpose of this analysis the entire student population is viewed as ED. STAR reports show common areas of weaknesses and strengths that help teachers individualize instruction in the

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)
		<ul style="list-style-type: none"> I &RS committee for student/faculty resources FLEX period- targeted remediation 			<p>classroom.</p> <p>Small group instruction takes place daily and allows for differentiation and modification of instruction.</p> <p>Addressing areas of individual student's weakness by re-teaching and with re-assessments has resulted in increased test scores on STAR benchmark testing.</p>

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	<ul style="list-style-type: none"> Extended learning time (after school program) Reading during after school: Brain bank K-5 and X-books for 6 and 7 After school tutoring Summer academies Saturday Success Academies 	YES	<ul style="list-style-type: none"> STAR data and accelerated reading weekly reports Assessment item analysis Anecdotal logs Standardized test scores 	<p>STAR reports show common areas of weaknesses and strengths that help teachers individualize instruction in the classroom.</p> <p>Small group instruction takes place and allows for differentiation and modification of instruction.</p> <p>Addressing areas of individual student's weakness.</p>

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Students with Disabilities	<ul style="list-style-type: none"> • Extended learning time (after school program) • After school tutoring • Summer academies • Saturday Success Academies 	YES	<ul style="list-style-type: none"> • STAR data and accelerated reading weekly reports • Assessment item analysis • Anecdotal logs • Standardized test scores 	<p>STAR reports show common areas of weaknesses and strengths that help teachers individualize instruction in the classroom.</p> <p>Small group instruction takes place and allows for differentiation and modification of instruction.</p> <p>Addressing areas of individual student’s weakness.</p>
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	<ul style="list-style-type: none"> • Extended learning time (after school program) • Reading during after school: Brain bank K-5 and X-books for 6 and 7 • After school tutoring • Summer academies • Saturday Success Academies 	YES	<ul style="list-style-type: none"> • STAR data and accelerated reading weekly reports • Assessment item analysis • Anecdotal logs • Standardized test scores 	<p>STAR reports show common areas of weaknesses and strengths that help teachers individualize instruction in the classroom.</p> <p>Small group instruction takes place and allows for differentiation and modification of instruction.</p> <p>Addressing areas of individual student’s weakness.</p>

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	ELLs	<ul style="list-style-type: none"> • Extended learning time (after school program) • After school tutoring • Summer academies • Saturday Success Academies 	YES	<ul style="list-style-type: none"> • STAR data and accelerated reading weekly reports • Assessment item analysis • Anecdotal logs • Standardized test scores 	<p>STAR reports show common areas of weaknesses and strengths that help teachers individualize instruction in the classroom.</p> <p>Small group instruction takes place and allows for differentiation and modification of instruction.</p> <p>Addressing areas of individual student’s weakness.</p>
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • Extended learning time (after school program) • Reading during after school: Brain bank K-5 and X-books for 6 and 7 • After school tutoring • Summer academies • Saturday Success Academies 	YES	<ul style="list-style-type: none"> • STAR data and accelerated reading weekly reports • Assessment item analysis • Anecdotal logs • Standardized test scores 	<p>STAR reports show common areas of weaknesses and strengths that help teachers individualize instruction in the classroom.</p> <p>Small group instruction takes place and allows for differentiation and modification of instruction.</p> <p>Addressing areas of individual student’s weakness.</p>
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • Extended learning time (after school program) • After school tutoring • Summer academies • Saturday Success Academies 	YES	<ul style="list-style-type: none"> • STAR data and accelerated reading weekly reports • Assessment item analysis • Anecdotal logs • Standardized test scores 	<p>STAR reports show common areas of weaknesses and strengths that help teachers individualize instruction in the classroom.</p> <p>Small group instruction takes</p>

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)
					place and allows for differentiation and modification of instruction. Addressing areas of individual student’s weakness.

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	Strengthening your Special Needs Students Executive Function Skills	Yes	Unit Assessments and item analysis, STAR benchmark testing, Accelerated reader reports	All teachers attended these workshops and reported positive feedback at team/grade level meetings. These sessions changed professional practice and were monitored during walk-throughs and observations.
		Response to Intervention- Intervening with Students in Reading	Yes	Unit Assessments and item analysis, STAR benchmark testing, Accelerated reader reports	All teachers attended these workshops and reported positive feedback at team/grade level meetings. These sessions changed professional practice and were monitored during walk-throughs and observations.
		Specific Learning Disabilities- From Identification to instruction	Yes	Unit Assessments and item analysis, STAR benchmark testing, Accelerated reader reports	All teachers attended these workshops and reported positive feedback at team/grade level meetings. These sessions changed professional practice and were monitored during walk-throughs and observations.
Math	Students with Disabilities	Preparing for CCSS and Assessments in Math	YES	Unit Assessments and item analysis, STAR benchmark testing, Accelerated Math reports	All teachers attended these workshops and reported positive feedback at team/grade level meetings. These sessions changed professional practice and were monitored during walk-throughs and observations.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Unpacking the Common Core Standards	YES	Unit Assessments and item analysis, STAR benchmark testing, Accelerated reader reports	All teachers attended these workshops and reported positive feedback at team/grade level meetings. These sessions changed professional practice and were monitored during walk-throughs and observations.
		Aligning Math lessons to the CCSS	YES	Unit Assessments and item analysis, STAR benchmark testing, Accelerated reader reports	All teachers attended these workshops and reported positive feedback at team/grade level meetings. These sessions changed professional practice and were monitored during walk-throughs and observations.
		Teach to the block	YES	Unit Assessments and item analysis, STAR benchmark testing, Accelerated reader reports	All teachers attended these workshops and reported positive feedback at team/grade level meetings. These sessions changed professional practice and were monitored during walk-throughs and observations.
		Analyzing Data	YES	Unit Assessments and item analysis, STAR benchmark testing, Accelerated reader reports	All teachers attended these workshops and reported positive feedback at team/grade level meetings. These sessions changed professional practice and were monitored during walk-throughs and observations.
		STAR and accelerated Reader	YES	Unit Assessments and item analysis, STAR benchmark testing, Accelerated reader reports	All teachers attended these workshops and reported positive feedback at team/grade level meetings. These sessions changed professional practice and were monitored during walk-throughs and observations.
		LLI Fountas and Pinnell	Yes	Unit Assessments and item	All teachers attended these workshops and

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)
				analysis, STAR benchmark testing, Accelerated reader reports	reported positive feedback at team/grade level meetings. These sessions changed professional practice and were monitored during walk-throughs and observations.
Math	Economically Disadvantaged	Unpacking the Common Core Standards	YES	Unit Assessments and item analysis, STAR benchmark testing, Accelerated Math reports	All teachers attended these workshops and reported positive feedback at team/grade level meetings. These sessions changed professional practice and were monitored during walk-throughs and observations.
		Aligning Math lessons to the CCSS	YES	Unit Assessments and item analysis, STAR benchmark testing, Accelerated Math reports	All teachers attended these workshops and reported positive feedback at team/grade level meetings. These sessions changed professional practice and were monitored during walk-throughs and observations.
		Teach to the block	YES	Unit Assessments and item analysis, STAR benchmark testing, Accelerated Math reports	All teachers attended these workshops and reported positive feedback at team/grade level meetings. These sessions changed professional practice and were monitored during walk-throughs and observations.
		Analyzing Data	YES	Unit Assessments and item analysis, STAR benchmark testing, Accelerated Math reports	All teachers attended these workshops and reported positive feedback at team/grade level meetings. These sessions changed professional practice and were monitored during walk-throughs and observations.
		STAR and accelerated Math	YES	Unit Assessments and item analysis, STAR benchmark testing, Accelerated Math reports	All teachers attended these workshops and reported positive feedback at team/grade level meetings. These sessions changed professional practice and were monitored during walk-throughs and observations.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Math 180 Training	YES	Unit Assessments and item analysis, STAR benchmark testing, Accelerated Math reports	All title one teachers attended these workshops and reported positive feedback at team/grade level meetings. These sessions changed professional practice and were monitored during walk-throughs and observations.

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	STEP parenting classes	YES	Sign-In Sheets, Surveys	5 parents received Certificates of Completion
		Financial Literacy	YES	Sign-In Sheets, Surveys	35 Adults
		Healthy Eating	YES	Sign-In Sheets, Surveys	23 Adults
		Literacy Nights	YES	Sign-In Sheets	150 people for all 3 events throughout the year
		PARCC Night	YES	Sign-In Sheets	40 people attended
		Hispanic Heritage Month Celebration, Fall festival and Community Garden Harvest	YES	Sign-In Sheets	194 adults attended
Math	Students with Disabilities	STEP parenting classes	YES	Sign-In Sheets, Surveys	5 parents received Certificates of Completion
		Financial Literacy	YES	Sign-In Sheets, Surveys	35 Adults
		Healthy Eating	YES	Sign-In Sheets, Surveys	23 Adults
		Literacy Nights	YES	Sign-In Sheets	150 people for all 3 events throughout the

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)
					year
		PARCC Night	YES	Sign-In Sheets	40 people attended
		Hispanic Heritage Month Celebration, Fall festival and Community Garden Harvest	YES	Sign-In Sheets	194 adults attended
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	STEP parenting classes	YES	Sign-In Sheets, Surveys	5 parents received Certificates of Completion
		Financial Literacy	YES	Sign-In Sheets, Surveys	35 Adults
		Healthy Eating	YES	Sign-In Sheets, Surveys	23 Adults
		Literacy Nights	YES	Sign-In Sheets	150 people for all 3 events throughout the year
		PARCC Night	YES	Sign-In Sheets	40 people attended
		Hispanic Heritage Month Celebration, Fall festival and Community Garden Harvest	YES	Sign-In Sheets	194 adults attended
Math	ELLs	STEP parenting classes	YES	Sign-In Sheets, Surveys	5 parents received Certificates of Completion
		Financial Literacy	YES	Sign-In Sheets, Surveys	35 Adults
		Healthy Eating	YES	Sign-In Sheets, Surveys	23 Adults

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)
		Literacy Nights	YES	Sign-In Sheets	150 people for all 3 events throughout the year
		PARCC Night	YES	Sign-In Sheets	40 people attended
		Hispanic Heritage Month Celebration, Fall festival and Community Garden Harvest	YES	Sign-In Sheets	194 adults attended
ELA	Economically Disadvantaged	STEP parenting classes	YES	Sign-In Sheets, Surveys	5 parents received Certificates of Completion
		Financial Literacy	YES	Sign-In Sheets, Surveys	35 Adults
		Healthy Eating	YES	Sign-In Sheets, Surveys	23 Adults
		Literacy Nights	YES	Sign-In Sheets	150 people for all 3 events throughout the year
		PARCC Night	YES	Sign-In Sheets	40 people attended
		Hispanic Heritage Month Celebration, Fall festival and Community Garden Harvest	YES	Sign-In Sheets	194 adults attended
Math	Economically Disadvantaged	STEP parenting classes	YES	Sign-In Sheets, Surveys	5 parents received Certificates of Completion
		Financial Literacy	YES	Sign-In Sheets, Surveys	35 Adults
		Healthy Eating	YES	Sign-In Sheets, Surveys	23 Adults
		Literacy Nights	YES	Sign-In Sheets	150 people for all 3 events throughout the year
		PARCC Night	YES	Sign-In Sheets	40 people attended
		Hispanic Heritage Month Celebration, Fall	YES	Sign-In Sheets	194 adults attended

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)
		festival and Community Garden Harvest			

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.

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	School-wide Reading unit assessments and item analysis, Running Records, STAR Benchmark tests, Accelerated Reader data reports, Successful Reader, Wilson Foundations Unit Tests, DRA scores, State Standardized test scores	School-wide Reading Unit assessments, STAR benchmark tests, and Running Records, Accelerated Reader data reports allow us to determine where instruction can be made more effective. The weakest and strongest common core strands are analyzed by cohort and lesson plans are adjusted accordingly. State standardized test scores direct the professional development needs for teachers and paraprofessionals for the upcoming year. DRAs, Unit Assessments, Star data reports help evaluate and track how the Common Core standards are being mastered by students.
Academic Achievement - Writing	School-wide Writing unit assessments and item analysis, Wilson Foundations Unit Tests, Successful Reader, State Standardized test scores	School-wide Writing Unit assessments, STAR benchmark tests, State Standardized test results allow us to determine where instruction can be made more effective. Student writing instruction is based on guided writing in addition to on-demand independent writing pieces. These assessments and writing pieces guide small group instruction and allow for remediation of skills (and be monitored in Writing Portfolio).
Academic Achievement - Mathematics	School-wide unit assessments and item analysis, STAR benchmark tests, Accelerated Math, STAR and Accelerated Math data reports, Math 180, State Standardized test scores	School-wide unit assessments, STAR benchmark tests and Accelerated Math test results allow us to determine where instruction can be made more effective. The weakest and strongest strands are analyzed by cohort and lesson plans are adjusted accordingly. Standardized test results also direct the professional development needs for teachers and paraprofessionals for the upcoming year. Benchmark test, STAR data

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)
		reports, winter and spring assessments help evaluate and track how the CCSS are being mastered per student and grade group. RTI binders track flexible grouping for small group and one on one instruction.
Family and Community Engagement		
Professional Development	Walk-through, observations, evaluations, Faculty meeting attendance, Professional development surveys, grade/team meeting feedback, SGOs, PIPs	Professional Development is offered on all current school initiatives; STAR reading and math, accelerated reading and math, Math 180, FUNdations, Fountas and Pinnell guided reading library, Fountas and Pinnell Leveled Literacy Intervention (LLI), Successful Reader, Writers workshop, best practices, standardized testing strategies, differentiation of instruction and common core alignment in ELA and Math.
Leadership	Observation reports Staff Meetings	The school leadership team has shown tremendous growth in the areas of assessing and implementing effective instructional practices, assessing professional growth needs, and sustaining a school climate conducive to learning. Data collection and analysis is still a major focus.
School Climate and Culture	Staff attendance Student attendance Discipline Referrals School Culture Surveys Family attendance at community events	Based on collected samples, Honor roll awards, reading log awards by grade and individual, title one girl's lunch club. Based on feedback from staff, the administration participates in celebrating teacher leadership and professional growth.
School-Based Youth Services		
Students with Disabilities	School-wide unit assessments and item analysis, STAR benchmark tests, Monthly Special education meetings,	School-wide unit assessments, STAR benchmark data, Monthly Special education meetings and discussions of students, Daily learning logs, Modifications and assessments made accordingly, I&RS strategies and suggestions every 6-8 weeks

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)
	Daily learning logs, Modifications and assessments made accordingly, I&RS strategies and suggestions every 6-8 weeks	
Homeless Students	N/A	N/A
Migrant Students	N/A	N/A
English Language Learners	ACCESS test, School-wide Unit Assessment, STAR reports, State Assessments	School-wide unit assessments, STAR benchmark data, ACCESS test analysis.
Economically Disadvantaged	Standardized Test Results Lunch Applications Attendance Data-Assemblies Student Honor Roll assembly nominations	97% of the school receives free or reduced lunch. However, all students at CCSP are encouraged to participate in every social, academic and educational opportunity at the school.

2015-2016 Comprehensive Needs Assessment Process*
Narrative

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

The needs assessment from the previous year is discussed in conjunction with the data from individual grade levels and cluster groups using school-wide unit assessments, STAR, Accelerated Math, Accelerated Reader and NJASK. It is analyzed by the school’s leadership team, then at team/grade level meetings and finally presented to the Curriculum and Instruction Committee for questions and discussion. The needs assessment is then determined by the greatest need collectively, after analyzing additional resources such as; analysis of allotted instructional time, student attendance and discipline referrals. School Culture Surveys were also completed by teachers.

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

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

The data from school-wide unit assessments as well as STAR and standardized test is disaggregated on a student-by-student and cohort basis. In the beginning of the school year receiving teachers are giving data for students entering their classes. The teachers are to look for strand weakness and strengths by looking at standardized test scores and report cards. They are instructed to use information for instructional planning. Additionally, student progress is monitored weekly using the tutorial programs Math 180 and LLI, unit tests and school benchmark testing. School Culture surveys were completed via Survey Monkey.

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

The school-wide unit assessments, STAR is a computer-adaptive assessment and its results are Nationally normed. We combined STAR data with State standardized test scores- NJ ASK (which are scored by outside sources) and the student accelerated math and reader scores are compared in relation to them, additionally teachers complete analysis of unit tests.

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

Professional development and coaching is needed in Language Arts Instruction, Math instruction and classroom management school wide, particularly in the area of student engagement and rigor.

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

The data analysis revealed that the professional development from the previous year was effectively implemented, but there is room for improvement. There needs to be more focus on teaching strategies, classroom management, creating rigor and alignment with CCSS. Our staff needs to be monitored and reinforced through coaching sessions and school professional learning community meetings.

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

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

They are identified in the beginning of the year by STAR assessment data, standardized test data, school wide unit assessments, report cards, teacher recommendations and/or parent observations are used to compile the school Title one support list.

Additionally I&RS meetings are also held with the child's new teacher to determine specific interventions to address the needs of each student referred.

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

The I&RS team, teachers, parents, and referred outside agencies provide educational, social and emotional support to students referred. These cases are monitored by the school counselor and grade leader.

- 8. How does the school address the needs of migrant students?**

Not Applicable

- 9. How does the school address the needs of homeless students?**

Not Applicable

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

The staff is primarily involved in curriculum revision, and they analysis baseline, mid-year and end of the year STAR assessments of their students using the CCSS as a guiding resource. Grade group meetings, team meetings and I&RS meetings are where data and best instructional practices are discussed. Teachers are also members of the schools culture and improvement panel, the professional development committee, and the character education committee.

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

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

Not Applicable since we are all one school

PS-K N/A

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

The data is analyzed and reviewed by the staff, it includes STAR benchmark tests, state assessments and I&RS data. Next, the professional development team is consulted in conjunction with the leadership team. Finally, staff recommendations and data are again analyzed and then presented to the schoolwide committee with recommendations from the CAO and CEO of the school.

**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 and Writing	Mathematics
Describe the priority problem using at least two data sources	44% of students in grades 3 through 8 are proficient in LAL according to the 2014 NJASK test. DRA 2 scores showed that students lost significant ground (30+% increase on below benchmark students) between October 2013 and January 2014	60% of students in grades 3 through 8 are proficient in Mathematics according to the 2014 NJASK test. Scores using STAR Math this year show a gap in performance that gets wider from one grade level to the next, reaching close to 50% partially proficient in grades 5-6.
Describe the root causes of the problem	The school has shifted programs every 2 years since creation 7 years ago. In addition, PD for teachers in Reading has been inconsistent and has not matched the turnover experienced over the past three years, creating gaps in the knowledge-base of teachers in reading instruction.	CCSP adopted a math series three years ago, careful review pointed out that lacked in rigor and, therefore is not providing students with sufficient opportunities to meet the demands of CCSS. The Title I- funded programs did not begin to provide math support until a year ago since it focused on ELA support. Teachers require significantly more PD opportunities which are relevant to deepen their knowledge of content or understand the shifts brought on by the CCSS
Subgroups or populations addressed	All Students	All Students
Related content area missed (i.e., ELA, Mathematics)	Science, Social Studies, Health	Reading Comprehension
Name of scientifically research based intervention to address priority problems	Accelerated Reader, RTI, LLI, flexible small group instruction, balanced literacy program, STAR Reading assessment, benchmark testing	Accelerated Math, RTI, curricula realignment, flexible small group instruction, STAR Math assessment, benchmark testing, adoption of Math in Focus series
How does the intervention align with the Common Core State Standards?	All programs are aligned to the CCSS as defined by New Jersey DOE	All programs are aligned to the CCSS as defined by New Jersey DOE

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	Using data to improve learning	Character Development
Describe the priority problem using at least two data sources	School engaged in gathering data for the past 3 years, but the data was not actionable, which led to decisions not being made accurately or on a timely manner. The Teachers must continue to use all required curricula, and use unit assessments to inform their instruction and implement rigorous and engaging lessons.	Our discipline data helped us identify a pattern for lack of self-regulation, which often results in altercations, detentions and suspensions when escalating to fights. We also have counseling data that shows our students and their families struggle with coping with difficulties and problem solving skills.
Describe the root causes of the problem	Data analysis and item analysis is newly implemented to drive instruction. This has hindered student achievement, as the gap in the transition to CCSS from NJCCC has created a larger gap particularly for at-risk students and the special education population.	Students at CCSP come for the most part from challenging home lives. Their difficulties in adjusting to a structure environment, communicating effectively their thoughts and feelings, and coping with challenges and frustrating situations are in some cases non-existent. Without addressing this, instruction cannot progress in an effective manner.
Subgroups or populations addressed	All Students	All Students
Related content area missed (i.e., ELA, Mathematics)	ELA and Mathematics	All
Name of scientifically research based intervention to address priority problems	Accelerated Reader, RTI, LLI, flexible small group instruction, balanced literacy program, STAR benchmark testing	Responsive Classroom, Social Emotional Learning, Conflict Resolution
How does the intervention align with the Common Core State Standards?	All programs are aligned to the CCSS as defined by New Jersey.	Recommended interventions support student social and emotional development, which makes mastery of CCSS more attainable.

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	Accelerated Reader	CAO, Principals, Deans, Supervisor, Coordinators, Coaches, Teachers	Accelerated reader data, state standardized tests, STAR benchmarks, school wide unit assessments	What Works Clearinghouse: Using Student Achievement Data to Support Instructional Decision Making (2009)
		RTI / Differentiated Instruction	CAO, Principals, Deans, Supervisor, Coordinators, Coaches, Support Services coordinator, Teachers	School wide unit assessments, item analysis of assessments, state standardized tests	RTI- ClearingHouse 2009
		Balanced Literacy	CAO , Principals, Deans, Supervisor, Coordinators, Coaches,	STAR benchmarks, DRAs, school wide unit assessments	Fountas & Pinnell 1999 Comprehension Strategy Instruction Harvey & Goudis 2000 Developmental Reading Assessment Reliability Study- Dr. E. Jane Williams (1999) International reading association.

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Teachers		Out of the academic shadows: adolescent literacy (2004)
		Intervention Teachers	CAO , Principals, Deans, Supervisor, Coordinators, Coaches, Teachers,	School wide unit assessments, STAR benchmarks, state standardized tests, DRAs	RTI- Clearing House 2009 Fountas & Pinnell 1999 Comprehension Strategy Instruction Harvey & Goudis 2000 Developmental Reading Assessment Reliability Study- Dr. E. Jane Williams (1999) NASSP- Exemplary literacy learning programs what research says (2004)
Math	Students with Disabilities	Accelerated Math	CAO , Principals, Deans, Supervisor, Coordinators, Coaches, Teachers	Accelerated math data, state standardized tests, STAR benchmarks, school wide unit assessments	What Works Clearinghouse: Using Student Achievement Data to Support Instructional Decision Making (2009)
		RTI / Differentiated Instruction	CAO, Principals, Deans, Supervisor, Coordinators, Coaches, Support Services	School wide unit assessments, item analysis of assessments, state standardized tests	RTI- Clearing House 2009 Response to Intervention An Alignment Guide for Do the Math – Marilyn Burns

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			coordinator, Teachers		
		Math in Focus Program	CAO, Principals, Deans, Coordinators, Coaches, Teachers	School wide unit assessments, STAR benchmarks, state standardized tests	AIR (American Institutes for Research) - Informing Grades 1-6 Mathematics Standards Development: What Can Be Learned From High-Performing Hong Kong, Korea, and Singapore (2009)
		Intervention Teachers	CAO, Principals, Deans, Supervisor, Coordinators, Coaches, Support Services coordinator, Teachers	School wide unit assessments, STAR benchmarks, state standardized tests	RTI- ClearingHouse 2009 Comprehension Strategy Instruction Harvey & Goudis 2000 Developmental Reading Assessment Reliability Study- Dr. E. Jane Williams (1999) Response to Intervention An Alignment Guide for Do the Math – Marilyn Burns
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLS	Accelerated Reader	CAO,	Accelerated reader data, state standardized tests, STAR	What Works Clearinghouse: Using Student Achievement Data to

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Principals, Deans, Supervisor, Coordinators, Coaches, Support Services coordinator, Teachers	benchmarks, school wide unit assessments	Support Instructional Decision Making (2009)
		RTI / Differentiated Instruction	CAO, Principals, Deans, Supervisor, Coordinators, Coaches, Support Services coordinator, Teachers	School wide unit assessments, item analysis of assessments, state standardized tests	RTI- ClearingHouse 2009
		Balanced Literacy	CAO, Principals, Deans, Supervisor, Coordinators, Coaches, Support	STAR benchmarks, DRAs, school wide unit assessments	Fountas & Pinnell 1999 Comprehension Strategy Instruction Harvey & Goudis 2000 Developmental Reading Assessment Reliability Study- Dr. E. Jane Williams (1999)

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Services coordinator, Teachers		
		Intervention Teachers	CAO, Principals, Deans, Supervisor, Coordinators, Coaches, Support Services coordinator, Teachers	School wide unit assessments, STAR benchmarks, state standardized tests, DRAs	RTI- Clearing House 2009 Fountas & Pinnell 1999 Comprehension Strategy Instruction Harvey & Goudis 2000 Developmental Reading Assessment Reliability Study- Dr. E. Jane Williams (1999)
Math	ELLs	Accelerated Math	CAO, Principals, Deans, Supervisor, Coordinators, Coaches, Support Services coordinator, Teachers	Accelerated math data, state standardized tests, STAR benchmarks, school wide unit assessments	What Works Clearinghouse: Using Student Achievement Data to Support Instructional Decision Making (2009)
		RTI / Differentiated Instruction	CAO, Principals, Deans,	School wide unit assessments, item analysis of assessments, state standardized tests	RTI- Clearing House 2009 Response to Intervention An Alignment Guide for Do the Math – Marilyn Burns

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Supervisor, Coordinators, Coaches, Support Services coordinator, Teachers		
		Math in Focus Program*	CAO, Principals, Deans, Coordinators, Coaches, Teachers	School wide unit assessments, STAR benchmarks, state standardized tests	AIR (American Institutes for Research) - Informing Grades 1-6 Mathematics Standards Development: What Can Be Learned From High-Performing Hong Kong, Korea, and Singapore (2009)
		Intervention Teachers	CAO, Principals, Deans, Supervisor, Coordinators, Coaches, Support Services coordinator, Teachers	School wide unit assessments, STAR benchmarks, state standardized tests	RTI- ClearingHouse 2009 Comprehension Strategy Instruction Harvey & Goudis 2000 Developmental Reading Assessment Reliability Study- Dr. E. Jane Williams (1999) Response to Intervention An Alignment Guide for Do the Math – Marilyn Burns
ELA	Economically Disadvantaged	Accelerated Reader	CAO, Principals,	Accelerated reader data, state standardized tests, STAR benchmarks, school wide unit	What Works Clearinghouse: Using Student Achievement Data to Support Instructional Decision

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Deans, Supervisor, Coordinators, Coaches, Support Services coordinator, Teachers	assessments	Making (2009)
		RTI / Differentiated Instruction	CAO, Principals, Deans, Supervisor, Coordinators, Coaches, Support Services coordinator, Teachers	School wide unit assessments, item analysis of assessments, state standardized tests	RTI- ClearingHouse 2009
		Balanced Literacy	CAO, Principals, Deans, Supervisor, Coordinators, Coaches, Support Services coordinator,	STAR benchmarks, DRAs, school wide unit assessments	Fountas & Pinnell 1999 Comprehension Strategy Instruction Harvey & Goudis 2000 Developmental Reading Assessment Reliability Study- Dr. E. Jane Williams (1999)

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Teachers		
		Intervention Teachers	CAO, Principals, Deans, Supervisor, Coordinators, Coaches, Support Services coordinator, Teachers	School wide unit assessments, STAR benchmarks, state standardized tests, DRAs	RTI- Clearing House 2009 Fountas & Pinnell 1999 Comprehension Strategy Instruction Harvey & Goudis 2000 Developmental Reading Assessment Reliability Study- Dr. E. Jane Williams (1999)
Math	Economically Disadvantaged	Accelerated Math	CAO, Principals, Deans, Supervisor, Coordinators, Coaches, Support Services coordinator, Teachers	Accelerated math data, state standardized tests, STAR benchmarks, school wide unit assessments	What Works Clearinghouse: Using Student Achievement Data to Support Instructional Decision Making (2009)
		RTI / Differentiated Instruction	CAO, Principals, Deans, Supervisor, Coordinators,	School wide unit assessments, item analysis of assessments, state standardized tests	RTI- Clearing House 2009 Response to Intervention An Alignment Guide for Do the Math – Marilyn Burns

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Coaches, Support Services coordinator, Teachers		
		Math In Focus Program*	CAO, Principals, Deans, Supervisor, Coordinators, Coaches, Support Services coordinator, Teachers	School wide unit assessments, STAR benchmarks, state standardized tests	AIR (American Institutes for Research) - Informing Grades 1-6 Mathematics Standards Development: What Can Be Learned From High-Performing Hong Kong, Korea, and Singapore (2009)
		Intervention Teachers	CAO, Principals, Deans, Supervisor, Coordinators, Coaches, Support Services coordinator, Teachers	School wide unit assessments, STAR benchmarks, state standardized tests	RTI- ClearingHouse 2009 Comprehension Strategy Instruction Harvey & Goudis 2000 Developmental Reading Assessment Reliability Study- Dr. E. Jane Williams (1999) Response to Intervention An Alignment Guide for Do the Math – Marilyn Burns

**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	Saturday Success Academies	CAO and Director of Community Schools	STAR assessments and data reports, school wide unit assessments, running records and standardized tests	Extended Day Programs- Catherine Dodd and Donald Wise (2002)
		Extended Learning Time After School Program	Director of Community Schools	STAR assessments and data reports, school wide unit assessments, running records and standardized tests	Extended Day Programs- Catherine Dodd and Donald Wise (2002)
		After School Small Group Tutoring	CAO and Director of Community Schools	STAR assessments and data reports, school wide unit assessments, running records and standardized tests	Extended Day Programs- Catherine Dodd and Donald Wise (2002)
		Summer Program with homogeneously grouped classes	Director of Community Schools and Math and Literacy Coaches	STAR assessments and data reports, school wide unit assessments, running records and standardized tests	Extended Day Programs- Catherine Dodd and Donald Wise (2002)
Math	Students with Disabilities	Saturday Success Academies	CAO and Director of Community Schools	STAR assessments and data reports, school wide unit assessments, running records and standardized tests	Extended Day Programs- Catherine Dodd and Donald Wise (2002)
		Extended Learning Time After School Program	Director of Community Schools	STAR assessments and data reports, school wide unit assessments, running records and	Extended Day Programs- Catherine Dodd and Donald Wise (2002)

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				standardized tests	
		After School Small Group Tutoring	CAO and Director of Community Schools	STAR assessments and data reports, school wide unit assessments, running records and standardized tests	Extended Day Programs- Catherine Dodd and Donald Wise (2002)
		Summer Program with homogeneously grouped classes	Director of Community Schools and Math and Literacy Coaches	STAR assessments and data reports, school wide unit assessments, running records and standardized tests	Extended Day Programs- Catherine Dodd and Donald Wise (2002)
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Saturday Success Academies	CAO and Director of Community Schools	STAR assessments and data reports, school wide unit assessments, running records and standardized tests	Extended Day Programs- Catherine Dodd and Donald Wise (2002)
		Extended Learning Time After School Program	Director of Community Schools	STAR assessments and data reports, school wide unit assessments, running records and standardized tests	Extended Day Programs- Catherine Dodd and Donald Wise (2002)
		After School Small Group Tutoring	CAO and Director of Community	STAR assessments and data reports, school wide unit assessments, running records and	Extended Day Programs- Catherine Dodd and Donald Wise (2002)

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Schools	standardized tests	
		Summer Program with homogeneously grouped classes	Director of Community Schools and Math and Literacy Coaches	STAR assessments and data reports, school wide unit assessments, running records and standardized tests	Extended Day Programs- Catherine Dodd and Donald Wise (2002)
Math	ELLs	Saturday Success Academies	CAO and Director of Community Schools	STAR assessments and data reports, school wide unit assessments, running records and standardized tests	Extended Day Programs- Catherine Dodd and Donald Wise (2002)
		Extended Learning Time After School Program	Director of Community Schools	STAR assessments and data reports, school wide unit assessments, running records and standardized tests	Extended Day Programs- Catherine Dodd and Donald Wise (2002)
		After School Small Group Tutoring	CAO and Director of Community Schools	STAR assessments and data reports, school wide unit assessments, running records and standardized tests	Extended Day Programs- Catherine Dodd and Donald Wise (2002)
		Summer Program with homogeneously grouped classes	Director of Community Schools and Math and Literacy Coaches	STAR assessments and data reports, school wide unit assessments, running records and standardized tests	Extended Day Programs- Catherine Dodd and Donald Wise (2002)
ELA	Economically Disadvantaged	Saturday Success Academies	CAO and Director of Community Schools	STAR assessments and data reports, school wide unit assessments, running records and standardized tests	Extended Day Programs- Catherine Dodd and Donald Wise (2002)

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Extended Learning Time After School Program	Director of Community Schools	STAR assessments and data reports, school wide unit assessments, running records and standardized tests	Extended Day Programs- Catherine Dodd and Donald Wise (2002)
		After School Small Group Tutoring	CAO and Director of Community Schools	STAR assessments and data reports, school wide unit assessments, running records and standardized tests	Extended Day Programs- Catherine Dodd and Donald Wise (2002)
		Summer Program with homogeneously grouped classes	Director of Community Schools and Math and Literacy Coaches	STAR assessments and data reports, school wide unit assessments, running records and standardized tests	Extended Day Programs- Catherine Dodd and Donald Wise (2002)
Math	Economically Disadvantaged	Saturday Success Academies	CAO and Director of Community Schools	STAR assessments and data reports, school wide unit assessments, running records and standardized tests	Extended Day Programs- Catherine Dodd and Donald Wise (2002)
		Extended Learning Time After School Program	Director of Community Schools	STAR assessments and data reports, school wide unit assessments, running records and standardized tests	Extended Day Programs- Catherine Dodd and Donald Wise (2002)
		After School Small Group Tutoring	CAO and Director of Community Schools	STAR assessments and data reports, school wide unit assessments, running records and standardized tests	Extended Day Programs- Catherine Dodd and Donald Wise (2002)
		Summer Program with homogeneously grouped classes	Director of Community Schools and Math and	STAR assessments and data reports, school wide unit assessments, running records and standardized tests	Extended Day Programs- Catherine Dodd and Donald Wise (2002)

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

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

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

**Use an asterisk to denote new programs.*

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Orton Gillingham	Consultant, CAO, Vice Principals, Coaches	To increase percentage of students making Proficient category (ELA/Math) on statewide standardized testing by 10% at each grade level	"What Works Clearinghouse Intervention Report: Orton-Gillingham-based Strategies (Unbranded)" (PDF). US Dept of Education. July 2010. Retrieved 2011-03-14
		Data Driven Decision Making	Consultant, CAO, Vice Principals, Coaches	To increase percentage of students making Proficient category (ELA/Math) on statewide standardized testing by 10% at	What Works Clearinghouse: Using Student Achievement Data to Support Instructional Decision Making (2009)

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)
				each grade level	
		FUNdations	Consultant, CAO, Vice Principals, Coaches	To increase percentage of students making Proficient category (ELA/Math) on statewide standardized testing by 10% at each grade level	Slavin, R. E., Lake, C., Davis, S., & Madden, N. A. (2009). <i>Effective Programs for Struggling Readers: A Best-Evidence Synthesis</i> . Baltimore, MD: Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE). Retrieved 1/12/10, from http://www.bestevidence.org
		Co-teaching and inclusionary practices and strategies	Consultant, CAO, Vice Principals, Coaches	To increase percentage of students making Proficient category (ELA/Math) on statewide standardized testing by 10% at each grade level	Co-Teaching With Strategy Instruction <i>Intervention in School and Clinic January 1, 2014 49: 156-163</i> An Examination of Co-Teaching: Perspectives and Efficacy Indicators <i>Remedial and Special Education September 1, 2009</i>
Math	Students with Disabilities	Data Driven Decision Making	Consultant, CAO, Vice Principals, Coaches	To increase percentage of students making Proficient category (ELA/Math) on statewide standardized testing by 10% at each grade level	What Works Clearinghouse: Using Student Achievement Data to Support Instructional Decision Making (2009)
		Co-teaching and inclusionary practices and strategies	Consultant, CAO, Vice Principals, Coaches	To increase percentage of students making Proficient category (ELA/Math) on statewide standardized testing by 10% at each grade level	Co-Teaching With Strategy Instruction <i>Intervention in School and Clinic January 1, 2014 49: 156-163</i> . An Examination of Co-Teaching:

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)
					Perspectives and Efficacy Indicators <i>Remedial and Special Education</i> September 1, 2009
		Singapore Math in the classroom	Consultant, CAO, Vice Principals, Coaches	To increase percentage of students making Proficient category (ELA/Math) on statewide standardized testing by 10% at each grade level	AIR (American Institutes for Research) - Informing Grades 1-6 Mathematics Standards Development: What Can Be Learned From High-Performing Hong Kong, Korea, and Singapore (2009)
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Orton Gillingham	Consultant, CAO, Vice Principals, Coaches	To increase percentage of students making Proficient category (ELA/Math) on statewide standardized testing by 10% at each grade level	"What Works Clearinghouse Intervention Report: Orton-Gillingham-based Strategies (Unbranded)" (PDF). US Dept of Education. July 2010. Retrieved 2011-03-14
		Data Driven Decision Making	Consultant, CAO, Vice Principals, Coaches	To increase percentage of students making Proficient category (ELA/Math) on statewide standardized testing by 10% at each grade level	What Works Clearinghouse: Using Student Achievement Data to Support Instructional Decision Making (2009)
		FUNDations	Consultant,	To increase percentage of	Slavin, R. E., Lake, C., Davis, S., &

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)
			CAO, Vice Principals, Coaches	students making Proficient category (ELA/Math) on statewide standardized testing by 10% at each grade level	Madden, N. A. (2009). <i>Effective Programs for Struggling Readers: A Best-Evidence Synthesis</i> . Baltimore, MD: Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE). Retrieved 1/12/10, from http://www.bestevidence.org
		Co-teaching and inclusionary practices and strategies	Consultant, CAO, Vice Principals, Coaches	To increase percentage of students making Proficient category (ELA/Math) on statewide standardized testing by 10% at each grade level	Co-Teaching With Strategy <i>Instruction Intervention in School and Clinic January 1, 2014 49: 156-163</i> An Examination of Co-Teaching: Perspectives and Efficacy Indicators <i>Remedial and Special Education September 1, 2009</i>
Math	ELLs	Data Driven Decision Making	Consultant, CAO, Vice Principals, Coaches	To increase percentage of students making Proficient category (ELA/Math) on statewide standardized testing by 10% at each grade level	What Works Clearinghouse: Using Student Achievement Data to Support Instructional Decision Making (2009)
		Co-teaching and inclusionary practices and strategies	Consultant, CAO, Vice Principals, Coaches	To increase percentage of students making Proficient category (ELA/Math) on statewide standardized testing by 10% at each grade level	Co-Teaching With Strategy <i>Instruction Intervention in School and Clinic January 1, 2014 49: 156-163</i> An Examination of Co-Teaching: Perspectives and Efficacy Indicators <i>Remedial and Special Education September 1, 2009</i>

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)
		Singapore Math in the classroom	Consultant, CAO, Vice Principals, Coaches	To increase percentage of students making Proficient category (ELA/Math) on statewide standardized testing by 10% at each grade level	AIR (American Institutes for Research) - Informing Grades 1-6 Mathematics Standards Development: What Can Be Learned From High-Performing Hong Kong, Korea, and Singapore (2009)
ELA	Economically Disadvantaged	Orton Gillingham	Consultant, CAO, Vice Principals, Coaches	To increase percentage of students making Proficient category (ELA/Math) on statewide standardized testing by 10% at each grade level	"What Works Clearinghouse Intervention Report: Orton-Gillingham-based Strategies (Unbranded)" (PDF). US Dept of Education. July 2010. Retrieved 2011-03-14
		Data Driven Decision Making	Consultant, CAO, Vice Principals, Coaches	To increase percentage of students making Proficient category (ELA/Math) on statewide standardized testing by 10% at each grade level	What Works Clearinghouse: Using Student Achievement Data to Support Instructional Decision Making (2009)
		FUNDations	Consultant, CAO, Vice Principals, Coaches	To increase percentage of students making Proficient category (ELA/Math) on statewide standardized testing by 10% at each grade level	Slavin, R. E., Lake, C., Davis, S., & Madden, N. A. (2009). <i>Effective Programs for Struggling Readers: A Best-Evidence Synthesis</i> . Baltimore, MD: Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE). Retrieved 1/12/10, from http://www.bestevidence.org
		Co-teaching and inclusionary practices	Consultant, CAO, Vice	To increase percentage of students making Proficient	Co-Teaching With Strategy <i>Intervention in School</i>

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)
		and strategies	Principals, Coaches	category (ELA/Math) on statewide standardized testing by 10% at each grade level	<i>and Clinic January 1, 2014 49: 156-163</i>
Math	Economically Disadvantaged	Data Driven Decision Making	Consultant, CAO, Vice Principals, Coaches	To increase percentage of students making Proficient category (ELA/Math) on statewide standardized testing by 10% at each grade level	What Works Clearinghouse: Using Student Achievement Data to Support Instructional Decision Making (2009)
		Co-teaching and inclusionary practices and strategies	Consultant, CAO, Vice Principals, Coaches	To increase percentage of students making Proficient category (ELA/Math) on statewide standardized testing by 10% at each grade level	Co-Teaching With Strategy Instruction <i>Intervention in School and Clinic January 1, 2014 49: 156-163</i>
		Singapore Math in the classroom	Consultant, CAO, Vice Principals, Coaches	To increase percentage of students making Proficient category (ELA/Math) on statewide standardized testing by 10% at each grade level	AIR (American Institutes for Research) - Informing Grades 1-6 Mathematics Standards Development: What Can Be Learned From High-Performing Hong Kong, Korea, and Singapore (2009)

***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.

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

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 review will be conducted primarily by the CAO, Principals, Supervisors, Coaches and the School wide Planning committee. Evaluation will take place three (3) times a year.**
2. What barriers or challenges does the school anticipate during the implementation process? **Despite the fact that CCSP provides teachers with over 120 hours of PD annually, the revamping of our program requires a significant investment in time for deeper levels of PD and coaching that adequately support our plan. Another barrier will be our ability to secure the adequate funds to purchase resources and PD in order to maximize student academic proficiency.**
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? **We will obtain the necessary buy-in from key stakeholders by enhancing the quality and frequency of our communication with the School Board, parents and teachers via monthly Home and School Council, Open Community Forums, and Quarterly Advisory board meetings.**
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? **We will continue to use both our weekly mandatory PD time, Common Planning time, as well as Survey Monkey to gauge the perceptions of the staff.**
5. What measurement tool(s) will the school use to gauge the perceptions of the community? **We will continue to use Survey Monkey as well as Open Community Forums and Quarterly meetings of our advisory board to gauge the perceptions of teachers/community members, and parents via monthly Home School Council meetings.**
6. How will the school structure interventions? **The interventions will be designed based on the data collected through STAR, Unit assessments, grades, and the perceptions of the community, staff and teachers.**

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

7. How frequently will students receive instructional interventions? **We have made instructional interventions a priority at the school. We therefore ensure that students receive instructional interventions on a daily basis, through our FLEX period, as well as our Expanded Learning Time programs.**
8. What resources/technologies will the school use to support the school wide program? **We will use proven assessment and remediation programs like STAR, Accelerated Reader and Accelerated Math, Digital Leveled Libraries, Read 180, Math 180, Fraction Nation and Intervention component of Math in Focus to support the school wide program.**
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? **We will use proven assessment like STAR to measure the effectiveness of each intervention provided.**
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? **We will disseminate the results of the school wide program evaluation in regular staff, advisory board, and Home and School Council meetings; Back to School Night and Parent Nights.**

**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	Parent Meetings	Student Support Services Coordinator	At a minimum 10% of parents will attend two meetings per year.	Parental Involvement
Math	Students with Disabilities	Parent Meetings	Student Support Services Coordinator	At a minimum 10% of parents will attend two meetings per year.	Parental Involvement
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Parent Workshops	Community Schools	At a minimum 10% of parents will attend two meetings per year. A 10% Improvement in ACCESS for ELLs	Parental Involvement
Math	ELLs	Parent Workshops	Community Schools	At a minimum 10% of parents will attend two meetings per year.	Parental Involvement

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)
ELA	Economically Disadvantaged	Parent Academies*	Academic Team Community Schools	A 10% Improvement in PARCC and STAR compared to previous year At a minimum 10% of parents will attend two sessions per year.	Parental Involvement
Math	Economically Disadvantaged	Parent Academies*	Academic Team Community Schools	A 10% Improvement in PARCC and STAR compared to previous year At a minimum 10% of parents will attend two sessions per year.	Parental Involvement
ELA					
Math					

**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?

The program will help address the problems identified by providing comprehensive needs assessment by providing services such as expanded after school programs, programs directly targeted at specific family needs such as Parenting Classes, Health and Fitness, ESL classes for Parents, Resume Development and Interview Skills for Parents to name a few. In addition we will make every effort to link parents to outside community organizations through our ongoing community partnerships (NJ CDC, WPU, St. Joseph's Hospital, etc.)

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

CCSP will utilize existing communications vehicles, such as monthly Home and School Council. Parents will be given the opportunity to provide input, suggestions and ideas in the development of the policy. It should be noted that as per our Bylaws two of our trustees must be CCSP parents.

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

It will be distributed at Parent Orientation in conjunction with the Parent Handbook distributed to all CCSP families. We will reinforce the policy during back to school nights as well as community forums. Information will also be made available via website.

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

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

CCSP will utilize existing communications vehicles, such as monthly Home and School Council. Parents will be given the opportunity to provide input, suggestions and ideas in the development of the compact. It should be noted that as per our Bylaws two of our trustees must be CCSP parents.

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

It will be distributed at Parent Orientation in conjunction with the Parent Handbook distributed to all CCSP families. We will reinforce the policy during back to school nights as well as community forums. Information will also be made available via website.

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

This information will be available via open forum, Board meetings and Home and School meetings, as well as by posting it on the school website.

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?

This information will be available via open forum, Board meetings and Home and School meetings, as well as by posting it on the school website.

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?

This information will be available at Board meetings immediately after data becomes publically available, and Home and School meetings, as well as by posting it on the school website.

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

CCSP will utilize existing communications vehicles, such as monthly Home and School Council. Parents will be given the opportunity to provide input, suggestions and ideas in the development of the plan. It should be noted that as per our Bylaws two of our trustees must be CCSP parents.

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

Individual student data will be available to parents and guardians via report cards, parent/teacher meetings.

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

Those funds will go to support a new CCSP program, Parents Academy, which will include parent trainings and assemblies in relevant topics to support our community.

**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	87	CCSP provides over 120 hours of professional development to build the skills of our staff, providing an environment of professional growth. CCSP also provides extensive coaching and support through our partnership with William Paterson University. CCSP also offers competitive salaries and a tuition reimbursement program to support the personal and professional growth of the faculty.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	N/A	
	N/A	
Instructional Paraprofessionals who meet the qualifications required by ESEA (education, passing score on ParaPro test)	N/A	
	N/A	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, passing score on ParaPro test)*	N/A	
	N/A	

* 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
CCSP has an aggressive recruitment process to attract high quality candidates. This process includes paid advertisements in local and regional papers, on-line recruitment efforts including Applitrack, NJ Hires, NJ Jobspots, monster.com and teacher-focused recruitment sites. Staff also participate in several on-campus recruitment events throughout New Jersey. CCSP also hosts 2 Open House events per month from March – June to provide prospective applicants with an overview of the school, an opportunity to meet students, teachers, staff and parents, tours of the school and brief interviews.	CEO, CAO