

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2016-2017 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: PLEASANTVILLE	School: Leeds Avenue School
Chief School Administrator: DR. GARNELL BAILEY	Address: 100 West Leeds Avenue
Chief School Administrator's E-mail: bailey.garnell@pps-nj.us	Grade Levels: PreK-5 th
Title I Contact: Daile White	Principal: Howard Johnson
Title I Contact E-mail: white.daile@pps-nj.us	Principal's E-mail: Johnson.howard@pps-nj.us
Title I Contact Phone Number: 609-383-6800, ext. 3075	Principal's Phone Number: 609-383-6878, EXT. 2358

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.

Howard Johnson
Principal's Name (Print)


Principal's Signature

6/30/16
Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____ 5 _____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 6,127,742.00, which comprised 97.99 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 6,306,646.00, which will comprise 98.3 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2016-2017 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Extended Day	1, 2, 3	ELA, Writing, Math, & Technology	100-100	\$44,820.00
Parental Involvement	1, 2, 3	Parent Involvement Community	200-100	\$1728.00
Parental Involvement	1, 3	Parent Involvement Community	200-600	\$1,013.00

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

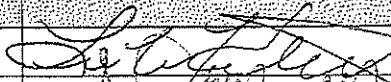



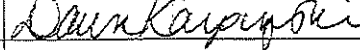
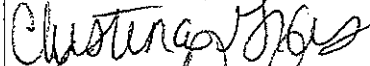

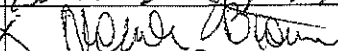

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in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

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan. Parents/Families and Community Members cannot be affiliated with the school.

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
Leo Hamlett	Special Education K-2	Yes	Yes	Yes	
Syreeta Primas	First Grade	Yes	Yes	Yes	
Marshella Cass	Second Grade	Yes	Yes	Yes	
Patricia Barnard	Third Grade	Yes	Yes	Yes	
Dawn Karpinski	Fourth Grade	Yes	Yes	Yes	
Christina Gras	Technology & Special Areas	Yes	Yes	Yes	
Howard Johnson	Principal	Yes	Yes	Yes	
Monika Brown	Parent Representative	Yes	Yes	Yes	
Melissa Andrews	Parent Representative	Yes	Yes	Yes	
Pastor Richard Younger	Community Representative	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
5/25/16 6/2/16	Leeds Avenue School	Comprehensive Needs Assessment	Yes		Yes	
6/6/16 6/8/16	Leeds Avenue School	Schoolwide Plan Development	Yes		Yes	
6/13/16	Leeds Avenue School	Program Evaluation	Yes		Yes	

**Add rows as necessary.*

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

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 2015-2016 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2015-2016, or earlier)

1. Did the school implement the program as planned? Most of the plan was implemented as outlined in the previous year. However, there were a few changes, namely:
 - a. Teachers utilized district-made assessments as a pretest for the SGO process and State Unit Benchmark Assessments. Teachers used EdConnect benchmark data.
 - b. Wilson's was introduced and utilized by the BSI Teachers only.
 - c. Continued with the I&RS process to identify and service students in need of intervention.
 - d. Small group push-in and pull out was interrupted due to PARCC and NJASK4 preparation and testing. One BSI teacher appears to be insufficient.
2. What were the strengths of the implementation process? There are a multitude of effective programs that were available to build student proficiencies including Journey's Reading Program, Guided Reading, Myon, Envision Math Program, Achieve 3000, Imagine Learning, and State Model Curriculum Unit Assessment Results. EdConnect NJ was utilized to incorporate online assessment and data analysis in district. Data provided staff with specific skill areas that warranted improvement according to Unit Benchmarks. BSI and small group instruction was provided with emphasis on identified skill sets in order to increase student achievement. In addition, teachers embraced the State's Model Curriculum and demonstrated a better understanding of the process. Professional development was offered throughout the school year. Teachers were more comfortable and knowledgeable about the evaluation process. SGO post-tests and benchmark data indicated appropriate student growth.
3. What implementation challenges and barriers did the school encounter?
 - After school programs, namely Power Hour, conflicted with after school Professional Development training sessions.
 - Coaches often pulled for curriculum work, leaving very limited time to model lessons and building assistance.
 - Access to printing was a major challenge, particularly when printing out differentiated instructional material for Special needs, ELL, and Gifted Talented.
 - Limited access to technology due to online PARCC & Benchmark testing.
 - No designated point person on the school premises for parents and the PTO due to the elimination of parent liaisons (we often found it necessary to assign instructional aides to assist).
 - Technology problems in classroom access to internet for full class participation.

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

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? The effective analysis of data at the school level was a strength as it relates to unit benchmark data and implementing common core standards. Installing two additional computer labs helped implement programs, but PARCC testing limited use of labs. Over-testing of students was a weakness as it reduced quality instructional time. Regular, consistent usage of Imagine Learning and ACHIEVE 3000 improved, but technology restraints continued to impede full intended implementation.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Staff buy-in was encouraged during Coach's meetings, grade level and school-wide PLCs, weekly grade level team leader meetings with principal, School Improvement Panel meetings, staff meetings, professional development, and daily conversations.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? Staff feedback was obtained during grade level and staff meetings. The staff had the opportunity to complete a district-wide online survey regarding the evaluation system. Meeting the demands of the PARCC test was particularly difficult and stress-filled. Providing academic support to students in need added to the challenge due to inadequate support.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? Our community representatives on the PTO indicated positive feedback. The community supported the school by participating in schoolwide programs. The community was encouraged to attend functions such as our Hispanic Heritage Celebration and Black History Program. There was family participation at our Mommy & Me, Daddy & Me, Literacy Night, Technology Night, and Spring Performing Arts Concert. There was high participation with community members with Read Across America. A reciprocal relationship was solidified as staff members assisted community organizations with community service (food drives, toy drives, etc.). Perceptions were measured through feedback in conversations, attendance at programs, and a parent survey.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? Programs were delivered to staff through coaches' meetings, grade level meetings, school-wide PLCs, staff meetings, PD workshops, and PTO meetings. Parents received information through parent workshops, Parent University, PTO meetings, ROBO Calls, flyers, and monthly calendars. Programs were delivered to students through whole group instruction, small group instruction, flexible grouping, cooperative learning, and individual instruction based on Unit Benchmark Data.
9. How did the school structure the interventions? Interventions were data driven and based on need. 2015 NJASK data, 2015 PARCC data, SGO pretests and each Benchmark Assessments were analyzed. SLOs in need of remediation were identified and strategies were implemented. Interventions for students at risk took place through pull-out and push-in tutoring. Students at risk were also referred to I&RS.
10. How frequently did students receive instructional interventions? Daily and/or as frequently as needed through a combination of push-in and pull-out. Special note....there was a lack of a consistent Basic Skills Teachers. Other frequent interventions occurred during regular student usage of Imagine Learning, Achieve3000, and daily teacher interventions.
11. What technologies did the school use to support the program? Promethean board, laptops, ACHIEVE 3000, Internet access, Imagine Learning, Think Central, Sumdog, Brainpop, Brainpopjr, BrainpopESL, Myon, Xtra Math, Ten Marks, Tumblebooks, Flocabulary, EdConnect, Envisions digital path, ELMOs, Promethean Planet, Hatch (PreK only). and Microsoft Office 360.
12. Did the technology contribute to the success of the program and, if so, how? Technology provided necessary differentiation, kept students engaged, and gave students opportunities to face the challenges of living in a global society. Technology also organized data for teachers to analyze

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information efficiently by using EdConnect data. Online reading and math contests kept students motivated throughout the year (Imagine Learning, ACHIEVE 3000, etc.).

**Provide a separate response for each question.*

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**Evaluation of 2015-2016 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	2014-2015	2015-2016	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	31	TBD PARCC based on PARCC Results	Journey's Reading Program, State Model Curriculum & Benchmark Testing, Achieve3000, Imagine Learning, Differentiation & Small Group Instruction, BSI, Afterschool Power Hour, Cyber Mornings, Library Lounge, I&RS Team, Child Study Team, Guided Reading, Myon	<ul style="list-style-type: none"> +The use of Journey's Reading program and the State Model Curriculum resulted in student growth based on the benchmark percentages. +Achieve 3000: 95% of our students showed gains. +Differentiation and Small group Instruction assisted in continued benchmark growth- LAS 4th grade scored consistently higher than other elementary schools. +Power Hour was offered to students below grade level proficiency. Pre and post results of 23 students show a 25.2% growth. +BSI-students receiving additional support through Basic Skills Instruction were targeted during the first marking period. They were grouped according to need and instructed in small groups using differentiated instruction. +Cyber Mornings was offered to all students for use of computer-based educational programs and homework assistance. +The I&RS team showed above average success with the 77 cases that were referred. +The CST assisted numerous students with recommendations and accommodations, as well as evaluated struggling students for learning disabilities to help get the children the assistance and accommodations they needed to be successful. +The Guided Reading program assisted students in their Lexile growth as well as comprehension.
Grade 5	45	TBD based on	Journey's Reading Program, State Model Curriculum & Benchmark Testing,	+The use of Journey's Reading program and the State Model Curriculum resulted in average student growth

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		PARCC Results	Achieve3000, Differentiation & Small Group Instruction, BSI, Afterschool Power Hour, Cyber Mornings, Library Lounge, I&RS Team, Child Study Team, Guided Reading, Myon	<p>based on the benchmark percentages.</p> <ul style="list-style-type: none"> +Achieve 3000: 95% of our students showed gains. +Differentiation and Small group Instruction assisted in continued benchmark growth- LAS 4th grade scored consistently higher than other elementary schools. +Power Hour was offered to students below grade level proficiency. Pre and post results of 22 students show a 13% growth. +BSI-students receiving additional support through Basic Skills Instruction were targeted during the first marking period. They were grouped according to need and instructed in small groups using differentiated instruction. +Cyber Mornings was offered to all students for use of computer-based educational programs and homework assistance. +The I&RS team showed above average success with the 77 cases that were referred. +The CST assisted numerous students with recommendations and accommodations, as well as evaluated struggling students for learning disabilities to help get the children the assistance and accommodations they needed to be successful. +The Guided Reading program assisted students in their Lexile growth as well as comprehension.
Mathematics	2014-2015	2015-2016	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	33	TBD PARCC Results	Envisions Math Program, State Model Curriculum & Benchmark Testing, SumDog Online Math Programs, Differentiation & Small Group Instruction, BSI, Afterschool Power Hour, Cyber Mornings, Library Lounge, I&RS Team, Child Study Team, Student Transponders	<ul style="list-style-type: none"> +Envisions Math was utilized as an assessment tool to plan interventions. +State Model Curriculum resulted in above district average student growth based on the benchmark percentages. +Sumdog student usage showed an average of 85% accuracy with problems solved. +Differentiation and Small group Instruction assisted in continued benchmark growth- above average BM Scores +BSI-students receiving additional support through Basic Skills Instruction were targeted during the first marking

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				<p>period. They were grouped according to need and instructed in small groups using differentiated instruction.</p> <p>+Power Hour was offered to students below grade level proficiency. Pre and post results for 23 students show 34.4 % growth</p> <p>+Cyber Mornings & Library Lounge was offered to all students for use of computer-based educational programs and homework assistance.</p> <p>+ The CST assisted numerous students with recommendations and accommodations, as well as evaluated struggling students for learning disabilities to help get the children the assistance and accommodations they needed to be successful.</p>
Grade 5	44	TBD PARCC Results	<p>Envisions Math Program, State Model Curriculum & Benchmark Testing, SumDog Online Math Programs, Differentiation & Small Group Instruction, BSI, Afterschool Power Hour, Cyber Mornings, Library Lounge, I&RS Team, Child Study Team, Student Transponders</p>	<p>+Envisions Math was utilized as an assessment tool to plan interventions.</p> <p>+State Model Curriculum resulted in above district average student growth based on the benchmark percentages.</p> <p>+Sumdog student usage showed an average of 85% accuracy with problems solved.</p> <p>+Differentiation and Small group Instruction assisted in continued benchmark growth- above average BM Scores</p> <p>+Power Hours was offered to students below grade level proficiency. Pre and post results of 19 students show 45% growth.</p> <p>+BSI-students receiving additional support through Basic Skills Instruction were targeted during the first marking period. They were grouped according to need and instructed in small groups using differentiated instruction.</p> <p>+Cyber Mornings & Library Lounge was offered to all students for use of computer-based educational programs and homework assistance.</p> <p>+ The CST assisted numerous students with recommendations and accommodations, as well as evaluated struggling students for learning disabilities to help get the children the assistance and accommodations they needed to be successful.</p>

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**Evaluation of 2015-2016 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	2014-2015	2015-2016	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten Programed developed benchmark	16	31	WIDA (ELL Only) Positive Support Team Work Sampling Online Assessment ESL Baseline Screening Tools of the Mind (Target Groups) ECERS-R, SELA, TPOT, Make Believe Play, and PCMI	Achievements: Dedication of staff and innovative ways to develop centers and differentiate instruction. Length of time to test. Concerns: Attendance, Lack of Parent Involvement, Lack of Extended Year Program for Pre-K, ELL Learners and lack of Bilingual Staff, and having three and four year olds mixed in one class.
Kindergarten (Scores based on Unit Benchmark average Units 1,2,3 and Post Test)	16	15	Journey's Reading Program, State Model Curriculum & Benchmark Testing, Imagine Learning, Differentiation & Small Group Instruction, BSI, Cyber Mornings, Library Lounge, I&RS Team, Child Study Team, Guided Reading, Myon	Student Attendance in Kindergarten, ELL Learners, Lack of Parent Involvement, and Length of time needed to administer the Benchmark and SGO Testing created loss of instructional time, Lack of Early Intervention (limited Basic Skills Teachers), Increased number of Classified Students, and students referred to I&RS. Limited access to teach.
Grade 1 (Scores based on Unit Benchmark average Units 1,2,3 and Post Test)	39	18	Journey's Reading Program, State Model Curriculum & Benchmark Testing, Imagine Learning, Differentiation & Small Group Instruction, BSI, Afterschool Power Hour, Cyber Mornings, Library Lounge, I&RS Team, Child Study Team, Guided Reading, Myon	ELL Learners, Lack of Parent Involvement, Length of time needed to administer the Benchmark and SGO Testing created loss of instructional time, Lack of Early Intervention (limited Basic Skills Teachers), Increased number of Classified Students, and students referred to I&RS.
Grade 2 (Scores based on Unit Benchmark average Units 1,2,3 and Post Test)	32	25	Journey's Reading Program, State Model Curriculum & Benchmark Testing, Achieve3000, Imagine Learning, Differentiation & Small Group Instruction, BSI, Afterschool Power Hour, Cyber Mornings, Library Lounge, I&RS Team, Child Study Team, Guided Reading, Myon	ELL Learners, Lack of Parent Involvement, Length of time needed to administer the Benchmark and SGO Testing created loss of instructional time, Lack of Early Intervention (limited Basic Skills Teachers), Increased number of Classified Students, and students referred to I&RS.

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Grade 3 (Scores based on Unit Benchmark average Units 1,2,3 and Post Test)	n/a	28	Journey's Reading Program, State Model Curriculum & Benchmark Testing, Achieve3000, Imagine Learning, Differentiation & Small Group Instruction, BSI, Afterschool Power Hour, Cyber Mornings, Library Lounge, I&RS Team, Child Study Team, Guided Reading, Myon	ELL Learners, Lack of Parent Involvement, Length of time needed to administer the Benchmark and SGO Testing created loss of instructional time, Lack of Early Intervention (limited Basic Skills Teachers), Increased number of Classified Students, and students referred to I&RS. Limited instruction for five days due to PARCC testing.
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Mathematics	2014 - 2015	2015 - 2016	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	12	15	WIDA (ELL Only) Positive Support Team Work Sampling Online Assessment ESI Baseline Screening Tools of the Mind (Target Groups) ECERS-R, SELA, TPOT, Make Believe Play, and PCMI	Achievements: Dedication of staff and innovative ways to develop centers and differentiate instruction. Concerns: Attendance, Lack of Parent Involvement, Lack of Extended Year Program for Pre-K, ELL Learners and lack of Bilingual Staff, and having three and four year olds mixed in one class.
Kindergarten	12	7	Envisions Math Program, State Model Curriculum & Benchmark Testing, SumDog Online Math Programs, Differentiation & Small Group Instruction, BSI, Afterschool Power Hour, Cyber Mornings, Library Lounge, I&RS Team, Child Study Team, XtraMath, Ten Marks	ELL Learners, Lack of Parent Involvement, Length of time needed to administer the Benchmark and SGO Testing created loss of instructional time, Lack of Early Intervention (limited Basic Skills Teachers), Increased number of Classified Students, and students referred to I&RS.
Grade 1	24	12	Envisions Math Program, State Model Curriculum & Benchmark Testing, SumDog Online Math Programs, Differentiation & Small Group Instruction, BSI, Afterschool Power Hour, Cyber Mornings, Library Lounge, I&RS Team, Child Study Team, XtraMath, Ten Marks	ELL Learners, Lack of Parent Involvement, Length of time needed to administer the Benchmark and SGO Testing created loss of instructional time, Lack of Early Intervention (limited Basic Skills Teachers), Increased number of Classified Students, and students referred to I&RS.
Grade 2	24	33	Envisions Math Program, State Model Curriculum & Benchmark Testing, SumDog Online Math Programs, Differentiation & Small Group Instruction, BSI, Afterschool Power Hour, Cyber Mornings, Library Lounge, I&RS Team, Child Study Team, XtraMath, Ten Marks	ELL Learners, Lack of Parent Involvement, Length of time needed to administer the Benchmark and SGO Testing created loss of instructional time, Lack of Early Intervention (limited Basic Skills Teachers), Increased number of Classified Students, and students referred to I&RS.
Grade 3	n/a	32	Envisions Math Program, State Model	ELL Learners, Lack of Parent Involvement, Length of time needed to administer the Benchmark and SGO

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		<p>Curriculum & Benchmark Testing, SumDog Online Math Programs, Differentiation & Small Group Instruction, BSI, Afterschool Power Hour, Cyber Mornings, Library Lounge, I&RS Team, Child Study Team, XtraMath, Ten Marks</p>	<p>Testing created loss of instructional time, Lack of Early Intervention (limited Basic Skills Teachers), Increased number of Classified Students, and students referred to I&RS. Limited instruction for five days due to PARCC testing.</p>
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SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

Evaluation of 2015-2016 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2015-2016

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	-BSI	Yes	+Unit Benchmark Data showing individual student growth +Running Records	Based on Unit Benchmark Assessments. Results are listed below State Model Curriculum Benchmark Results % Passing (Students did not take Unit 4; Unit 5 was not included) <table border="1"> <thead> <tr> <th>Grade</th> <th>U1</th> <th>U2</th> <th>U3</th> <th>Post</th> </tr> </thead> <tbody> <tr> <td>Kdg</td> <td>56%</td> <td>56%</td> <td>78%</td> <td>78%</td> </tr> <tr> <td>1st</td> <td>20%</td> <td>40%</td> <td>80%</td> <td>80%</td> </tr> <tr> <td>2nd</td> <td>36%</td> <td>50%</td> <td>67%</td> <td>67%</td> </tr> <tr> <td>3rd</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>4th</td> <td>31%</td> <td>40%</td> <td>20%</td> <td>20%</td> </tr> <tr> <td>5th</td> <td>18%</td> <td>9%</td> <td>26%</td> <td>26%</td> </tr> </tbody> </table> -There were zero classified students in third grade for the 2015-2016 school year +Even though the percentages of students passing the benchmarks are low, the average growth between the pre and posttest was 18%.	Grade	U1	U2	U3	Post	Kdg	56%	56%	78%	78%	1st	20%	40%	80%	80%	2nd	36%	50%	67%	67%	3rd	n/a	n/a	n/a	n/a	4th	31%	40%	20%	20%	5th	18%	9%	26%	26%
		Grade	U1	U2		U3	Post																																	
		Kdg	56%	56%		78%	78%																																	
		1st	20%	40%		80%	80%																																	
		2nd	36%	50%		67%	67%																																	
3rd	n/a	n/a	n/a	n/a																																				
4th	31%	40%	20%	20%																																				
5th	18%	9%	26%	26%																																				
Achieve 3000 online reading program	Yes	+Lexile Improvement																																						
-Imagine Learning	Yes	+Benchmark Data & Lexile Improvement, as well as Imagine Learning data.																																						
-Intervention & Referral Services	Yes	+Decline in referrals +Increase in academic success of individual cases																																						
-Guided Reading	Yes	+ Benchmark Data & Lexile Improvement. +Running Records																																						
Math	Students with Disabilities	-EnVisions Math Program	Yes	+Unit Benchmark Data +SGO Data +PARCC results-tbd	Based on Unit Benchmark Assessments. Results are listed below State Model Curriculum Benchmark Results % Passing +Writing Samples, Running Records, Teacher Made Assessments, SGO Data +(Students did not take Unit 4; Unit 5 was not included)																																			
		+BSI	Yes	+Benchmark and SGO Data																																				

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)																																			
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		+Xtramath	Yes	+Xtramath program data																																				
		I&RS	Yes	+Decline in referrals +Increase in academic success of individual cases	<p>-There were zero classified students in third grade for the 2015-2016 school year +Even though there is a high percentage of students not passing the benchmark, every student showed an average growth of 29.45% between the pre and posttest.</p>																																			
ELA	Homeless	Same as all ELA	Yes	-Unit Benchmark Data -SGO Data -ACHIEVE 3000 Lexile Scores -Imagine Learning -PARCC results -Guided Reading Levels	<p>Based on Unit Benchmark Assessments. Results are listed below -State Model Curriculum Benchmark Results % Passing - (Students did not take Unit 4; Unit 5 was not included)</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>U1</th> <th>U2</th> <th>U3</th> <th>Post</th> </tr> </thead> <tbody> <tr> <td>Kdg</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>1st</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>2nd</td> <td>50%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>3rd</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>4th</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>5th</td> <td>0%</td> <td>100%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p>Chart reflects: One Kindergarten Student; two second grade students; one third grade student; one fourth grade student; two fifth grade students.</p>	Grade	U1	U2	U3	Post	Kdg	100%	100%	100%	100%	1st	n/a	n/a	n/a	n/a	2nd	50%	100%	100%	100%	3rd	0%	0%	0%	0%	4th	100%	100%	100%	100%	5th	0%	100%	0%	0%
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Extended Day/Year Interventions – Implemented in 2015-2016 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	-Power Hour After School Academy -Clubs & Extended Day Programs -Cyber mornings -Library Lounge	Yes	-Pre- and Post-Tests for Power Hour -PARCC scores -Unit Benchmark Scores	+PARCC Scores pending +Program based validation +Benchmark Scores for SE students in Extended Day Programs +Online Program Usage increased – Brain Pop, Achieve3000, and MyOn
Math	Students with Disabilities	-Power Hour After School Academy -Clubs & Extended Day Programs -Cyber mornings -Library Lounge	Yes	-Pre- and Post-Tests for Power Hour -PARCC scores -Unit Benchmark Scores	+PARCC Scores pending +Program based validation +Benchmark Scores for SE students in Extended Day Programs +Online Program Usage increased – Brain Pop, Achieve3000, and MyOn
ELA	Homeless	-Power Hour After School Academy -Clubs & Extended Day Programs -Cyber mornings -Library Lounge	Yes	-Pre- and Post-Tests for Power Hour -PARCC scores -Unit Benchmark Scores	+PARCC Scores pending +Program based validation +Benchmark Scores for students in Extended Day Programs +Online Program Usage increased – Brain Pop, Achieve3000, and MyOn
Math	Homeless	-Power Hour After School Academy -Clubs & Extended Day Programs -Cyber mornings -Library Lounge	Yes	-Pre- and Post-Tests for Power Hour -PARCC scores -Unit Benchmark Scores	+PARCC Scores pending +Program based validation +Benchmark Scores for students in Extended Day Programs +Online Program Usage increased – Brain Pop, Achieve3000, and MyOn
ELA	Migrant	N/A	N/A	N/A	N/A
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ELA	ELLs	-Power Hour After School Academy	Yes	-Pre- and Post-Tests	+PARCC Scores pending

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		<ul style="list-style-type: none"> -Clubs & Extended Day Programs -Cyber mornings -Library Lounge -ELL After School Tutoring -Imagine Learning -ELL summer program 		<ul style="list-style-type: none"> for Power Hour -PARCC scores -Unit Benchmark Scores -ACCESS Scores 	<ul style="list-style-type: none"> +Met the target for AMAO. +Program based validation +Benchmark Scores for students in Extended Day Programs +The Spring WIDA/ACCESS scores +Online Program Usage increased – Brain Pop, Achieve3000, and MyOn
Math	ELLs	<ul style="list-style-type: none"> -Power Hour After School Academy -Clubs & Extended Day Programs -Cyber mornings -Library Lounge -ELL After School Tutoring -Imagine Learning -ELL summer program 	Yes	<ul style="list-style-type: none"> -Pre- and Post-Tests for Power Hour -PARCC scores -Unit Benchmark Scores -ACCESS Scores 	<ul style="list-style-type: none"> +Met the target for AMAO +PARCC Scores pending +Program based validation +Benchmark Scores for students in Extended Day Programs +The Spring WIDA/ACCESS scores +Online Program Usage increased – Brain Pop, Achieve3000, and MyOn
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> -Power Hour After School Academy -Clubs & Extended Day Programs -Cyber mornings -Library Lounge 	Yes	<ul style="list-style-type: none"> -Pre- and Post-Tests for Power Hour -PARCC scores -Unit Benchmark Scores 	<ul style="list-style-type: none"> +PARCC Scores pending +Program based validation +Benchmark Scores for students in Extended Day Programs +Online Program Usage increased – Brain Pop, Achieve3000, and MyOn
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Evaluation of 2015-2016 Interventions and Strategies

Professional Development – Implemented in 2015-2016

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"> •Using data to determine learning targets-Achieve 3000, Imagine Learning •Reflecting on Assessment Data to improve student achievement (DOE) •Co-Teaching in the Inclusion Classroom •Discussion & Questioning Techniques (Higher Order Thinking) <ul style="list-style-type: none"> •UDL Universal Design for Learning •Effective Professional Learning Communities •Easy IEP/Spec. Ed Teachers to use -Dyslexia Training 	Yes	<ul style="list-style-type: none"> +Benchmark Tests +Performance Assessments +Student Portfolios +PARCC scores pending +Achieve3000 Lexile data +Imagine Learning data +Evaluations +Workshops 	<ul style="list-style-type: none"> +Benchmark Data +Student Portfolios +PARCC Results pending +Lexile growth +Lesson Plans
Math	Students with Disabilities	<ul style="list-style-type: none"> •Using data to determine learning targets-Achieve 3000, Imagine Learning •Reflecting on Assessment Data to improve student achievement (DOE) •Co-Teaching in the Inclusion Classroom •Discussion & Questioning Techniques (Higher Order Thinking) <ul style="list-style-type: none"> •UDL Universal Design for Learning •Effective Professional Learning Communities •Easy IEP/Spec. Ed Teachers to use -Dyslexia Training 	Yes	<ul style="list-style-type: none"> +Benchmark Tests +Performance Assessments +Student Portfolios +PARCC scores pending +Evaluations +Workshops 	<ul style="list-style-type: none"> +Benchmark Data +Student Portfolios +PARCC Results pending +Lesson Plans

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Homeless	Same as "All" below		+Benchmark Tests +Performance Assessments +Student Portfolios +PARCC scores pending +Achieve3000 Lexile data +Evaluations +Workshops	+Benchmark Data +Student Portfolios +PARCC Results pending +Lexile growth +Lesson Plans
Math	Homeless	Same as "All" below		+Benchmark Tests +Performance Assessments +Student Portfolios +PARCC scores pending +Evaluations +Workshops	+Benchmark Data +Student Portfolios +PARCC Results pending +Lesson Plans
ELA	Migrant	n/a	n/a	n/a	n/a
Math	Migrant	n/a	n/a	n/a	n/a
ELA	ELLs	- Opportunity to view Educational Videos (Teachscape) •Integrating Technology into Instruction to Enhance Learning •SIOP Training for Mainstream Teachers (Sheltered English) •ELL scaffolds and strategies *Teaching the ESL Student in the Mainstream Classrooms •Effective Professional Learning Communities •Access Testing •Cross Cultural Awareness and Communication *Achieve3000	Yes	+Benchmark Tests +Performance Assessments +Student Portfolios +PARCC scores pending +Achieve3000 Lexile data +Evaluations +Workshops +Implementation as reviewed at grade level/ PLC meetings	+Benchmark Data +Student Portfolios +PARCC/ DLM Results +Lexile growth +Lesson Plans +SGO Data (see previous page)

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

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"> • Opportunity to view Educational Videos (Teachscape) • Integrating Technology into Instruction to Enhance Learning • SIOP Training for Mainstream Teachers (Sheltered English) • ELL scaffolds and strategies *Teaching the ESL Student in the Mainstream Classrooms • Effective Professional Learning Communities • Access Testing • Cross Cultural Awareness and Communication • Achieve3000 	Yes	<ul style="list-style-type: none"> -Teachscape account views -Lesson plans -C&I Professional Development calendar and use of SIOP training in lesson planning and implementation. -Lesson plans and evaluation documentation -PLC, SLC, Leadership Team, etc meeting minutes -Access Testing data -Building cultural awareness events and inclusion of cultural awareness in classroom lesson plans -Achieve 3000 data 	<ul style="list-style-type: none"> -Benchmark Data -Student Portfolios -PARCC/ DLM Results -Lexile growth -Lesson Plans -SGO Data
ELA	Economically Disadvantaged	Same as "All" below	Yes	<ul style="list-style-type: none"> -Benchmark Tests -Performance Assessments -Student Portfolios -PARCC scores pending -Achieve3000 Lexile data -Evaluations -Workshops 	<ul style="list-style-type: none"> -Benchmark Data -Student Portfolios -PARCC Results pending -Lexile growth -Lesson Plans
Math	Economically Disadvantaged	Same as "All" below	Yes	<ul style="list-style-type: none"> -Benchmark Tests -Performance Assessments -Student Portfolios -PARCC scores pending -Evaluations -Workshops 	<ul style="list-style-type: none"> -Benchmark Data -Student Portfolios -PARCC Results pending -Lesson Plans
ELA	ALL	<ul style="list-style-type: none"> • Achieve3000 • Using data to determine learning 	Yes	<ul style="list-style-type: none"> -Benchmark Tests -Performance Assessments 	<ul style="list-style-type: none"> -Benchmark Data -Student Portfolios

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<p>targets-Achieve 3000, Imagine Learning</p> <ul style="list-style-type: none"> •Ed-Connect Training – Lesson Plans, Assessment, Data •Opportunity to view Educational Videos (Teachscape) •Reflecting on Assessment Data to improve student achievement (DOE) •Teachscape •Preparing for PARCC ELA/Math •Implementing the Model Curriculum and Administration of Unit Benchmarks •Integrating Technology into Instruction to Enhance Learning •SIOP Training for Mainstream Teachers (Sheltered English) •Co-Teaching in the Inclusion Classroom •ELL scaffolds and strategies *Teaching the ESL Student in the Mainstream Classrooms •ELA Practices and Strategies (ETTC) *Persuasive vs Argumentative Writing *Close Reading/Vocabulary •Reading & Writing Informational Text •Understanding and Applying Text Complexity •Discussion & Questioning Techniques (Higher Order Thinking) •UDL Universal Design for Learning 		<ul style="list-style-type: none"> -Student Portfolios -PARCC scores pending -Achieve3000 Lexile data -Evaluations -Workshops 	<ul style="list-style-type: none"> -PARCC Results pending -Lexile growth -Lesson Plans

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

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"> •Effective Professional Learning Communities •Easy IEP/Spec. Ed Teachers to use •Access Testing •Cross Cultural Awareness and Communication •Related Arts – Young Audiences *Spiraling the Curriculum 			
Math	All	<ul style="list-style-type: none"> •Ed-Connect Training – Lesson Plans, Assessment, Data •Opportunity to view Educational Videos (Teachscape) •Reflecting on Assessment Data to improve student achievement (DOE) •Teachscape •Preparing for PARCC ELA/Math •Implementing the Model Curriculum and Administration of Unit Benchmarks •Integrating Technology into Instruction to Enhance Learning •SIOP Training for Mainstream Teachers (Sheltered English) •Co-Teaching in the Inclusion Classroom •ELL scaffolds and strategies *Teaching the ESL Student in the Mainstream Classroom •Discussion & Questioning Techniques (Higher Order Thinking) 	Yes	<ul style="list-style-type: none"> -Benchmark Tests -Performance Assessments -Student Portfolios -PARCC scores pending -Evaluations -Workshops 	<ul style="list-style-type: none"> -Benchmark Data -Student Portfolios -PARCC Results pending -Lesson Plans

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

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"> •UDL Universal Design for Learning •Effective Professional Learning Communities •Easy IEP/Spec. Ed Teachers to use •Access Testing •Fractions Progressions (3-5) *Spiraling the Curriculum 			

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

Family and Community Engagement Implemented in 2015-2016

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	Same as "All" below	Yes	+Parent feedback +Sign-In sheets +Agendas and minutes +Surveys	+Parental attendance at programs and workshops +PTO more active +Increased parental volunteerism +Sign-in sheets
Math	Students with Disabilities	Same as "All" below	Yes	+Parent feedback +Sign-In sheets +Agendas and minutes +Surveys	+Parental attendance at programs and workshops +PTO more active +Increased parental volunteerism +Sign-in sheets
ELA	Homeless	Same as "All" below	Yes	+Parent feedback +Sign-In sheets +Agendas and minutes +Surveys	+Parental attendance at programs and workshops +PTO more active +Increased parental volunteerism +Sign-in sheets
Math	Homeless	Same as "All" below	Yes	+Parent feedback +Sign-In sheets +Agendas and minutes +Surveys	+Parental attendance at programs and workshops +PTO more active +Increased parental volunteerism +Sign-in sheets
ELA	Migrant	n/a	n/a	n/a	n/a
Math	Migrant	n/a	n/a	n/a	n/a
ELA	ELLs	-Same as "All" below -Achieve3000 is offered in Spanish -Parents have access to Oncourse to track their	Yes	+Parent feedback +Sign-In sheets +Agendas and minutes +Surveys	+Parental attendance at programs and workshops +PTO more active +Increased parental volunteerism

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		child's progress. -Bilingual workshops			+Sign-in sheets +Increased parent usage of Oncourse to track student performance
Math	ELLs	Same as "All" below -Parents have access to Oncourse to track their child's progress. -Bilingual workshops	Yes	+Parent feedback +Sign-In sheets +Agendas and minutes +Surveys	+Parental attendance at programs and workshops +PTO more active +Increased parental volunteerism +Sign-in sheets +Increased parent usage of Oncourse to track student performance
ELA	Economically Disadvantaged	Same as "All" below	Yes	+Parent feedback +Sign-In sheets +Agendas and minutes +Surveys	+Parental attendance at programs and workshops +PTO more active +Increased parental volunteerism +Sign-in sheets
Math	Economically Disadvantaged	Same as "All" below	Yes	+Parent feedback +Sign-In sheets +Agendas and minutes +Surveys	+Parental attendance at programs and workshops +PTO more active +Increased parental volunteerism +Sign-in sheets
ELA	ALL	-Back to School Night -Parent Teacher Organization -Parent/Teacher Conferences -School-wide parent events (i.e. assemblies, special programs, etc.)	Yes	+Parent feedback +Sign-In sheets +Agendas and minutes +Surveys	+Parental attendance at programs and workshops +PTO more active +Increased parental volunteerism +Sign-in sheets

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

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"> -Parent workshops (i.e. Mommy & Me Breakfast, Technology Night, Literacy Night, etc.) -Parents and community members play an active role in CST, I&RS, and/or Staff meetings -Parent communication -District-wide parent workshops 			
Math	ALL	<ul style="list-style-type: none"> -Back to School Night -Parent Teacher Organization -Parent/Teacher Conferences -School-wide parent events (i.e. assemblies, special programs, etc.) -Parent workshops (i.e. Mommy & Me Breakfast, Technology Night, Literacy Night, etc.) -Parents and community members play an active role in CST, I&RS, and/or Staff 	Yes	<ul style="list-style-type: none"> +Parent feedback +Sign-In sheets +Agendas and minutes +Surveys 	<ul style="list-style-type: none"> +Parental attendance at programs and workshops +PTO more active +Increased parental volunteerism +Sign-in sheets

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

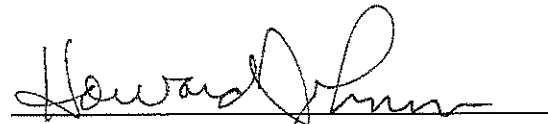
1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		meetings -Parent communication -District-wide parent workshops			

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.

Howard Johnson _____
Principal's Name (Print)


Principal's Signature

7/6/16 _____
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)."

2016-2017 Comprehensive Needs Assessment Process Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2016-2017

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	PARCC scores, report card grades, Unit Benchmark Assessments (pre and post test results), student portfolios, BSI Portfolios, NJ School report card, Achieve 3000 Lexile Scores, Imagine Learning reports, and Homeroom Data Sheets, SGO Results, performance assessments, Teaching Strategies Gold, and EdConnect Data, Work Sampling, Running Records	<p>-In third grade, 14 out of 80 students (17.5%) met or exceeded expectations on the 2014-2015 PARCC. The district average for Level 4 was 21.5%. All states who tested the third grade using PARCC had 37.2% of their students attain level 4+ proficiency. As this was the district's first attempt at the PARCC, this data may not be a real indicator of the school's success.</p> <p>-In fourth grade, 33 out of 91 students (36.3%) met or exceeded expectations on the 2014-2015 PARCC. The district average for Level 4 was 28.5%. All states who tested fourth grade using PARCC had 41.5% of their students attain level 4+ proficiency. As this was the district's first attempt at the PARCC, this data may not be a real indicator of the school's success.</p> <p>-In fifth grade, 20 out of 93 students (21.5%) met or exceeded expectations on the 2014-2015 PARCC. The district average for Level 4+ was 21.9%. All states who tested fifth grade using PARCC had 40.5% of their students attain level 4+ proficiency. As this was the district's first attempt at the PARCC, this data may not be a real indicator of the school's success.</p>
Academic Achievement - Writing	PARCC scores, report card grades, Unit Benchmark Assessments (pre and post test results), student portfolios, BSI Portfolios, NJ School report card and Homeroom Data Sheets, SGO results, Achieve 3000 Lexile Scores, Imagine Learning reports, performance	<p>In third grade, the average writing score for the school was 31; a 33 meets or exceeds expectations. The district average was 29. All states who tested third grade using PARCC averaged a writing score of 31. As this was the district's first attempt at the PARCC, this data may not be a real indicator of the school's success.</p> <p>In fourth grade, the average writing score for the school was 33; a 33 meets or exceeds expectations. The district average was 31. All states who tested fourth</p>

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)
	assessments, Teaching Strategies Gold, and EdConnect Data, Work Sampling	<p>grade using PARCC averaged a writing score of 33. As this was the district's first attempt at the PARCC, this data may not be a real indicator of the school's success.</p> <p>In fifth grade, the average writing score for the school was 28; a 33 meets or exceeds expectations. The district average was 30. All states who tested third grade using PARCC averaged a writing score of 32. As this was the district's first attempt at the PARCC, this data may not be a real indicator of the school's success.</p>
Academic Achievement - Mathematics	PARCC scores, Unit Benchmark Assessments, BSI reports , NJ School report card, Report Card Grades, BSI Portfolios, Homeroom Data Sheets, SGO results, performance assessments, Teaching Strategies Gold, EdConnect Data Sheets	<p>-In third grade, 19 out of 80 students (23.8%) met or exceeded expectations on the 2014-2015 PARCC. The district average for Level 4+ was 26.4%. All states who tested third grade using PARCC had 37.6% of their students attain level 4+ proficiency. As this was the district's first attempt at the PARCC, this data may not be a real indicator of the school's success.</p> <p>-In fourth grade, 20 out of 91 students (23.1%) met or exceeded expectations on the 2014-2015 PARCC. The district average for Level 4+ was 18.1%. All states who tested fourth grade using PARCC had 32.3% of their students attain level 4+ proficiency. As this was the district's first attempt at the PARCC, this data may not be a real indicator of the school's success.</p> <p>-In fifth grade, 18 out of 95 students (18.9%) met or exceeded expectations on the 2014-2015 PARCC. The district average for Level 4+ was 19.6%. All states who tested fifth grade using PARCC had 31.9% of their students attain level 4+ proficiency. As this was the district's first attempt at the PARCC, this data may not be a real indicator of the school's success.</p>
Family and Community Engagement	Parental attendance and involvement at school events. Sign in sheets from parent events and parent questionnaires/surveys	Increased parental participation, support, and attendance at events during regular and after hours school programs
Professional Development	Sign in sheets, agendas and professional development feedback/evaluation forms, teacher portfolio of 100 hours of professional development, Teachscape Reflect, practice application scores, PLC	Indicates staff participation in specific training opportunities during the year and their feedback concerning the training.

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)
	minutes & agendas, teacher evaluations	
Leadership	Staff meetings' minutes, data from surveys of staff and students	Data indicated positive feedback regarding leadership at the school level.
School Climate and Culture	Participation in Renaissance and School Climate committee activities and events, participation in and attendance at extra-curricular activities/ programs, daily interactions among staff members, data from surveys of staff and students.	Summative forms of student participation in Renaissance indicates the level of academic and behavioral performance, which enhances the overall school climate. Survey data is currently being evaluated in order to develop action plan.
School-Based Youth Services	<ul style="list-style-type: none"> +Guidance Department +Intervention and Referral Services +Child Study Team +Speech/Occupational Therapy +RTI +National Honor Society +Student Council +School Nurse +Assemblies +Intramural basketball team +Mediations 	<ul style="list-style-type: none"> -Records of meetings with students with each guidance counselor, etc. -77 cases successfully handled -Various needs met through the CST, including meeting with administrators for students who are not classified. -Numerous students showed progress through the ST/OT workers -Progress monitoring with guidance, CST, and administration -Sign in sheets of student participants and meeting minutes -Sign in sheets of student participants and meeting minutes -Nurses' logs -Board Agendas showing assembly approval -Sign in sheet and board agenda approval -Copies of mediation agreements
Students with Disabilities	SGO assessments, NJ ASK scores, PARCC scores, report card grades, Unit Benchmark Assessments (pre and post test results), student portfolios, BSI progress reports, student report cards, NJ School report card, Achieve 3000 Lexile Scores, I&RS narratives, and CST narratives, Imagine Learning Scores, IEPs, performance assessments, Teaching Strategies Gold, and anecdotal notes.	Indicates a high focus on assistance to identified students, instructional areas of focus, and student progress. Assessments also indicate the levels of student achievement and mastery in the curriculum areas. A review of the measures determines the focus areas for reading throughout the school year.

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)
Homeless Students	SGO assessments, NJ ASK scores, PARCC scores, report card grades, Unit Benchmark Assessments (pre and post test results), student portfolios, BSI progress reports, student report cards, NJ School report card, Achieve 3000 Lexile Scores, I&RS narratives, and CST narratives, Teaching Strategies Gold, Imagine Learning reports, performance assessments, and EdConnect Data	Indicates a high focus on assistance to identified students, instructional areas of focus, and student progress. A review of the measures determines the focus areas for reading throughout the school year.
Migrant Students	N/A	N/A
English Language Learners	Students are assessed in all six domains using the WIDA model midyear assessment and the state ACCESS test in the Spring. Base line reading levels and growth charted by Imagine Learning. ACHIEVE 3000 results, unit benchmark scores, and formative and summative assessments, SGO results, report card grades, student portfolios, Teaching Strategies Gold, and EdConnect Data	WIDA/ACCESS proficiency levels Imagine Learning Data
Economically Disadvantaged	SGO assessments, PARCC scores, report card grades, Unit Benchmark Assessments (pre and post test results), student portfolios, BSI progress reports, student report cards, NJ School report card, Achieve 3000 Lexile Scores, Teaching Strategies Gold, Imagine Learning reports, and EdConnect Data	These assessments indicate the levels of student achievement and mastery in the curriculum areas. A review of the measures determines the focus areas for reading throughout the school year. Students who are economically disadvantaged receive uniform vouchers and free and/or reduced lunch.

2016-2017 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? *Standardized data was collected from PARCC scores and Benchmark Scores and reviewed by Administration, District Coaches, and Classroom Teachers. Groups of students at risk were identified and their needs were discussed in PLC, staff meetings, and grade level meetings. Intervention plans were implemented. Information regarding I&RS and CST referrals were also reviewed during their applicable meetings.*
2. What process did the school use to collect and compile data for student subgroups? *PARCC scores, NJASK Reports, Benchmark tests, ACHIEVE 3000, and SGO assessment data were initially utilized to identify the needs of the subgroups. The data was then disaggregated. In addition, ELL students are identified with the WIDA Model entrance exam. Beginner and Emerging level students who are Spanish Bilingual are sent to Washington Avenue School. Students who are identified as ESL and do not speak Spanish stay at their home school and receive ESL pull out or push in instruction. The ESL teacher monitors the students that have exited within two years every four weeks and provide intervention for these students and assist the general education teacher with language interventions and scaffolds. Students in the ESL program are given a midyear assessment to monitor their progress and the end of the year state ACCESS exam to determine if they have exited the program. All state required documentation and correspondence with the parents are sent in a timely manner and in the home language of the parent. In addition, Special needs students are identified through the I&RS and CST. Students are placed according to their IEP and appropriate services rendered whether it is resource, inclusion, or self-contained. Homeless students are identified and their needs are serviced according to the McKinney-Vento federal law (transportation provided, school supplies, counseling, tutoring, etc.).*
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)? *Standardized, research-based information such as the data derived from ACHIEVE 3000, Imagine Learning, benchmark assessments, and PARCC are used to make needs-based decisions.*
4. What did the data analysis reveal regarding classroom instruction? *There is a need for more differentiation and flexible grouping at the classroom level to address the needs of students at risk. In addition, the TeachScape's tree map indicated that staff members are in need of Professional development in higher order thinking questioning techniques, student engagement, developing formative assessments, and classroom management. Also, report card grades were not always aligned with the data analysis (students that were deemed partially proficient in PARCC were receiving good grades). There is also a need to develop more rigorous classroom assessments and to align the grading system to the common core standards.*
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? *Personnel is in need of additional trainings regarding Guided Reading, Writing with Spice, Edconnect, higher order thinking questioning techniques, student engagement, utilizing formative assessments, differentiation, Danielson and TeachScape, as well as any new programs anticipated for the new school year. More District-Wide Professional Development is needed in Common Core Standards in ELA and Math, implementing best practices, analyzing data, and classroom management- especially for working with ADD/ADHD students.*
6. How does the school identify educationally at-risk students in a timely manner? *PARCC and NJASK Scores are analyzed in the summer. Students were also pre-assessed in September for SGOs. At-risk students were identified in order for interventions to begin immediately. Teachers also identified at-risk students through observation, classroom performance, and grades. In September, the I & RS team reviews data from 4th marking period of previous school year and addresses "red-flagged" students.*

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

7. How does the school provide effective interventions to educationally at-risk students? *Regular I&RS meetings and tracking student progress throughout the year by utilizing NJASK scores and benchmark tests provide the basis for identifying at-risk students. Students are then placed in BSI, Resource, small groups, and individual instruction to address their needs. Differentiation of instruction is encouraged as well as technology in order to keep students engaged. Imagine Learning and ACHIEVE 3000 are utilized to differentiate and address the needs of students identified at risk.*
8. How does the school address the needs of migrant students? *Not Applicable*
9. How does the school address the needs of homeless students? *Guidance Counselors, Truancy, and the School Nurse are in contact with these families to provide transportation, uniform vouchers, extended day activities (clubs and tutoring), mentoring, and free lunch applications as well as information for social services provided by the community. School staff members are in contact with families to address attendance issues, academics, and other needs.*
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? *Teachers collaborate in school-wide PLCs, Weekly Grade Level Meetings with District ELA and Math coaches, grade level PLCs, daily dialogue, staff meetings, and weekly Team Leader meetings with the principal. Data is collected and analyzed on an ongoing basis and interventions are implemented. Curriculum adjustments are changed as needed for reteaching purposes.*
11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? *Vertical and horizontal articulation occurs at the beginning and end of the school year as well as throughout the school year on an as needed basis. Access to the Model Curriculum and Common Core Standards. District ELA and Math Coaches also serve as a liaison to share information across grade levels on an ongoing basis. Discussions with and between the Early Childhood Supervisor, the Principal and teachers also facilitates a smooth transition for students moving to the Kindergarten level. Also, Positive Support Team for PreK students meet with the I&RS team as well as kindergarten teachers. In addition, parent symposiums are offered to parents in order to familiarize them with curriculum and school related information. Afterschool Spring PD Sessions enabled teachers to participate in meaningful Professional Development. Coaches also serve as liaisons to share information across grade levels on an ongoing basis. Students transitioning to the Middle School level have the opportunity to meet with the Middle School counselors and attend Middle School orientations. Parents are encouraged to attend open house programs in order to meet and greet school staff and become familiar with program components at these integral grades levels.*
12. How did the school select the priority problems and root causes for the 2016-2017 schoolwide plan? *Priority problems were identified over the course of several staff meetings, through reviewing school-wide data, and through review of PARCC and Benchmark Assessments for ELA and Math. Records were also utilized from Guidance Counselors to review Family and Community Involvement. Finally, the results of surveys from students, staff, and parents will be analyzed.*

**Provide a separate response for each question.*

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2016-2017 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	INCREASE READING and WRITING SKILLS	INCREASE MATH SKILLS
Describe the priority problem using at least two data sources	-All students are not reaching proficiency in reading and writing according to PARCC and NJ Model Curriculum Benchmark Tests.	-More students need to reach mastery of foundational knowledge and application of the knowledge. -Students are not reaching proficiency in Math according to PARCC and Unit Benchmark tests.
Describe the root causes of the problem	-ELL learners are not reaching reading level -Failure to demonstrate effective writing skills using process writing -Need for improved comprehension -Need for increased use of informational text -Transient Population -Lack of self-selected reading beyond the school day -Children enter school with less exposure to written - word and vocabulary -Use of BSI teachers for other duties	-Solving Modeling and Reasoning Problems -ELL Learners and special needs students are not on reading level -Fluency Mastery -Need to improve math skills in multi-operational math problems -Application and transfer of basic concepts -Core understanding of foundational fraction concepts -- -Transient Population -Use of BSI teachers for other duties
Subgroups or populations addressed	All subgroups	All Subgroups
Related content area missed (i.e., ELA, Mathematics)	ELA	MATH
Name of scientifically research based intervention to address priority problems	-JOURNEYS READING PROGRAM -Fountas & Pinnell Guided Reading Program -I & RS Referrals -ACHIEVE 3000 -Imagine Learning -Tumblebooks (ebooks)	-ENVISIONS COMMON CORE MATH PROGRAM -I & RS Referral -Model Curriculum Data to identify students in need of intervention -Sumdog -Extended Day Program

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

	<ul style="list-style-type: none"> -Storyline Online -Myon -Wilson Reading -Model Curriculum Data to identify students in need of intervention -Extended Day Program -RTI 	-RTI
How does the intervention align with the Common Core State Standards?	<ul style="list-style-type: none"> -Directly aligns with Common Core Standards and NJ State Model Curriculum -Development of units of study based on UBD model 	<ul style="list-style-type: none"> -Directly aligns with Common Core Standards and NJ State Model Curriculum -Development of units of study based on UBD model

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

2016-2017 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	PARENT INVOLVEMENT	Technology
Describe the priority problem using at least two data sources	There is a need to increase parental involvement and empower parents to influence student performance and behaviors. PTO Meeting & Event Sign-Ins I & RS Schedules & Sign-Ins CST Schedules and Sign-Ins Parent Survey Parent Teacher Conference Sign-Ins Back to School Night Parent University	Students need to demonstrate competency effectively when using technology to navigate through web-based programs as it pertains to online assessments (PARCC, Model Curriculum Benchmarks).
Describe the root causes of the problem	Lack of child-care, transportation, work schedule Lack of education Language Barriers Lack of technology in the home	Technology and curriculum programs must improve in order to compete with 21st Century skills. Improvement in equipment and infrastructure must also be addressed.
Subgroups or populations addressed	ALL SUBGROUPS	ALL SUBGROUPS
Related content area missed (i.e., ELA, Mathematics)	ELA & Math	ELA & Math
Name of scientifically research based intervention to address priority problems	PTO Special Services Community Support Group Parent Survey Results State Parent Advocacy Network (SPAN) NANA-Pleasantville District Parent Advocacy Group for Special Education	Achieve 3000 Journey's Think Central Math Envisions STEM Club Cyber Mornings Myon TypingWeb.com Sumdog

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

		Brainpop, BrainpopJr, BrainpopESL Flocabulary Imagine Learning
How does the intervention align with the Common Core State Standards?	All interventions address CCCS through PTO meetings and Parent Technology Workshops.	All programs have been selected that are aligned with the Readiness goals for Colleges and Careers, Common Core Standards, and PARCC assessment. http://www.state.nj.us/education/sca/parcc

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 . . . “

2016-2017 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

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	-Journeys Reading Program -ACHIEVE 3000 -Imagine Learning -Differentiated Instruction -BSI -Cyber Mornings -Library Lounge -Tumblebooks (ebooks) -Intervention & Referral Services -Power Hour/Extended School Day -Extended School Year -Book Buddies -Lesson Plans -Child Study Team Meetings -IEPs	-Classroom Paraprofessionals and Teachers -Lead Teachers -Child Study Team -District Coaches -Administrators -Guidance Counselors -C&I Department -Parents	-PARCC Scores -Journeys Assessments -Benchmark Tests -SGO Assessments -Lexile Levels -Running Records -Formative & Summative Assessments -Student Portfolios -ESY Records -Imagine Learning Data	Students' Attainment of ELA Proficiency Program based validation aligned with Common Core Standards Institute of Educational Services: Reviewed Studies: What Works Clearinghouse Institute of Educational Services: Clearinghouse: School Effectiveness
Math	Students with Disabilities	-Envisions Math Program -Differentiation of Instruction in Math -BSI	-Classroom Paraprofessionals and Teachers -Lead Teachers -Child Study Team	-PARCC Scores -Envisions Assessments -Benchmark Tests -SGO Assessments -Student Portfolios	Student Attainment of math proficiency in unit benchmarks Program based validation aligned with Common Core

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

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)
		<ul style="list-style-type: none"> -Cyber Mornings -Library Lounge -Ten Marks -Sumdog -Intervention & Referral Services -Power Hour/Extended School Day -Extended School Year -XtraMath -IEPs -Child Study Team Meetings -Lesson Plans 	<ul style="list-style-type: none"> -District Coaches -Administrators -Guidance Counselors -C&I Department -Parents 	<ul style="list-style-type: none"> -Formative & Summative Assessments -ESY Records 	<ul style="list-style-type: none"> Standards Institute of Educational Clearinghouse: Effective Schools IES: Reviewed Studies What Works Clearinghouse
ELA	Homeless	<ul style="list-style-type: none"> -Journeys Reading Program -ACHIEVE 3000 -Imagine Learning -Differentiated Instruction -BSI -Cyber Mornings -Library Lounge -Tumblebooks (ebooks) -Intervention & Referral Services -Power 	<ul style="list-style-type: none"> -Classroom Paraprofessionals and Teachers -Lead Teachers -Child Study Team -District Coaches -Administrators -Guidance Counselors -C&I Department -Parents 	<ul style="list-style-type: none"> -PARCC Scores -Journeys Assessments -Benchmark Tests -SGO Assessments -Lexile Levels -Running Records -Formative & Summative Assessments -Student Portfolios -ESY Records -Imagine Learning Data 	<ul style="list-style-type: none"> Students' Attainment of ELA Proficiency Program based validation aligned with Common Core Standards Institute of Educational Services: Reviewed Studies: What Works Clearinghouse Institute of Educational Services: Clearinghouse: School Effectiveness

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

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)
		Hour/Extended School Day -Extended School Year -Book Buddies -Lesson Plans -Child Study Team Meetings -IEPs			
Math	Homeless	-Envisions Math Program -Differentiation of Instruction in Math -BSI -Cyber Mornings -Library Lounge -Ten Marks -Sumdog -Intervention & Referral Services -Power Hour/Extended School Day -XtraMath -IEPs -Child Study Team Meetings -Lesson Plans -Extended School Year	-Classroom Paraprofessionals and Teachers -Lead Teachers -Child Study Team -District Coaches -Administrators -Guidance Counselors -C&I Department -Parents	-PARCC Scores -Envisions Assessments -Benchmark Tests -SGO Assessments -Student Portfolios -Formative & Summative Assessments -ESY Records	Student Attainment of math proficiency in unit benchmarks Program based validation aligned with Common Core Standards Institute of Educational Clearinghouse: Effective Schools IES: Reviewed Studies What Works Clearinghouse

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

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	Migrant	n/a	n/a	n/a	n/a
Math	Migrant	n/a	n/a	n/a	n/a
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> -Journeys Reading Program -ACHIEVE 3000 -Imagine Learning -Differentiated Instruction -BSI -Cyber Mornings -Library Lounge -Tumblebooks (ebooks) -Intervention & Referral Services -Power Hour/Extended School Day -Extended School Year -Book Buddies -Lesson Plans -Child Study Team Meetings -IEPs 	<ul style="list-style-type: none"> -Classroom Paraprofessionals and Teachers -Lead Teachers -Child Study Team -District Coaches -Administrators -Guidance Counselors -C&I Department -Parents 	<ul style="list-style-type: none"> -PARCC Scores -Journeys Assessments -Benchmark Tests -SGO Assessments -Lexile Levels -Running Records -Formative & Summative Assessments -Student Portfolios -ESY Records -Imagine Learning Data 	<p>Students' Attainment of ELA Proficiency</p> <p>Program based validation aligned with Common Core Standards</p> <p>Institute of Educational Services: Reviewed Studies: What Works Clearinghouse</p> <p>Institute of Educational Services: Clearinghouse: School Effectiveness</p>
Math	Economically Disadvantaged	<ul style="list-style-type: none"> -Envisions Math Program -Differentiation of Instruction in Math -BSI 	<ul style="list-style-type: none"> -Classroom Paraprofessionals and Teachers -Lead Teachers -Child Study Team 	<ul style="list-style-type: none"> -PARCC Scores -Envisions Assessments -Benchmark Tests -SGO Assessments -Student Portfolios 	<p>Student Attainment of math proficiency in unit benchmarks</p> <p>Program based validation aligned with Common Core</p>

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

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)
		<ul style="list-style-type: none"> -Cyber Mornings -Library Lounge -Ten Marks -Sumdog -Intervention & Referral Services -Power Hour/Extended School Day -XtraMath -IEPs -Child Study Team Meetings -Lesson Plans -Extended School Year 	<ul style="list-style-type: none"> -District Coaches -Administrators -Guidance Counselors -C&I Department -Parents 	<ul style="list-style-type: none"> -Formative & Summative Assessments -ESY Records 	<ul style="list-style-type: none"> Standards Institute of Educational Clearinghouse: Effective Schools IES: Reviewed Studies What Works Clearinghouse
ELA	ELL	<ul style="list-style-type: none"> -Journeys Reading Program -ACHIEVE 3000 -Imagine Learning -Differentiated Instruction -BSI -Cyber Mornings -Library Lounge -Tumblebooks (ebooks) -Intervention & Referral Services -Power 	<ul style="list-style-type: none"> -Classroom Paraprofessionals and Teachers -Lead Teachers -Child Study Team -District Coaches -Administrators -Guidance Counselors -C&I Department -Parents -ESL Teacher 	<ul style="list-style-type: none"> -PARCC Scores -Journeys Assessments -Benchmark Tests -SGO Assessments -Lexile Levels -Running Records -Formative & Summative Assessments -Student Portfolios -WIDA/ACCESS Data -ESY Records -Imagine Learning Data 	<ul style="list-style-type: none"> Students' Attainment of ELA Proficiency Program based validation aligned with Common Core Standards Institute of Educational Services: Reviewed Studies: What Works Clearinghouse Institute of Educational Services: Clearinghouse: School Effectiveness

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 <small>(i.e., IES Practice Guide or What Works Clearinghouse)</small>
		Hour/Extended School Day -Extended School Year -Book Buddies -Lesson Plans -Child Study Team Meetings -IEPs -Extended School Year -English Language Academy			
Math	ELL	-Envisions Math Program -Differentiation of Instruction in Math -BSI -Cyber Mornings -Library Lounge -Ten Marks -Sumdog -Intervention & Referral Services -Power Hour/Extended School Day -XtraMath -IEPs -Child Study Team Meetings	-Classroom Paraprofessionals and Teachers -Lead Teachers -Child Study Team -District Coaches -Administrators -Guidance Counselors -C&I Department -Parents -ESL Teacher	-PARCC Scores -Envisions Assessments -Benchmark Tests -SGO Assessments -Student Portfolios -Formative & Summative Assessments -ESY Records	Student Attainment of math proficiency in unit benchmarks Program based validation aligned with Common Core Standards Institute of Educational Clearinghouse: Effective Schools IES: Reviewed Studies What Works Clearinghouse

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention <small>(i.e., IES Practice Guide or What Works Clearinghouse)</small>
		-Lesson Plans -Extended School Year -English Language Academy			
ELA	ALL	-Journeys Reading Program -ACHIEVE 3000 -Imagine Learning -Differentiated Instruction -BSI -Cyber Mornings -Library Lounge -Tumblebooks (ebooks) -Intervention & Referral Services -Power Hour/Extended School Day -Book Buddies -Lesson Plans -Positive Support Team (Pre-K) -Extended School Year	-Classroom Paraprofessionals and Teachers -Lead Teachers -District Coaches -Administrators -Guidance Counselors -C&I Department -Parents	-PARCC Scores -Journeys Assessments -Benchmark Tests -SGO Assessments -Lexile Levels -Running Records -Formative & Summative Assessments -Student Portfolios -ESY Records -Imagine Learning	Students' Attainment of ELA Proficiency Program based validation aligned with Common Core Standards Institute of Educational Services: Reviewed Studies: What Works Clearinghouse Institute of Educational Services: Clearinghouse: School Effectiveness
Math	ALL	-Envisions Math Program -Differentiation of	-Classroom Paraprofessionals and Teachers	-PARCC Scores -Envisions Assessments -Benchmark Tests	Student Attainment of math proficiency in unit benchmarks

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

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)
		Instruction in Math -BSI -Cyber Mornings -Library Lounge -Ten Marks -Sumdog -Intervention & Referral Services -Power Hour/Extended School Day -XtraMath -IEPs -Child Study Team Meetings -Lesson Plans -Extended School Year	-Lead Teachers -Child Study Team -District Coaches -Administrators -Guidance Counselors -C&I Department -Parents -ESL Teacher	-SGO Assessments -Student Portfolios -Formative & Summative Assessments -ESY Records	Program based validation aligned with Common Core Standards Institute of Educational Clearinghouse: Effective Schools IES: Reviewed Studies What Works Clearinghouse
ALL	ALL	Clubs (STEM, Environmental, etc.)	Administrators, District Coach, Teachers	-Assessments -Benchmark Tests -SGO Assessments -Lexile Scores -Culminating project	Program based validation and aligned with Common Core Standards and/or NJCCS.
All	ALL	Renaissance Program	Renaissance Coordinator, Administrator	-School climate survey -Increase in Students attaining awards	Evidence Review Protocol for Character Education Interventions IES: School Organization and Governance ASCD
All	ALL	-Anti-Bullying -School wide	Administrator/Leadership Team, Counselors, Staff	-School climate survey -Decrease discipline referrals	State Requirement IES: Reducing Behavior Problems

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

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)
		Positive Discipline program *PBSIS		within the school by 5% -Increase in student and staff morale	in the Elementary School Classroom
All	ALL	Student recognition programs (Awards, Assemblies, Student of the Month, Caught Being Good, Perfect Attendance incentives, Math, spelling, Geography Bees, science fairs, teacher incentives, etc,)	All Stakeholders	School climate survey	IES: School Climate and parent Involvement www.ncrcl.org/scrs/areas/issues
ALL	ALL	Intervention & Referral Services	I & RS Team, Counselor, teachers, BSI teachers, administration	NJASK Scores PARCC Scores Unit Benchmark Tests Journeys Assessments Envisions Assessments Running Records	IES: Assisting Students Struggling with Mathematics-Response to Intervention for Elementary and Middle Schools

**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	<ul style="list-style-type: none"> -Extended School Day Program (Power Hour) -Summer Academic/Enrichment Programs (STEAM, Environmental, Art, Sports, Music, Drama, etc.) -Extended School Year -Morning reading and writing -Clubs & Extended Day Programs -Cyber Mornings -Library Lounge 	Administrators, Staff, CST, Guidance Counselors, C&I Department, Coaches, Parents	<ul style="list-style-type: none"> -PARCC Scores -Envisions Assessments -Benchmark Tests -SGO Assessments -Lexile Scores -Pre/Post Assessment -Power Hour Pre/Post Test 	<p>Students' Attainment of ELA Proficiency</p> <p>Program based validation aligned with Common Core Standards</p> <p>Institute of Educational Services: Reviewed Studies: What Works Clearinghouse</p> <p>Institute of Educational Services: Clearinghouse: School Effectiveness</p>
Math	Students with Disabilities	<ul style="list-style-type: none"> -Extended School Day Program (Power Hour) -Summer Academic/Enrichment Programs (STEAM, Environmental, Art, Sports, Music, Drama, etc.) -Extended School Year -Morning reading and writing -Clubs & Extended Day Programs -Cyber Mornings 	Administrators, Staff, CST, Guidance Counselors, C&I Department, Coaches, Parents	<ul style="list-style-type: none"> -PARCC Scores -Envisions Assessments -Benchmark Tests -SGO Assessments -Lexile Scores -Pre/Post Assessment -Power Hour Pre/Post Test 	<p>Student Attainment of math proficiency in unit benchmarks</p> <p>Program based validation aligned with Common Core Standards</p> <p>Institute of Educational Clearinghouse: Effective Schools</p> <p>IES: Reviewed Studies What Works Clearinghouse</p>

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)
		-Library Lounge			
ELA	Homeless	-Extended School Day Program (Power Hour) -Summer Academic/Enrichment Programs (STEAM, Environmental, Art, Sports, Music, Drama, etc.) -Extended School Year -Morning reading and writing -Clubs & Extended Day Programs -Cyber Mornings -Library Lounge	Administrators, Staff, CST, Guidance Counselors, C&I Department, Coaches, Parents, District Homeless Liaison, Title 1 Involvement Coordinator	-PARCC Scores -Envisions Assessments -Benchmark Tests -SGO Assessments -Lexile Scores -Pre/Post Assessment -Power Hour Pre/Post Test	Students' Attainment of ELA Proficiency Program based validation aligned with Common Core Standards Institute of Educational Services: Reviewed Studies: What Works Clearinghouse Institute of Educational Services: Clearinghouse: School Effectiveness
Math	Homeless	-Extended School Day Program (Power Hour) -Summer Academic/Enrichment Programs (STEAM, Environmental, Art, Sports, Music, Drama, etc.) -Extended School Year -Morning reading and writing -Clubs & Extended Day Programs	Administrators, Staff, CST, Guidance Counselors, C&I Department, Coaches, Parents, District Homeless Liaison, Title 1 Involvement Coordinator	-PARCC Scores -Envisions Assessments -Benchmark Tests -SGO Assessments -Lexile Scores -Pre/Post Assessment -Power Hour Pre/Post Test	Student Attainment of math proficiency in unit benchmarks Program based validation aligned with Common Core Standards Institute of Educational Clearinghouse: Effective Schools IES: Reviewed Studies What Works Clearinghouse

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)
		-Cyber Mornings -Library Lounge			
ELA	Economically Disadvantaged	-Extended School Day Program (Power Hour) -Summer Academic/Enrichment Programs (STEAM, Environmental, Art, Sports, Music, Drama, etc.) -Extended School Year -Morning reading and writing -Clubs & Extended Day Programs -Cyber Mornings -Library Lounge	Administrators, Staff, CST, Guidance Counselors, C&I Department, Coaches, Parents	-PARCC Scores -Envisions Assessments -Benchmark Tests -SGO Assessments -Lexile Scores -Pre/Post Assessment -Power Hour Pre/Post Test	Students' Attainment of ELA Proficiency Program based validation aligned with Common Core Standards Institute of Educational Services: Reviewed Studies: What Works Clearinghouse Institute of Educational Services: Clearinghouse: School Effectiveness
Math	Economically Disadvantaged	-Extended School Day Program (Power Hour) -Summer Academic/Enrichment Programs (STEAM, Environmental, Art, Sports, Music, Drama, etc.) -Extended School Year -Morning reading and writing -Clubs & Extended	Administrators, Staff, CST, Guidance Counselors, C&I Department, Coaches, Parents	-PARCC Scores -Envisions Assessments -Benchmark Tests -SGO Assessments -Lexile Scores -Pre/Post Assessment -Power Hour Pre/Post Test	Student Attainment of math proficiency in unit benchmarks Program based validation aligned with Common Core Standards Institute of Educational Clearinghouse: Effective Schools IES: Reviewed Studies What Works Clearinghouse

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)
		Day Programs -Cyber Mornings -Library Lounge			
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELL	-Extended School Day Program (Power Hour) -Summer Academic/Enrichment Programs (STEAM, Environmental, Art, Sports, Music, Drama, etc.) -Extended School Year -Morning reading and writing -Clubs & Extended Day Programs -Cyber Mornings -Library Lounge -ELL After School Tutoring/Academy -ELL Summer Program	Administrators, Staff, CST, Guidance Counselors, C&I Department, Coaches, Parents, ESL Teacher	-PARCC Scores -Envisions Assessments -Benchmark Tests -SGO Assessments -Lexile Scores -Pre/Post Assessment -Power Hour Pre/Post Test -WIDA/ACCESS Scores -WIDA Model Benchmark exam -ESL Academy pre-post test results -AMAO results	Students' Attainment of ELA Proficiency Program based validation aligned with Common Core Standards Institute of Educational Services: Reviewed Studies: What Works Clearinghouse Institute of Educational Services: Clearinghouse: School Effectiveness
Math	ELL	-Extended School Day Program (Power Hour) -Summer Academic/Enrichment Programs (STEAM,	Administrators, Staff, CST, Guidance Counselors, C&I Department,	-PARCC Scores -Envisions Assessments -Benchmark Tests -SGO Assessments -Lexile Scores	Student Attainment of math proficiency in unit benchmarks Program based validation aligned with Common Core Standards

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)
		Environmental, Art, Sports, Music, Drama, etc.) -Extended School Year -Using Morning reading and writing to solve math problems -Clubs & Extended Day Programs -Cyber Mornings -Library Lounge - ELL After School Tutoring/Academy -ELL Summer Program	Coaches, Parents, ESL Teacher	-Pre/Post Assessment -Power Hour Pre/Post Test - WIDA/ACCESS Scores -WIDA Model Benchmark exam	Institute of Educational Clearinghouse: Effective Schools IES: Reviewed Studies What Works Clearinghouse
ALL Core Subjects	ELL	Summer English Language Academy	Administrators, District Coach, Teachers	Assessments -Benchmark Tests -SGO Assessments -Lexile Scores -Teacher created assessments	Program based validation and aligned with Common Core Standards and/or NJCCS.
ELA	ALL	-Extended School Day Program (Power Hour) -Summer Academic/Enrichment Programs (STEAM, Environmental, Art, Sports, Music, Drama, etc.) -Extended School Year -Morning reading and	Administrators, Staff, Guidance Counselors, C&I Department, Coaches, Parents	-PARCC Scores -Envisions Assessments -Benchmark Tests -SGO Assessments -Lexile Scores -Pre/Post Assessment -Power Hour Pre/Post Test	Students' Attainment of ELA Proficiency Program based validation aligned with Common Core Standards Institute of Educational Services: Reviewed Studies: What Works Clearinghouse

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)
		writing -Clubs & Extended Day Programs -Cyber Mornings -Library Lounge			Institute of Educational Services: Clearinghouse: School Effectiveness
Math	ELL	-Extended School Day Program (Power Hour) -Summer Academic/Enrichment Programs (STEAM, Environmental, Art, Sports, Music, Drama, etc.) -Extended School Year -Morning reading and writing -Clubs & Extended Day Programs -Cyber Mornings -Library Lounge	Administrators, Staff, CST, Guidance Counselors, C&I Department, Coaches, Parents	-PARCC Scores -Envisions Assessments -Benchmark Tests -SGO Assessments -Lexile Scores -Pre/Post Assessment -Power Hour Pre/Post Test	Student Attainment of math proficiency in unit benchmarks Program based validation aligned with Common Core Standards Institute of Educational Clearinghouse: Effective Schools IES: Reviewed Studies What Works Clearinghouse
ALL	ALL	Clubs (Technology, Environmental, etc.)	Administrators, District Coach, Teachers	Assessments -Benchmark Tests -SGO Assessments -Lexile Scores -Culminating project	Program based validation and aligned with Common Core Standards and/or NJCCS.

**Use an asterisk to denote new programs.*

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA Math	Students with Disabilities	-IEP Direct -Co Teaching Workshop -Model Lessons -Dyslexia Training -Family Support and/or Positive Team Training	Administrators, Coaches, Teachers, CST, Guidance Counselors, C&I Department, Parents	Minutes, Agendas, and Sign In Sheets, Workshop Evaluations	Benchmark Data Lesson Plans Student Portfolios
ELA Math	Homeless	Same as "All" ELA & MATH group below	Same as "All" ELA & MATH group below	Same as "All" ELA & MATH group below	Same as "All" ELA & MATH group below
ELA Math	Migrant	N/A	N/A	N/A	N/A
ELA Math	Economically Disadvantaged	Same as "All" ELA & MATH group below	Same as "All" ELA & MATH group below	Same as "All" ELA & MATH group below	Same as "All" ELA & MATH group below
ELA	Classroom Teachers/Tutors/Instructional Aides	-Guided Reading for beginners and veterans -Achieve 3000 -Imagine Learning -Journeys	Administrators, Teachers, Coaches	Increased progress as measured by various assessments. Students' attainment of reading proficiency at or above grade level as indicated in scores	Institute of Educational Services: What Works Clearinghouse: Classrooms of the Future Institute of Educational

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)
		-Dyslexia Training K-2 -Writers Workshop -Writing with Spice		from NJ ASK and PARCC.	Services: Reviewed Studies: What Works Clearinghouse: School Effectiveness
Math	Classroom Teachers/Tutors/Instructional Aides	-Envisions -STEM Training	Administrators, Coaches, Classroom Teachers	Students' attainment of mathematical proficiency at or above grade level as indicated in scores of NJ ASK and PARCC	To assess progress and guide instruction.
ELA & Math	Classroom Teachers/Tutors/Instructional Aides	-Data analyses of unit benchmark scores, PARCC scores, NJ ASK scores	Administrators, Coaches	-Increased progress as measured by various assessments -PD Schedule/Agenda/Sign-Ins -PD Evaluations -Lesson Plans/Oncourse	To assess progress and guide instruction.
All	Classroom Teachers/Tutors/Instructional Aides	-Effective Classroom Management for a Positive Learning Environment - Delving Deeper into the CCS - Maintaining and	Administrators, Coaches, Teachers	+Increased progress as measured by various assessments +Inclusion of CCS in lesson plans +Decline in discipline referrals to administration +Increase in students achieving Renaissance	-Institute of Educational Services: What Works ----- +Clearinghouse: Classrooms of the Future -Cooperative Discipline +Behavior Advisor online -Microsoft Office Education -Teachscape

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)
		Sustaining a Positive Discipline Code -Technology-Microsoft Office -Integrating technology -Using Higher Order Thinking Questions -Increasing Student Engagement -Improving Classroom Management -Utilizing Formative Assessments -Teachscape -Data Analysis -Safe School Online Training -Ed-Connect Training -Implementing the Model		awards +Caught Being Good tickets increased +Staff members more comfortable using Microsoft Office tools for classroom use. +Increase in Domain scores in higher order thinking questioning in Danielson +Increase in domain scores for engagement in Danielson +Decline in classroom discipline. +Benchmark and other Edconnect Assessments +Teachscape reports/data +Edconnect Data and Coach Data Analysis Meetings +Decrease in staff injuries, conflicts, etc. +Increased use in Edconnect with teaching staff +Model curriculum benchmark data +PLC meeting minutes and sign in sheets for after school	+Safe School's Data and articles shared in district Safety Meetings.

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)
		Curriculum and Administration of Unit Benchmarks -Team Building -Cross Cultural Awareness & Communication		activities. +Increase in cross cultural activities and events.	
All	Staff	Teachscape EdConnect	Administrators Coaches	Walk-throughs by district personnel and principal, teacher evaluations, discussions at Professional Learning Communities and professional development trainings, PD hours	Program-based validation IES: Reviewed Studies What Works Clearinghouse
ELA Math	ELL	-SIOP training of general education teachers -Cultural Awareness training -ELL scaffolding training -Teaching the ESL student in the Mainstream classrooms	ESL Coach-Bilingual program) ESL teacher	General education teachers will be given the training and tools to provide scaffoldings to give the supports needed for ELL students and former ELL students to continue academic growth ESL coach will work with General Education teachers to help them implement scaffolds into their lessons.	Program-based validation Clearinghouse trainings

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)
		-WIDA/ACCESS testing		Additional professional development training will be given to the general education teachers to ensure success with their ELL population.	

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-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 Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2016-2017 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 2016-2017? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? **The plan will be evaluated throughout the year by the Teachers, a parent representative, a district liaison, The LAS Leadership Team, C&I Staff, and school administrators. Some of the evaluations may take place in committee meetings, PLC meetings, and leadership meetings, among others.**
2. What barriers or challenges does the school anticipate during the implementation process? **The availability of funds may be a concern, particularly for extended day programs and BSI teachers.**
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? **Staff members will be encouraged to share their thoughts and ideas. It will be encouraged during grade level PLCs, Coaches' meetings, Leadership Team meetings, and staff meetings, as well as in daily conversations. In addition, parents and community members will be encouraged to share their thoughts and ideas through meet and greet gatherings, conferences, parent workshops, Back-to-School Night, and surveys.**
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? **A formal survey will be conducted.**
5. What measurement tool(s) will the school use to gauge the perceptions of the community? **A formal survey will be conducted via the district's website. Surveys will also be distributed at parent-teacher conferences, PTO meetings, and parent events such as Back to School Night.**
6. How will the school structure interventions? **Interventions will be data driven and based on need. Students at risk will be identified and referred to I&RS where various interventions will be offered including, but not limited to small, flexible groups, BSI services, and differentiation of instruction.**
7. How frequently will students receive instructional interventions? **Students will receive interventions based on the greatest need according to the data. They will receive services daily and/or as needed. The services of BSI teachers are contingent upon funding.**
8. What resources/ technologies will the school use to support the school-wide program? **The school will continue to use the same technologies we have found success with: Promethean board, laptops, and desktops to support learning. In addition, the school will utilize various**

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

technology programs such as: Sumdog, ACHIEVE 3000, Internet access, Imagine Learning, Promethean Planet, Think Central, Tumblebooks, BrainPop, BrainPopJr, BrainPopESL, Ten Marks, Xtra Math, ThinkCentral, Google Education, and Envisions digital path.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? **The school will use data related to PARCC, NJASK, Unit Benchmark tests, SGO assessments, computer programs' data, student portfolios, and student performance tasks to measure effectiveness.**
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? **Student achievement data is reported to the public through press releases by the State of NJ and through the NJ State website as well as the Leeds Avenue Report Card. The Superintendent reports data to the community at the BOE meetings. Also, report cards and interim reports, which detail individual student results, are sent home with students. Data is also available on EdConnect. The LAS Leadership Team is kept abreast of relevant data, and information is shared during grade level and school-wide PLCs. Finally, Back to School Night and Parent Conferences are used to inform parents of assessment results.**

**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.

2016-2017 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 Workshops: (i.e. Books, Special Programs, and Presentations by N.A.N.A.. Parent University)	Principal, CST, NANA, (District Special Education Parent Advocacy Group), District Title I Family Involvement Coordinator	Sign-in sheets, Meeting agendas, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback form provided by parents during CST meetings	SPAN- Statewide Parent Advocacy Network N.A.N.A. - Pleasantville District Parent Advocacy Group for Special Education
Math	Students with Disabilities	Parent Workshops: (i.e. Books, Special Programs, and Presentations by N.A.N.A. Parent University)	Principal, CST, NANA, (District Special Education Parent Advocacy Group),	Sign-in sheets, Meeting agendas, Meeting minutes, Pictures of events, Presentation	SPAN- Statewide Parent Advocacy Network N.A.N.A. - Pleasantville District Parent Advocacy Group for Special Education

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)
			District Title I Family Involvement Coordinator	Workshop, and Evaluation/ Feedback form provided by parents during CST meetings	
ELA	Homeless	Parent Workshops: (i.e. Books, Special Programs, and Presentations by Community organizations), Parent University, Mommy & Me, Daddy & Me, Back to School Night, Field Day, Picnic, Family Day	Principal, Guidance Counselor, and (District Homeless Liaison and District Title I Family Involvement Coordinator)	Sign-in sheets, Meeting agendas, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback form provided by parents during CST meetings	National Center on Homeless Education (NCHE) National Law Center on Homelessness & Poverty (NLCHP) Nation Association for the Education of Homeless Children and Youth (NAEHCY) Adhere to services required in the McKinney-Vento Federal Law
Math	Homeless	Parent Workshops: (i.e. Books, Special Programs, and Presentations by Community organizations), Parent University,	Principal, Guidance Counselor, and (District Homeless Liaison and District Title I	Sign-in sheets, Meeting agendas, Meeting minutes, Pictures of events,	National Center on Homeless Education (NCHE) National Law Center on Homelessness & Poverty (NLCHP) Nation Association for the Education of Homeless Children and Youth (NAEHCY) Adhere to services required in the McKinney-Vento Federal Law

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)
		Mommy & Me, Daddy & Me, Back to School Night, Field Day, Picnic, Family Day	Family Involvement Coordinator)	Presentation Workshop, and Evaluation/ Feedback form provided by parents during CST meetings	
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	ESL Homework Helper: Support of non-English speaking parents so they are able to assist their children with homework and that parent can acquire a better understanding of school curriculum. Support classes for basic literacy and communication skills that will address the need of non-English speaking parents	Principal, ESL Teacher and (District ESL Coordinator and Title I Family Involvement Coordinator)	Parent evaluation will be completed at the end of each session by the ESL Teacher. Assessment of the program will be performed by the ESL teacher. The assessment will measure parents'	http://www.nj.gov/education/bilingual/ http://www.nj.gov/education/parents/ http://www.colorincolorado.org/research/content_instruction/math/ http://www.ed.gov/family-and-community-engagement WWW.NJParents.com

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)
		when their children come home with homework. Parent University		opinion of progress by survey. School wide Parent Survey.	
Math	ELLs	ESL and that parent can acquire a better understanding of school curriculum. Support classes with basic math skills that will address the need of non-English speaking parents when their children come home with homework. ESL Homework Helper: Support of non-English speaking parents so they are able to assist their children with homework Parent University	Principal, Math Coach, and (District ESL Coordinator and, Title I Family Involvement Coordinator)	Parent evaluation will be completed at the end of each session by the ESL Teacher. Assessment of the program will be performed by the Math Coach. The assessment will measure parents' opinion of progress by survey. School wide Parent Survey.	http://www.nj.gov/education/bilingual/ http://www.nj.gov/education/parents/ http://www.colorincolorado.org/research/content_instruction/math/ http://www.ed.gov/family-and-community-engagement WWW.NJParents.com

**Use an asterisk to denote new programs.*

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

2016-2017 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? **All family and community engagement programs will communicate priority problems as well as the school's mission and expectations through SLC Meetings, PTO Meetings, I&RS meetings, Back to School Night, Parent University, Parent Teacher conferences, and ongoing communication (grade level communication, newsletters, monthly school calendars, the website, Channel 2, and the ROBO call system). The program will empower parents to become active participants in their children's learning.**
2. How will the school engage parents in the development of the written parent involvement policy? **Through SciP Parent Representatives and an active PTO, parents will have input in the parent involvement policy. Also, most correspondence with parents will be available in the native language of the parent.**
3. How will the school distribute its written parent involvement policy? **The school will distribute its written parent involvement policy by inserting the policy in the Student and Parent Handbook, distributing the document at the Back to School Night program, PTO Meetings, Title I Meetings, and by also making the document available in the school/district web page.**
4. How will the school engage parents in the development of the school-parent compact? **The school will engage parents in the development of the school-parent compact by inviting them to participate in various meetings conducted by the school various initiatives such as SciP, Parent Subgroups Representatives, PTO meetings, and informational Title 1 workshop where a computer based survey can be taken for input. Also, most correspondence with parents will be available in the native language of the parent.**
5. How will the school ensure that parents receive and review the school-parent compact? **The school will ensure that parents receive the school-parent compact by distributing the compact to all students and posting the document on and via the school/district web page. Also, the compact is reviewed during Back to School Night, PTO Meetings, during the Back to School Night program, and Title I Meetings.**
6. How will the school report its student achievement data to families and the community? **Data will be reported to the public via press and media releases, through the New Jersey State Department of Education State Report Card reporting, through district and state websites, and at board meetings. Information is reported to parents at Back to School Night, at Parent/ Teacher conferences, during assemblies (Awards, Renaissance), in monthly calendars and newsletters, and through PTO meetings. In**

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

addition, the school will send score reports to parents and will ensure that the school reports its student achievement data to families in the native language of the parents.

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III? **The student achievement data is reported to the public through press releases by the State of NJ and through the NJ state website as well as the Leeds Avenue Report Card and the BOE reports. WIDA/ ACCESS testing results will also be mailed directly to parents.**
8. How will the school inform families and the community of the school's disaggregated assessment results? **The student achievement data is reported to the public through press releases by the State of NJ and through the NJ State website as well as the Leeds Avenue Report Card. The Superintendent reports data to the community at the BOE meetings. Also, report cards and interim reports, which detail individual student results, are sent home with students. Finally, Back to School Night and Parent Conferences are used to inform parents of assessment results.**
9. How will the school involve families and the community in the development of the Title I School-wide Plan? **Parents and community members are involved in the School-wide plan through representation on the ScIP or by administrator's request.**
10. How will the school inform families about the academic achievement of their child/children? **Home Reports and Parent Reports for PARCC/ DLM/ NJASK Testing are sent and/or mailed home to every student who participated. Information is also shared at I&RS meetings or through individual teacher communication. In addition, the school will ensure that the academic achievement of children, as well as their progress in learning the English language, is distributed in the parent's native language.**
11. On what specific strategies will the school use its 2015-2016 parent involvement funds?
The 2016-2017 parent involvement funds will be used on parent-related activities to promote family literacy, technology training, school-related meetings, and training sessions for all subgroups, including Title I meetings. Also, the 2016-2017 parent involvement funds will be used to provide allowable incentives for parents to attend parent involvement activities. The Parent University will be used for the purpose of empowering parents and helping their children to be successful in school.

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	61 100%	Collaboration with the District Human Resource Department. Provide initial and on-going mentoring, opportunities for peer collaboration, team support and collaboration through the PLC's, and effective school based /district professional development. Promote and encourage open lines of communication to build upon positive staff morale.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	30 100%	Collaboration with the District Human Resource Department. Provide initial and on-going mentoring, opportunities for peer collaboration, team support and collaboration through the PLC's, effective school based /district professional development- applicable for a paraprofessional position.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	0	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Compensation reform and strategies, professional development, and recruitment ideas	Human Resources Department and Administrators

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2016-2017 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: PLEASANTVILLE	School: North Main Street School
Chief School Administrator: DR. GARNELL BAILEY	Address: 215 North Main Street
Chief School Administrator's E-mail: bailey.garnell@pps-nj.us	Grade Levels: Pre-K-5th
Title I Contact: Daile White	Principal: Teresa McGaney-Guy
Title I Contact E-mail: white.daile@pps-nj.us	Principal's E-mail: mcganeyguy.teresa@pps-nj.us
Title I Contact Phone Number: (609)383-6887 ext. 3075	Principal's Phone Number: (609)383-6887 EXT 2027

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.

Teresa McGaney-Guy
Principal's Name (Print)

Teresa McGaney-Guy
Principal's Signature

6/30/16
Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 10 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 4,642,125.00, which comprised 98.38% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 4,635,536.00, which will comprise 98.52% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2016-2017 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Extended Day	1, 2, 3	ELA, Math, & Technology	100-100	\$22,410.00
Parental Involvement	1, 2, 3	Parent Involvement Community	200-100	\$1728.00
Parental Involvement	1, 3	Parent Involvement Community	200-600	\$847.00

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

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

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan. Parents/Families and Community Members cannot be affiliated with the school.

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
Teresa McGaney-Guy	Principal	Yes	Yes	Yes	<i>Teresa McGaney-Guy</i>
Michelle McCline	Teacher	Yes	Yes	Yes	<i>Michelle McCline</i>
Michael Dare Gentile	Teacher	Yes	Yes	Yes	<i>Michael Dare Gentile</i>
Brian Kavanagh	Teacher	Yes	Yes	Yes	<i>Brian Kavanagh</i>
Renee Alford	Teacher	Yes	Yes	Yes	<i>Renee Alford</i>
John Toland	Teacher	Yes	Yes	Yes	<i>John Toland</i>
Michelle Jacobs	Teacher	Yes	Yes	Yes	<i>Michelle Jacobs</i>
Noel Maldonado	Parent	Yes	Yes	Yes	<i>Noel Maldonado</i>
Rev. Younger	Community Member	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
May 2, 2016	NMSS Conference Room	Comprehensive Needs Assessment	X		X	
May 3, 2016	NMSS Conference Room	Schoolwide Plan Development	X		X	
May 31, 2016	NMSS Conference Room	Program Evaluation	X		X	

**Add rows as necessary.*

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 2015-2016 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2015-2016, or earlier)

1. Did the school implement the program as planned? **The 2015-2016 program was partially implemented. Some resources were not approved for purchase.**
2. What were the strengths of the implementation process? **One to one connectivity using iPads helped teachers provide one to one interventions for our students as well as differentiation and individual instruction paths. Teachers received professional development from Apple Education Professional Trainers.**
3. What implementation challenges and barriers did the school encounter?
 - **District limit on what teachers receive substitutes when absent**
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
 - **Teachers willingness to participate in professional development**
 - **Restructured Intervention and Referral Services Team**
 - **Seamless Intervention and Referral Team meetings during testing time**
 - **Student attendance during after school programming was high**
 - **Reduction in basic skills instructor**

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

- **Increased responsibilities of school administrator**

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

- **Offered a greater variety of events for stakeholders**
- **Widely advertised events through district and community sources**
- **ScIP Meerings**
- **Staff Meetings**
- **Parent Workshops**

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

- **A survey was offered to staff at the beginning of the school year**
- **Data was shared with the staff at the beginning of the school year**
- **Staff agreed on school and student needs based on the data**
- **PLC's and grade levels worked to set appropriate goals for the school year**

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

- **The School Wide Plan is available on the district webpage for the community to view**
- **The community was invited to attend numerous events where school and student goals were stated. Attendance and feedback provided shows that our school wide plan has been well received.**

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

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

- Classroom interventions are both one to one and small group
- iPad devices enabled students to receive individualized instruction from apps
- Basic Skills Instruction was pullout
- In Class support was applied during reading and math.
- ESL services was pullout
- Afterschool programing was small group and one on one with teacher and iPads

9. How did the school structure the interventions?

The structure of interventions included the following: (a) Afterschool Academy: 20 students per grade level were recommended to attend the program 4 days a week for 20 weeks. Students remained in the same group, with the same teachers throughout the year, and (b) Basic skill instruction: Students who were identified as needing additional academic support were tutored. Identified students received services via small group pull-out, and in class support during reading and math. English Language Learners were identified and placed in a pullout program.

10. How frequently did students receive instructional interventions?

- Daily in-class support was provided by the teacher
- Rotating schedule by the basic skills instructor

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

- Up to four days a week during the Afterschool Academy

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

- Imagine Learning and Achieve were offered on regular laptops and desktops then after January 17th on iPads
- Various apps were used to support students interventions (i.e., classkicks, goformative,)

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

The use of technology in the classroom contributed to the success of the program by creating the flexibility to meet the academic ability of each student. Throughout the school year professional development was offered to staff members to increase technology literacy, and to assist with individualizing student learning and to address individual needs.

**Provide a separate response for each question.*

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

Evaluation of 2015-2016 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	2014-2015	2015-2016	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	8	TBA	Basic skills pullout intervention, Tier 2 intervention in classroom, Special Education-inclusion and resource room, Intervention and Referral Services, differentiated instruction, After School Academy, Targeted instruction on Achieve 3000, Imagine Learning	<ul style="list-style-type: none"> • Students requiring basic skills increased • Increased number of ELL students • Technological handicaps • Limited ability to transfer skill
Grade 5	9	TBA	Basic skills pullout intervention, Tier 2 intervention in classroom, Special Education-inclusion and resource room, Intervention and Referral Services, differentiated instruction, After School Academy, Targeted instruction on Achieve 3000, Imagine Learning	<ul style="list-style-type: none"> • Students requiring basic skills increased, as Basic Skills instructors decreased, due to budget constraints • Increased number of ELL students • Technological handicaps (inoperable equipment) • Limited ability to transfer skill
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

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

Mathematics	2014-2015	2015-2016	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	6	TBA	Basic skills pullout intervention, Tier 2 intervention in classroom, Special Education-inclusion and resource room, Intervention and Referral Services, Sumdog, Student Transponders, IXL and differentiated instruction, After School Academy.	<ul style="list-style-type: none"> • Students requiring basic skills increased, as Basic Skills instructors decreased, due to budget constraints • Increased number of ELL students • Technological handicaps (inoperable equipment) • Limited ability to transfer skill
Grade 5	10	TBA	Basic skills pullout intervention, Tier 2 intervention in classroom, Special Education-inclusion and resource room, Intervention and Referral Services, Sumdog, Student Transponders, IXL, differentiated instruction, After School Academy	<ul style="list-style-type: none"> • Students requiring basic skills increased, as Basic Skills instructors decreased, due to budget constraints • Increased number of ELL students • Technological handicaps (inoperable equipment) • Limited ability to transfer skill
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

**Evaluation of 2015-2016 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	2014-2015	2015-2016	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	77	TBD	Small group instruction, application of learning centers, PERS team support, visuals, storyboards, matching vocabulary with objects	Lack of parental involvement, increased number of ELL students, and limited carryover of skills
Kindergarten	48	TBD	Basic skills intervention instruction, special education inclusion and resource room,	Lack of parental support Limited background knowledge of students

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

			Intervention and Referral Services, Imagine Learning programs, small group instruction in centers, Afterschool Academy, interventions, pre- and post-assessments for student growth objectives and differentiated instruction	Increased number of ELL students Limited number of students receiving BSI support
Grade 1	36	TBD	Basic skills intervention instruction, special education inclusion and resource room, Imagine Learning programs, small group instruction in centers, Afterschool Academy, interventions, pre- and post- assessments for student growth objectives and differentiated instruction.	Lack of parental support Limited background knowledge of students Increased number of ELL students Limited number of students receiving BSI support Technological handicaps
Grade 2	27	TBD	Basic skills intervention instruction, special education inclusion and resource room, Intervention and Referral Services, ABCYA, Achieve 3000, Imagine Learning programs, small group instruction in centers, peer tutoring, Afterschool Academy, interventions, pre- and post-assessments for student growth objectives and differentiated instruction.	Lack of parental support Limited background knowledge of students Increased number of ELL students Limited number of students receiving BSI support Technological handicaps
Grade 9				
Grade 10				

Mathematics	2014 - 2015	2015 - 2016	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten			Small group instruction, application of learning centers, PERS team support, visuals, matching vocabulary with objects	Lack of parental involvement Limited ability to transfer skills Limited background knowledge of students Increased number of ELL students
Kindergarten			Basic skills intervention instruction, special education inclusion and resource room, Intervention and Referral Services, Imagine Learning programs, small group instruction in centers, Afterschool Academy, interventions,	Lack of parental support and involvement Lack of background knowledge of students Limited number of students receiving BSI support Technological handicaps Insufficient BSI staff

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

			ABCYA, pre- and post-assessments for student growth objectives and differentiated instruction.	Intervention schedule hindered by excessive testing (in homeroom)
Grade 1			Basic skills intervention instruction, special education inclusion and resource room, Intervention and Referral Services, Imagine Learning programs, small group instruction in centers, Afterschool Academy, interventions, ABCYA, pre- and post- assessments for student growth objectives and differentiated instruction	Lack of parental support and involvement Lack of background knowledge of students Limited number of students receiving BSI support Technological handicaps Insufficient BSI staff Intervention schedule hindered by excessive testing (in homeroom)
Grade 2			Basic skills intervention instruction, special education inclusion and resource room, Intervention and Referral Services, Imagine Learning programs, small group instruction in centers, peer tutoring, Afterschool Academy, interventions, ABCYA, Sumdog, pre- and post-assessments for student growth objectives and differentiated instruction.	Lack of parental support and involvement Lack of background knowledge of students Limited number of students receiving BSI support Technological handicaps Insufficient BSI staffing Intervention schedule hindered by excessive testing (in homeroom)
Grade 9				
Grade 10				

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

Evaluation of 2015-2016 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2015-2016

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	Achieve 3000, ABCYA, Imagine Learning, Afterschool Academy, and RTI	Yes	<ul style="list-style-type: none"> Pre and Post unit assessment data results Classroom Observations Walk-throughs 	Able to identify at risk students and their weaknesses to differentiate instruction. Positive student achievement; increased student participation, increase the level of higher order questioning and discussions , (data sheet, progress monitoring, growth in Lexile levels)
Math	Students with Disabilities	BSI, fact fluency contest, parent workshops and tutoring, Sumdog, ABCYA, RTI, Mathletes, Afterschool Academy	Yes	<ul style="list-style-type: none"> Pre and Post unit assessment data results Classroom Observations Walk-throughs 	Data sheets, skill tracking, and attendance sheets
ELA	Homeless	After school programs (After school Academy, Clubs, A.M. & P.M. Keys, C.A.R.E)	Yes	Positive Student Progress	Program/school attendance
Math	Homeless	After school programs (After school Academy, Clubs, A.M. & P.M. Keys, C.A.R.E)	Yes	Positive Student Progress	Program/school attendance
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	Extended School Day Extended School Year Imagine Learning	Yes	Teacher Assessments Student Assessment	Pre-assessment/Post assessment, portfolios, skills checklist, data sheets
Math	ELLs	Extended School Day Extended School Year	Yes	Teacher Assessments Student Assessment	Pre-assessment/Post assessment, portfolios, skills check list
ELA	Economically Disadvantaged	After school programs (After school Academy, Clubs, A.M. & P.M. Keys, C.A.R.E.)	Yes	Positive student progress	Program/school attendance Pre-assessment / Post-assessment, portfolios, skills check list, data sheets
Math	Economically Disadvantaged	After school programs (After school Academy, Clubs, A.M. & P.M. Keys, C.A.R.E.)	Yes	Positive student Progress	Program/school attendance Pre-assessment / Post-assessment, portfolios, skills check list, data sheets

Extended Day/Year Interventions – Implemented in 2015-2016 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	After school programs (After school Academy, Clubs, A.M. & P.M. Keys, C.A.R.E.) Extended School Year- Summer School	Yes	Positive student progress Pre and Post unit assessment data results Classroom Observations Walk-throughs	Program/school attendance Pre-assessment / Post-assessment, portfolios, skills check list, data sheets

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

Math	Students with Disabilities	After school programs (After school Academy, Clubs, A.M. & P.M. Keys, C.A.R.E.) Extended School Year Summer School	Yes	Positive student progress Pre and Post unit assessment data results Classroom Observations Walk-throughs	Program/school attendance Pre-assessment / Post-assessment, portfolios, skills check list, data sheets
ELA	Homeless	After school programs (After school Academy, Clubs, A.M. & P.M. Keys, C.A.R.E.)	Yes	Positive Student Progress including improvement in grades and assessment scores	Program/school attendance Pre-assessment / Post-assessment, portfolios, skills check list, data sheets
Math	Homeless	After school programs (After school Academy, Clubs, A.M. & P.M. Keys, C.A.R.E.)	Yes	Positive Student Progress including improvement in grades and assessment scores	Program/school attendance Pre-assessment / Post-assessment, portfolios, skills check list, data sheets
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	After school programs (After school Academy, Clubs, A.M. & P.M. Keys, C.A.R.E.) Imagine Learning	Yes	Positive Student Progress using assessment data and Imagine Learning reports	Program/school attendance Pre-assessment / Post-assessment, portfolios, skills check list, data sheets
Math	ELLs	After school programs (After school Academy, Clubs, A.M. & P.M. Keys, C.A.R.E.)	Yes	Positive Student Progress using assessment data and Imagine Learning reports	Program/school attendance Pre-assessment / Post-assessment, portfolios, skills check list, data sheets
ELA	Economically Disadvantaged	After school programs (After school Academy, Clubs, A.M. & P.M.	Yes	Positive Student Progress	Program/school attendance Pre-assessment / Post-assessment, portfolios, skills check list, data sheets

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

		Keys, C.A.R.E.)			
Math	Economically Disadvantaged	After school programs (After school Academy, Clubs, A.M. & P.M. Keys, C.A.R.E.)	Yes	Positive Student Progress	Program/school attendance Pre-assessment / Post-assessment, portfolios, skills check list, data sheets

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

Evaluation of 2015-2016 Interventions and Strategies

Professional Development – Implemented in 2015-2016

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	Student Growth Objectives, RTI, Achieve 3000, RAC (ELA), Data Collection and Analysis , Dyslexia	Yes	Grade level minutes, PLC agendas, effective application of gained knowledge, quality SGO development	Marginal growth evident as reflected in student data, at risk students were identified, individualized instruction met individual student needs
Math	Students with Disabilities	Student Growth Objectives, RTI, RAC (Math), Data Collection and Analysis	Yes	Grade level minutes, effective application of gained knowledge, quality SGO development	Marginal growth evident as reflected by effective classroom instruction, increased test scores, and successful implementation of Facts Fluency program
ELA	Homeless	Student Growth Objectives, RTI, Achieve 3000, RAC (ELA), Data Collection and Analysis , Dyslexia	Yes	Grade level minutes, PLC agendas, effective application of gained knowledge, quality SGO development	Marginal growth evident as reflected in student data, at risk students were identified, individualized instruction met individual student needs
Math	Homeless	Student Growth Objectives, RTI, RAC (Math), Data Collection and Analysis	Yes	Grade level minutes, effective application of gained knowledge, quality SGO development	Marginal growth evident as reflected by effective classroom instruction, increased test scores, and successful implementation of Facts Fluency program
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Student Growth Objectives, RTI, Achieve 3000, RAC	Yes	Grade level minutes, PLC agendas, effective application of gained	Marginal growth evident as reflected in student data, at risk students were identified, individualized instruction met individual

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), Data Collection and Analysis, Dyslexia Imagine Learning		knowledge, quality SGO development	student needs
Math	ELLs	Student Growth Objectives, RTI, RAC (Math), Data Collection and Analysis	Yes	Grade level minutes, effective application of gained knowledge, quality SGO development	Marginal growth evident as reflected by effective classroom instruction, increased test scores, and successful implementation of Facts Fluency program
ELA	Economically Disadvantaged	Student Growth Objectives, RTI, Achieve 3000, RAC (ELA), Data Collection and Analysis, Dyslexia	Yes	Grade level minutes, PLC agendas, effective application of gained knowledge, quality SGO development	Marginal growth evident as reflected in student data, at risk students were identified, individualized instruction met individual student needs
Math	Economically Disadvantaged	Student Growth Objectives, RTI, RAC (Math), Data Collection and Analysis	Yes	Grade level minutes, effective application of gained knowledge, quality SGO development	Marginal growth evident as reflected by effective classroom instruction, increased test scores, and successful implementation of Facts Fluency program

Family and Community Engagement Implemented in 2015-2016

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

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

<p>ELA</p>	<p>Students with Disabilities</p>	<p>PARCC Workshop PARCC Workshop Fact Fluency Back to School Night Parent - Teacher Atlantic Care Parents Character Education Student Recognition Awards Ceremony Grade Level Parents Workshop Spelling Bee PLC Productions Drama Production Student iPad Deployment Event Parent iPad Workshop Community Open House Hispanic Heritage Event Black History Event</p>	<p>Yes</p>	<p>Attendance sheets, parent participation</p>	<p>Increased opportunities for parental involvement Increased opportunities for parental academic support</p>
<p>Math</p>	<p>Students with Disabilities</p>	<p>PARCC Workshop Fact Fluency Back to School Night Parent - Teacher Atlantic Care Parents Character Education Student Recognition Awards Ceremony Grade Level Parents</p>	<p>Yes</p>	<p>Attendance sheets, parent participation</p>	<p>Increased opportunities for parental involvement Increased opportunities for parental academic support</p>

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

		Workshop PLC Productions Student iPad Deployment Event Parent iPad Workshop Community Open House Hispanic Heritage Event Black History Event Candy Wonderland			
ELA	Homeless	PARCC Workshop Fact Fluency Back to School Night Parent - Teacher Atlantic Care Parents Character Education Student Recognition Awards Ceremony Grade Level Parents Workshop Spelling Bee PLC Productions Drama Production Student iPad Deployment Event Parent iPad Workshop Community Open House Hispanic Heritage	Yes	Attendance sheets, parent participation	Increased opportunities for parental involvement Increased opportunities for parental academic support

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

		Event Black History Event Candy Wonderland			
Math	Homeless	PARCC Workshop Fact Fluency Back to School Night Parent - Teacher Atlantic Care Parents Character Education Student Recognition Awards Ceremony Grade Level Parents Workshop PLC Productions Student iPad Deployment Event Parent iPad Workshop Community Open House Hispanic Heritage Event Black History Event	Yes	Attendance sheets, parent participation	Increased opportunities for parental involvement Increased opportunities for parental academic support
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	PARCC Workshop Fact Fluency Back to School Night Parent - Teacher	Yes	Attendance sheets, parent participation	Increased opportunities for parental involvement Increased opportunities for parental academic support

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

		Atlantic Care Parents Character Education Student Recognition Awards Ceremony Grade Level Parents Workshop Spelling Bee PLC Productions Drama Production Student iPad Deployment Event Parent iPad Workshop Community Open House Hispanic Heritage Event Black History Event Candy Wonderland			
Math	ELLs	PARCC Workshop Fact Fluency Back to School Night Parent - Teacher Atlantic Care Parents Character Education Student Recognition Awards Ceremony Grade Level Parents Workshop PLC Productions Student iPad Deployment Event	Yes	Attendance sheets, parent participation	Increased opportunities for parental involvement Increased opportunities for parental academic support

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

		Parent iPad Workshop Community Open House Hispanic Heritage Event Black History Event Candy Wonderland			
ELA	Economically Disadvantaged	PARCC Workshop Fact Fluency Back to School Night Parent - Teacher Atlantic Care Parents Character Education Student Recognition Awards Ceremony Grade Level Parents Workshop Spelling Bee PLC Productions Drama Production Student iPad Deployment Event Parent iPad Workshop Community Open House Hispanic Heritage Event Black History Event Candy Wonderland	Yes	Attendance sheets, parent participation	Increased opportunities for parental involvement Increased opportunities for parental academic support

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

Math	Economically Disadvantaged	PARCC Workshop Fact Fluency Back to School Night Parent - Teacher Atlantic Care Parents Character Education Student Recognition Awards Ceremony Grade Level Parents Workshop PLC Productions Student iPad Deployment Event Parent iPad Workshop Community Open House Hispanic Heritage Event Black History Event Candy Wonderland	Yes	Attendance sheets, parent participation	Increased opportunities for parental involvement Increased opportunities for parental academic support

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.

Teresa McGaney-Guy
Principal's Name (Print)

Teresa McGaney-Guy
Principal's Signature

6/16/16
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)."

2016-2017 Comprehensive Needs Assessment Process Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2016-2017

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)			
Academic Achievement – Reading	Unit Benchmarks Results, 2014-2015 PARCC, Achieve 3000, and Imagine Learning	2014-2015 PARCC	ELA Benchmark Avg.	Average Lexile	
		Kindergarten	NA	74%	NA
		1 st Grade	NA	64%	NA
		2 nd Grade	NA	76%	231
		3 rd Grade	NA	38%	423
		4 th grade	22% Proficient	49%	489
	5 th Grade	17% Proficient	29%	698	
Academic Achievement - Writing	Unit Benchmarks Writing Assessments and Student's Writing Portfolios	Writing Benchmark Avg.			
		2 nd Grade	54%		
		3 rd Grade	40%		
		4 th grade	11%		
		5 th Grade	27%		
** Individual teacher writing sample portfolio scores. **					

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																						
Academic Achievement - Mathematics	Math Unit Benchmarks, 2014-2015 PARCC, ThatQuiz.com, and Fact Fluency	<table border="0"> <tr> <td></td> <td align="center">Math Benchmark Avg.</td> <td align="center">2014-2015 PARCC</td> </tr> <tr> <td>Kindergarten</td> <td align="center">66%</td> <td align="center">NA</td> </tr> <tr> <td>1st Grade</td> <td align="center">82%</td> <td align="center">NA</td> </tr> <tr> <td>2nd Grade</td> <td align="center">64%</td> <td align="center">NA</td> </tr> <tr> <td>3rd Grade</td> <td align="center">47%</td> <td align="center">NA</td> </tr> <tr> <td>4th grade</td> <td align="center">37%</td> <td align="center">29% Proficient</td> </tr> <tr> <td>5th Grade</td> <td align="center">16%</td> <td align="center">14% Proficient</td> </tr> </table>		Math Benchmark Avg.	2014-2015 PARCC	Kindergarten	66%	NA	1 st Grade	82%	NA	2 nd Grade	64%	NA	3 rd Grade	47%	NA	4 th grade	37%	29% Proficient	5 th Grade	16%	14% Proficient	
	Math Benchmark Avg.	2014-2015 PARCC																						
Kindergarten	66%	NA																						
1 st Grade	82%	NA																						
2 nd Grade	64%	NA																						
3 rd Grade	47%	NA																						
4 th grade	37%	29% Proficient																						
5 th Grade	16%	14% Proficient																						
Family and Community Engagement	Parent Survey, Parent Workshops, Back to School Night, School Fundraisers, and Parent/Teacher Conferences	Increased attendance at parent workshops, back to school night and school fundraiser activities when compared to previous years. The number of parent events held has also increased.																						
Professional Development	Staff Surveys	Apple surveys and professional development staff survey results are used to determine effectiveness of workshops and needs.																						
Leadership	Administrative Meeting	<p align="center">Danielson Domain 4d and 4e Building Scores</p> <table border="0"> <tr> <td align="center"><u>Domain Score</u></td> <td align="center"><u>Number of Staff</u></td> </tr> <tr> <td align="center">Highly Effective</td> <td align="center">19.95%</td> </tr> <tr> <td align="center">Effective</td> <td align="center">61.4%</td> </tr> <tr> <td align="center">Partially Effective</td> <td align="center">18.6%</td> </tr> <tr> <td align="center">Ineffective</td> <td align="center">0%</td> </tr> </table>		<u>Domain Score</u>	<u>Number of Staff</u>	Highly Effective	19.95%	Effective	61.4%	Partially Effective	18.6%	Ineffective	0%											
<u>Domain Score</u>	<u>Number of Staff</u>																							
Highly Effective	19.95%																							
Effective	61.4%																							
Partially Effective	18.6%																							
Ineffective	0%																							
School Climate and Culture	Parent Survey, Staff Attendance, Professional Learning Communities	<p>Teaching Staff Attendance Rate: 94%</p> <p>Support Staff Attendance Rate: 86%</p> <p>PLC's focused on improving instruction with technology (Shared during staff meeting)</p> <p>Increased staff participation in afterschool events</p>																						

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)
School-Based Youth Services	Class Participation, Attendance, Student Referrals, Grade Level Improvements, Cougar Ambassador, NEHS,	Daily attendance rate 95.41% 19 students attended the K.E.Y.S. program 11 - 4 th & 5 th Grade NEHS Students 10 Student Cougar Ambassadors. I&RS Numbers: 6 continued cases & 14 new referrals
Students with Disabilities	IEP Goals and Objectives, Unit Benchmark Assessments	19 Students referred to CST 49 Students have existing IEPs
Homeless Students	Parent reporting and District Registration	5 out of 371 students are classified homeless
Migrant Students	NA	NA
English Language Learners	WIDA Testing Results, Unit Benchmark Assessments, Achieve 3000, Imagine Learning, ELL Tracking Results	21 English Language Learners are serviced. 17 students were tested utilizing the W-APT test, regarding possible placement in the ESL program. 7 students have exited the ESL program. 6 students are former 1 year, and 10 students are former 2 year.
Economically Disadvantaged	Free/Reduced Lunch Applications, Childcare Network	96% of the students receive free or reduced lunch 4 out of 19 students received full or partial supplemental funding for the K.E.Y.S. program

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

2016-2017 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? **Our School Improvement Panel discussed what data we thought would be relevant for each focus area then we collected data from relevant sources and analyzed our findings in order to ascertain what our school needs to do to improve.**
2. What process did the school use to collect and compile data for student subgroups? **We used the results from Unit Benchmark assessments, KidBiz3000, Imagine Learning, 2014-2015 PARCC test results and WIDA testing along with continuous progress monitoring.**
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)? **We have used multiple measures of assessment to ensure the fidelity of our results, which are outline in each focus area. We continually collect and review new data to ensure we meet the needs of the school.**
4. What did the data analysis reveal regarding classroom instruction? **The data analysis revealed that our students struggle to transfer lessons learned during direct instruction to their individual practices.**
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? **The data analysis revealed that we need to continue to improve in the areas reading, writing and continuity between grades.**
6. How does the school identify educationally at-risk students in a timely manner? **We use multiple measures throughout the year to determine which students are at risk through baseline assessments, pre & post assessments, unit benchmarks, Imagine Learning, and KidKiz3000 reports in conjunction with our schools I&RS.**

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

7. How does the school provide effective interventions to educationally at-risk students? **We use multiple methods to provide effective interventions to our at-risk students which include differentiated instruction, I&RS, After School Academy, Extended School Year, CST evaluations and outside referrals.**
8. How does the school address the needs of migrant students? **In order to meet the needs of migrant students we collect any available records from their previous schools along with WIDA testing to determine their needs and abilities. For the 2015-2016 school year we did not have any students that were classified as migrant.**
9. How does the school address the needs of homeless students? **The school addresses the needs of homeless students by providing family support services through our guidance department, transportation, uniform vouchers and extended day programs.**
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 school engages staff in the decision making process through grade level meetings, PLCs, staff meetings and the School Improvement Panel.**
11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? **The pre-k students are prepared for their transition to kindergarten by making visits to the kindergarten classrooms. The 5th graders are prepared through 6th grade orientations.**
12. How did the school select the priority problems and root causes for the 2016-2017 schoolwide plan? **We determined the priority needs of the school through ongoing progress monitoring of staff and students along with the results from student assessments and professional staff surveys and evaluations.**

**Provide a separate response for each question.*

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

2016-2017 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	English Language Arts Literacy (CCSS)	Mathematics (CCSS)
Describe the priority problem using at least two data sources	Utilizing Achieve 3000 Lexile and unit benchmark scores, there is a need to increase proficiency in ELA and increase students' reading levels	Based upon Model Curriculum Unit Benchmark scores and past NJ ASK standardized assessments, as well as the district SGO pre and post assessments, there is an identified need to increase student achievement in mathematics.
Describe the root causes of the problem	<ul style="list-style-type: none"> • Adjustment in the rigor and increased expectation of the Common Core State Standards, • Increased Lexile shift on the Path to College and Career Readiness of a grade level or more • Teachers using district resources with fidelity and consistency. 	<ul style="list-style-type: none"> • Teachers and students need to look at the connection between mathematical concepts and not just teach and learn skills in isolation. • Shift in the Common Core State Standards requires students to be able to apply mathematical concepts in real word problem solving. • Teachers need to increase the rigor of mathematical problem solving and focus less on solving mathematical computation problems and more on solving multi-step problems connected to the real world. • Lack of focus on the fluency standards throughout the entire academic year.
Subgroups or populations addressed	All students, including Special Education and English Language Learners as well as economically disadvantage students.	All students, including Special Education and English Language Learners as well as economically disadvantage students.
Related content area missed (i.e., ELA, Mathematics)	English Language Arts	Mathematics
Name of scientifically research based intervention to address priority problems	Achieve 3000, Imagine Learning , Response to Intervention	EnVision Math program and tutorials and RTI
How does the intervention align	Achieve 3000 and Imagine Learning are standards based	Our intervention is aligned to the New Jersey state Model

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

<p>with the Common Core State Standards?</p>	<p>programs aligned to the CCSS and each have an intervention program built in to the application. RTI in the classroom is aligned to the NJ State Model Curriculum, which uses resources, such as Journeys, which is aligned to the CCSS.</p>	<p>Curriculum in Mathematics using resources from EnVisions Math which is a scientifically research based program aligned to the Common Core State Standards.</p>
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SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2016-2017 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Writing (CCCS)	
Describe the priority problem using at least two data sources	Unit benchmark scores, writing portfolios, previous standardized assessments.	
Describe the root causes of the problem	Teachers understanding of expectation for their students as stated in the Common Core State Standards. Teachers need to understand that writing is a process not a program.	
Subgroups or populations addressed	All students, including Special Education and English Language Learners as well as economically disadvantage students.	
Related content area missed (i.e., ELA, Mathematics)	English Language Arts	
Name of scientifically research based intervention to address priority problems	Six Traits + 1	
How does the intervention align with the Common Core State Standards?	Common Core State Standards in Writing are written explicitly in the form of a rubric and the Six Traits of writing also utilizes similar rubrics.	

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 . . . “

2016-2017 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

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	Student with Disabilities	Guided Reading; Writer’s Workshop, close reading; differentiation and planning; student centered instructional planning; intervention tutoring, Achieve3000, Imagine Learning, Myon, ABCYA, Power Hour, and RTI	Classroom Teacher, Basic Skills Teachers, District Coaches, & School Principal	Achieve 3000 Lexile Scores, unit benchmark results, chapter unit assessments, SGO pre and post test results, student portfolios, and classroom observations	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse.
Math	Students with Disabilities	Basic skills, fact fluency contest, parent workshops, Sumdog, IXL, ABCYA, RTI, Mathletes, and Power Hour, Differentiation and planning; student centered instructional planning; intervention tutoring	Classroom Teacher, Basic Skills, Teachers, District Coaches, and School Principal	Unit benchmark results, chapter unit assessments, SGO pre and post test results, fact fluency assessments, and student portfolios, and classroom observations	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse.

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school:

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	Homeless	After school programs, Power Hour, Afterschool Clubs, Keys, & C.A.R.E.	Principal	Teacher Assessments Student Assessments	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse.
Math	Homeless	After school programs, Power Hour, Afterschool Clubs, Keys, & C.A.R.E.	Principal	Teacher Assessments Student Assessments	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse.
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Extended School Day / Year	Principal	Increased student achievement	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

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)
					Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse.
Math	ELLs	Extended School Day /Year	Principal	Increased student achievement	
ELA	Economically Disadvantaged	Power Hour (after school programs), Clubs, A.M. & P.M. Keys, & C.A.R.E.	Principal Tutors Club Advisors	Increased student progress including pre-post assessment scores and improved performance on unit assessments	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse.
Math	Economically Disadvantaged	Power Hour (after school programs), Clubs, A.M. & P.M. Keys, & C.A.R.E.	Principal	Increased student progress including pre-post assessment scores and improved performance on unit assessments	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

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)
					07-CO-0062 by the What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse.
ELA					
Math					

**Use an asterisk to denote new programs.*

2016-2017 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	Power Hour (after school programs), Clubs, A.M. & P.M. Keys, & C.A.R.E.	Principal	Increased Student Progress including pre-post assessment scores and improved performance on unit assessments	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works

SCHCOLWIDE 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)
					Clearinghouse. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse.
Math	Students with Disabilities	Power Hour (after school programs), Clubs, A.M. & P.M. Keys, & C.A.R.E.	Principal	Increased Student Progress including pre-post assessment scores and improved performance on unit assessments	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse.
ELA	Homeless	Power Hour (after school programs), Clubs, A.M. & P.M. Keys, & C.A.R.E.	Principal	Increased Student Progress including pre-post assessment scores and improved performance on unit assessments	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse.

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)
					0062 by the What Works Clearinghouse.
Math	Homeless	Power Hour (after school programs), Clubs, A.M. & P.M. Keys, & C.A.R.E.	Principal	Increased Student Progress including pre-post assessment scores and improved performance on unit assessments	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse.
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Power Hour (after school programs), Clubs, A.M. & P.M. Keys, & C.A.R.E.	Principal	Increased Student Progress including pre-post assessment scores, improved performance on unit assessments, increased English proficiency on ACCESS testing	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-

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)
					0062 by the What Works Clearinghouse.
Math	ELLs	Power Hour (after school programs), Clubs, A.M. & P.M. Keys, & C.A.R.E.	Principal	Increased Student Progress including pre-post assessment scores and improved performance on unit assessments	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse.
ELA	Economically Disadvantaged	Power Hour (after school programs), Clubs, A.M. & P.M. Keys, & C.A.R.E.	Principal	Increased Student Progress including pre-post assessment scores and improved performance on unit assessments	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse.

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)
Math	Economically Disadvantaged	Power Hour (after school programs), Clubs, A.M. & P.M. Keys, & C.A.R.E.	Principal	Increased Student Progress including pre-post assessment scores and improved performance on unit assessments	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse.
ELA					
Math					

**Use an asterisk to denote new programs.*

2016-2017 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	District ELA and Special Education Coaches to provide embedded PD	Principal & District	Increased student performance including pre-post assessment	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National

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 workshops for special needs, resource, and general education teachers. Facilitating Positive Behavior Through Sensory Experiences-Weisman's Rehab Hosp. Positive Behavior Supports-Provided by PIRT Team and Pressley SGO-Developing and Using Practical Measures-	Coaches	scores and improved performance on unit assessments Post-workshop surveys	Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse
Math	Students with Disabilities	Math a Mile High-Mr. J Jones Modeling and Reasoning with Mathematics Grades 3-5-Provide by Cordivari SGO-Developing and Using Practical Measures ED Connect Training-Provided by District Coaches	Principal & District Coaches	Increased student performance including pre-post assessment scores and improved performance on unit assessments Post-workshop surveys	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	Professional Learning Community Framework- Provided by District Coaches ED Connect Training- Provided by District Coaches myON Training-Library Media Specialist and Tech Coordinator Discussion and Questioning Techniques- Medina Research and Determining Performance Based Project SGO-Developing and Using Practical Measures Positive Behavior Supports-Provided by PIRT Team and Pressley Challenging Behavior/Dual Lanuage Learners-PIRT Team and Pressley IEP Direct Training-Alexa Ingram	Principal & District Coaches	Increased student performance including pre-post assessment scores and improved performance on unit assessments Post-workshop surveys	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse

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)
		Imagine Learning Closing the Achievement Gap through RTI-Williamson Free Assessment Tools that will Impact Student Success-Laster Building Rigorous ELA Assessments-Medina SIOP-Instructional Strategies and Modifications-Gensamer Opinion Writing Writing from Multiple Texts-Devona Dyslexia –Amy Hadley			
Math	Homeless	Math a Mile High-Mr. J Jones Modeling and Reasoning with Mathematics Grades 3-5-Provide by Cordivari	Principal & District Coaches	Increased student performance including pre-post assessment scores and improved performance on unit assessments Post-workshop surveys	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	<p>SLOP-Instructional Strategies and Modifications-Gensamer</p> <p>Imagine Learning-Provided by Michael Re</p> <p>ESL ACCESS Training-Jamie Ford and Renee Gensamer</p> <p>World Language Bi-Literacy Seal/Curriculum Review Workshop-Gensamer</p>	Principal & District Coach	<p>Increased student performance including pre-post assessment scores and improved performance on unit assessments</p> <p>Post-workshop surveys</p>	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse
Math	ELLs	District provided development training	Principal & District Coach	<p>Increased student performance including pre-post assessment scores and improved performance on unit assessments</p> <p>Post-workshop surveys</p>	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse
ELA	Economically Disadvantaged	Professional Learning Community Framework- Provided by District	Principal & District	Increased student performance including pre-	IES Practice Guide: Using Student Achievement Data to Support

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)
		Coaches ED Connect Training- Provided by District Coaches myON Training-Library Media Specialist and Tech Coordinator Discussion and Questioning Techniques- Medina Research and Determining Performance Based Project SGO-Developing and Using Practical Measures Positive Behavior Supports-Provided by PIRT Team and Pressley Challenging Behavior/Dual Lanuage Learners-PIRT Team and Pressley IEP Direct Training-Alexa Ingram Imagine Learning Closing the Achievement Gap through RTI-	Coach	post assessment scores and improved performance on unit assessments Post-workshop surveys	Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse

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)
		Williamson Free Assessment Tools that will Impact Student Success-Laster Building Rigorous ELA Assessments-Medina SIOP-Instructional Strategies and Modifications-Gensamer Opinion Writing Writing from Multiple Texts-Devona Dyslexia –Amy Hadley			
Math	Economically Disadvantaged	Math a Mile High-Mr. J Jones Modeling and Reasoning with Mathematics Grades 3-5-Provide by Cordivari SGO-Developing and Using Practical Measures ED Connect Training-Provided by District Coaches	Principal & District Coach	Increased student performance including pre-post assessment scores and improved performance on unit assessments Post-workshop surveys	IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, under Contract ED-07-CO-0062 by the What Works Clearinghouse

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)

**Use an asterisk to denote new programs.*

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

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2016-2017 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 2016-2017? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? **The 2016 -2017 school-wide program will be evaluated internally by the School Planning Committee on a quarterly basis.**
2. What barriers or challenges does the school anticipate during the implementation process? **A challenge to implement the school-wide plan as designed is hindered by limited Basic Skills Instructors, and a lack of a structured phonics based program.**
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? **Our active school leaders of the School Planning Team and Apple Core Team will achieve obtaining the necessary buy-in from all stakeholders to implement**

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

the programs. Our parent stakeholders are very active with our PTO and School Leadership team. They will assist with the promotion of meetings and forums to support the plan.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff? **The perceptions of the staff will be gaged by surveys, and feedback during grade level and staff meetings.**
5. What measurement tool(s) will the school use to gauge the perceptions of the community? **Parent surveys and also feedback from members of the SLC, and PTO will help gauge the perception of the community.**
6. How will the school structure interventions? **Interventions such as RTI are scheduled into daily instruction. Other interventions are scheduled after school, during Power Hour.**
7. How frequently will students receive instructional interventions? **Student will receive instructional interventions on a daily basis.**
8. What resources/technologies will the school use to support the schoolwide program? **The resources and technologies used to support the schoolwide program are one to one devices (iPads), and STEAM Lab,**
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? **The quantitative data, which will measure the effectiveness of interventions, will be PARCC data, Achieve Lexile scores, and Unit Benchmark results.**

**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.

2016-2017 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 Workshops: (i.e. Books, Special Programs, and Presentations by N.A.N.A., Student/parent technology training, Community open house) Annual IEP meetings, I&RS	Principal, CST and District Special Education Parent Advocacy Group, and District Title I Family Involvement Coordinator, I&RS Team	Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback form provided by parents during the meeting, parent contact	SPAN- Statewide Parent Advocacy Network N.A.N.A. - Pleasantville District Parent Advocacy Group for Special Education
Math	Students with Disabilities	Parent Workshops:	Principal, CST and District	Sign-in sheets,	SPAN- Statewide Parent Advocacy Network N.A.N.A. - Pleasantville District Parent Advocacy Group for Special

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)
		(i.e. Books, Special Programs, and Presentations by N.A.N.A., Student/parent technology training, Community open house) Annual IEP Meetings, I&RS parent liaison	Special Education Parent Advocacy Group, and District Title I Family Involvement Coordinator, I&RS Team	Meeting agenda, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback form provided by parents during the meeting, Parent contact	Education
ELA	Homeless	Parent Workshops: (i.e. Books, Special Programs, and Presentations by Community organizations), Student/parent technology training,	Principal, Guidance Counselor, and (District Homeless Liaison and District Title I Family Involvement Coordinator), CST, I&RS	Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentation Workshop, and	National Center on Homeless Education (NCHE) National Law Center on Homelessness & Poverty (NLCHP) Nation Association for the Education of Homeless Children and Youth (NAEHCY)

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)
		Community Open house Annual IEP Meetings, I&RS parent liaison	Team	Evaluation/ Feedback form provided by parents during the meeting, Parent contact	
Math	Homeless	Parent Workshops: (i.e. Books, Special Programs, and Presentations by Community organizations), Student/parent technology training, Community open house Annual IEP Meetings, I&RS parent liaison	Principal, Guidance Counselor, and (District Homeless Liaison and District Title I Family Involvement Coordinator), CST, I&RS Team	Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback form provided by parents	National Center on Homeless Education (NCHE) National Law Center on Homelessness & Poverty (NLCHP) Nation Association for the Education of Homeless Children and Youth (NAEHCY)

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)
				during the meeting, Parent contact	
ELA	Migrant	N/A	N/A		
Math	Migrant	N/A	N/A		
ELA	ELLs	Parent Workshops: Bilingual parent advisory, State assessments for ELL, Access, PARCC testing, Student/parent technology training, The bilingual parent workshop, Community open house Bilingual	Principal, ESL Teacher and (District ESL Coordinator and Title I Family Involvement Coordinator, I&RS Team, CST	Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback form provided by parents during the meeting,	http://www.nj.gov/education/bilingual/ http://www.nj.gov/education/parents/ http://www.colorincolorado.org/research/content_instruction/math/ http://www.ed.gov/family-and-community-engagement WWW.NJParents.com

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)
		Parent Advisory Meeting Annual IEP Meetings, I&RS parent liaison		Parent contact	
Math	ELLs	Parent Workshops: Bilingual parent advisory, State assessments for ELL, Access, and PARCC testing, Student/parent technology training, The bilingual parent workshop, Community open house Bilingual Parent Advisory Meeting	Principal, ESL Teacher and (District ESL Coordinator and Title I Family Involvement Coordinator, I&RS Team, CST	Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback form provided by parents during the meeting, Parent contact	http://www.nj.gov/education/bilingual/ http://www.nj.gov/education/parents/ http://www.colorincolorado.org/research/content_instruction/math/ http://www.ed.gov/family-and-community-engagement WWW.NJParents.com

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)
		Annual IEP Meetings, I&RS parent liaison			
ELA	Economically Disadvantaged	Literacy Workshop for parents (i.e. Books, Special Programs, and Presentations by District Reading Coach), Student/parent technology training, Community open house Annual IEP Meetings, I&RS parent liaison	Principal, ELA Teacher and (District ELA Coordinator and, Title I Family Involvement Coordinator, I&RS team, CST	Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback form provided by parents during the meeting, Parent contact	National Center on Homeless Education (NCHE) National Law Center on Homelessness & Poverty (NLCHP) Nation Association for the Education of Homeless Children and Youth (NAEHCY)
Math	Economically Disadvantaged	Math Workshop for parents (i.e. Books, Special Programs, and	Principal, Math Teacher, and District Math	Sign-in sheets, Meeting agenda, Meeting	National Center on Homeless Education (NCHE) National Law Center on Homelessness & Poverty (NLCHP) Nation Association for the Education of Homeless Children and Youth (NAEHCY)

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)
		<p>Presentations by District Math Coach, Student/parent technology training, Community open house</p> <p>Annual IEP Meetings, I&RS parent liaison</p>	<p>Coach and, Title I Family Involvement Coordinator, I&RS Team, CST</p>	<p>minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback form provided by parents during the meeting, Parent contact</p>	
<p>ELA</p>		<p>Parent Workshops: Achieve 3000, Reading and Writing, PARCC preparation, Reading and Understanding PARCC results, Student/parent technology training, Community</p>	<p>Principal, Reading Teacher, and (District ELA Coach and, Title I Family Involvement Coordinator), I&RS Team</p>	<p>Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback</p>	<p>National Education Association: Research Articles</p> <ul style="list-style-type: none"> • Parent Involvement • Parent Involvement in Education • National Standards for Parent/Family Involvement Programs • What Research Says about Parent Involvement in Children’s Education • A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement

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)
		open house Parent teacher conference, I&RS parent liaison		form provided by parents during the meeting, Parent contact	http://www.nea.org/home/ParentPartnershipResources.html http://www.ed.gov/family-and-community-engagement
Math		Parent Workshops: PARCC preparation, Reading and Understanding PARCC results, Student/parent technology training, Community open house Parent teacher conference, I&RS parent liaison	Principal, Math Teacher, and (District Math Coach and, Title I Family Involvement Coordinator), I&RS Team	Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback form provided by parents during the meeting, Parent contact	National Education Association: Research Articles <ul style="list-style-type: none"> • Parent Involvement • Parent Involvement in Education • National Standards for Parent/Family Involvement Programs • What Research Says about Parent Involvement in Children’s Education • A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement http://www.nea.org/home/ParentPartnershipResources.html http://www.ed.gov/family-and-community-engagement
Technology		Parent Workshops: Apple I.D Kiosk	Principal, Apple core members,	Sign-in sheets, Meeting	National Education Association: Research Articles

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)
		sign up, Ipad Student Roll-out, Student/parent technology training, Community open house.	Family Involvement Coordinator	agenda, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback form provided by parents during the meeting	<ul style="list-style-type: none"> • Parent Involvement • Parent Involvement in Education • National Standards for Parent/Family Involvement Programs • What Research Says about Parent Involvement in Children’s Education • A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement <p>http://www.nea.org/home/parentpartnershipresources.html http://www.ed.gov/family-and-community-engagement</p>
Engagement and Involvement		Open house, Hispanic Heritage, Candy Wonderland, Open house, African-America Cultural Celebration, NHES, 2 nd Grade Wizard of Oz play, Kindergarten Mother’s Day	Principal, Staff, Family Involvement Coordinator.	Sign-in sheets, Pictures of events.	<p>National Education Association: Research Articles</p> <ul style="list-style-type: none"> • Parent Involvement • Parent Involvement in Education • National Standards for Parent/Family Involvement Programs • What Research Says about Parent Involvement in Children’s Education • A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement <p>http://www.nea.org/home/parentpartnershipresources.html http://www.ed.gov/family-and-community-engagement</p>

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)
		Tea, 3 rd -5 th Band Concert, 5 th Grade Stepping up, Award Ceremonies (Marking Period 1,2,3,4)			

**Use an asterisk to denote new programs.*

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

2016-2017 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 school's family and engagement program will provide families and the community with strategies to assist children as they successfully perform in school by involving them in the planning, implementation, and evaluation of the schoolwide plan.**
2. How will the school engage parents in the development of the written parent involvement policy? **Parents will be invited to participate in various school meetings to develop the school written parent involvement policy using written correspondence and the district Robocall system .**
3. How will the school distribute its written parent involvement policy? **The school will distribute the policy through its webpage. The policy will also be posted on the school parent board, and available to all parents upon request.**
4. How will the school engage parents in the development of the school-parent compact? **Parents will be invited to participate in various school meetings to develop the school-parent compact.**
5. How will the school ensure that parents receive and review the school-parent compact? **The school will distribute the policy through its webpage, by posting it on the school parent board, and the document will be available to all parents upon request.**

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

6. How will the school report its student achievement data to families and the community? **The school will report its student achievement data through progress reports, report cards, parent teacher conferences, back to school night, mailings (PARCC, NJ ASK), school webpage, parent workshops, and parent portal.**
7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? **The school will notify families and community through the state report card via the school webpage, at School Board meetings, via newsletter, School Leadership Committee/School Improvement Panel, and with the assistance of the Title I Office.**
8. How will the school inform families and the community of the school's disaggregated assessment results? **The school will report its student achievement data through progress reports, report cards, parent teacher conferences, back to school night, mailings (PARCC, NJ ASK), school webpage, and parent portal.**
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? **The school will involve families and community through School Leadership Committee/School Improvement Panel.**
10. How will the school inform families about the academic achievement of their child/children? **The school will inform families through report cards, progress reports, parent/teacher conferences, achievement ceremonies, local news publications, parent letter, parent portal, and PTO meetings.**

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

11. On what specific strategies will the school use its 2016-2017 parent involvement funds? The school will use parent involvement funds to provide workshops to parents that are directly related to literacy, technology, and mathematics.

**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	40	Collaboration with the District Human Resources Department. Provide initial and ongoing mentoring, opportunities for peer collaboration, team support, PLC conversations, and effective school-based/ district professional development.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	18	Collaboration with the District Human Resources Department. Provide initial and ongoing mentoring, opportunities for peer collaboration, team support, PLC conversations, and effective school-based/ district professional development for paraprofessionals.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0%	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Ongoing professional development, educational enrichment opportunities, and mentoring initiatives	Human Resources Department

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2016-2017 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: PLEASANTVILLE PUBLIC SCHOOLS	School: SOUTH MAIN STREET SCHOOL
Chief School Administrator: DR. GARNELL BAILEY	Address: 701 South Main Street Pleasantville, NJ 08232
Chief School Administrator's E-mail: bailey.garnell@pps-nj.us	Grade Levels: Kindergarten to 5 th grade
Title I Contact: DAILE WHITE	Principal: Mrs. Felicia Hyman-Medley
Title I Contact E-mail: white.daile@pps-nj.us	Principal's E-mail: hyman.felicia@pps-nj.us
Title I Contact Phone Number: 609-383-6800	Principal's Phone Number: 609-383-6895 X2144

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.

Felicia Hyman-Medley
Principal's Name (Print)


Principal's Signature

7/11/16
Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____5_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 5,832,953.00, which comprised 98.06% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$5,891,713.00, which will comprise 98.44% 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
Extended Day	1, 2, 3	ELA, Math, & Technology	100-100	\$44,820.00
Parental Involvement	1, 2, 3	Parent Involvement Community	200-100	\$1728.00
Parental Involvement	1, 3	Parent Involvement Community	200-600	\$953.00

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

ESEA §1114(b)(2)(B)(iii): "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. Parents/Families and Community Members cannot be affiliated with the school.
 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
Felicia Hyman-Medley	Principal	Yes	Yes	Yes	[Signature]
Lapell Chapman	Assistant Principal	Yes	Yes	Yes	[Signature]
Cynthia Stocks	Guidance Counselor	Yes	Yes	Yes	[Signature]
Stacy Tolbert	Parent	Yes	Yes	Yes	[Signature]
Tatiana Cunningham	Teacher	Yes	Yes	Yes	[Signature]
Jillian Butterhof	Teacher	Yes	Yes	Yes	[Signature]
Terre Alabarda	ESL Teacher	Yes	Yes	Yes	[Signature]
Christine Roller	Kindergarten Teacher	Yes	Yes	Yes	[Signature]
Y'Tanya Gillespie	1 st Grade Teacher	Yes	Yes	Yes	[Signature]
Willie Caesar	2 nd Grade Teacher	Yes	Yes	Yes	[Signature]
Kelly Turner	3 rd Grade Teacher	Yes	Yes	Yes	[Signature]
Yvonne Dill-White	4 th Grade Teacher	Yes	Yes	Yes	[Signature]

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

Dolores Roberts	5 th S.E. Teacher	Yes	Yes	Yes	Ericka Watson
Ericka Watson	S.E. Teacher	Yes	Yes	Yes	Ericka Watson

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
April 12, 2016	South Main Street School	Comprehensive Needs Assessment	Yes		Yes	
May 17, 2016	South Main Street School	Schoolwide Plan Development	Yes		Yes	
June 7, 2016	South Main Street School	Program Evaluation	Yes		Yes	

**Add rows as necessary.*

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 2015-2016 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2015-2016, or earlier)

- 1. Did the school implement the program as planned?** No, school programs were implemented as planned, that district decided to have a universal approach to the intervention programs this approach did not necessarily meet the needs of each school and the individual needs of the students. The New Jersey Model Curriculum was implemented and the Model Curriculum benchmarks were administered. The Journey reading program was implemented in grades K-5. Pearson envisions Math program was implemented in grades K-5. In grades K-2 the Wilson's Foundations program was also implemented. Imagine Learning was utilized for grade K-2 and Special Education students K-5. For grades 2-5 Achieve 3000 was implemented. The Intervention Referral Services (I&RS) goal setting was implemented. Basic Skills Instruction was also implemented. Power Hour was implemented. Systems 44 was also utilized for a reading intervention.
- 2. What were the strengths of the implementation process?** The implementation of the program allowed our teachers to execute the curriculum and the Student Learning Objectives as outlined in the New Jersey Model Curriculum. The program also allowed for low performing students to be given the opportunity to receive extra support throughout the programs. High achieving students were given the opportunity for enrichment throughout the programs, Teachers collaborated via grade level and conducted vertical and horizontal articulation. In addition to meeting with district coaches to set student learning paths and correlate instruction to the Common Core standards. Struggling students referred to I & RS were monitored and supported throughout the school year. Enrichment and Intervention materials were provided.

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

- 3. What implementation challenges and barriers did the school encounter?** Some of the challenges and barriers that the school encountered with the implementation of the programs were a delay in resources provided for Wilson's Foundation, Pearson, Journey's and System 44. Also, there were many interruptions to the pacing calendar, which affected the implementation of programs. Excessive tests from Unit benchmarks, PARCC, NJASK science, district performance tasks, SGO pre and post assessments. Due to unit benchmarks/PARCC testing BSI schedules were intermittent. Our technology programs were halted to accommodate PARCC testing. In addition, technology resources/ supplies were very limited. The lack of space for instruction, and limited amount of BSI instructors were a challenge to implement effective programs.
- 4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?** The apparent strengths during the implementation of the program is that stakeholders supported the implementation of the programs. The lack of resources, including technology, personnel, and training along with the interference of the schedule hindered the successful implementation of the programs. Coaches were not able to provide classroom visitations as often as needed due to scheduling conflicts. Math pacing calendars and scheduling did not correlate with the needs of the students or address the depth of the common core hence the implementation of the Pearson program was hindered. The building level needs were not addressed due to the universal approach for intervention programs and the "one size fits all" instruction required by the district.
- 5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?** The school included all the stakeholders in all facets of the program via grade level meetings, PLC's SIP meeting, staff meetings, PD in identified programs etc.

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

Parents and community members were kept informed through Back-to-School Night, Parent Teacher Conferences, Robo calls, Facebook, informational sessions, PTO, Family Literacy Night and Technology night.

6. **What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?** The staff felt there was a lot of miscommunication between The Department of Curriculum and Instruction and the schools. Teachers felt confused complying with directives given by the coaches versus the building administrators. There were also many interruptions to instruction due to excessive testing. The tools used to measure the staff perceptions were the School Leadership Committee minutes, staff meetings, and PLC minutes.
7. **What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?** The perceptions of the community were positive and well received. Parents and community members are satisfied with the school. Members of the community from the Mayor, the police and fire department as well as prominent business members of the community support the activities and endeavors of the school. Events include Chick-Fil-A donations, lunch with a cop; shop with a cop, ACUA adopted school, Atlantic City Electric Book bag giveaway, Operation Warm with the Pleasantville Fire Department, Food Bank/Clothes Drive, Rise Up March, Rise Up Parent Workshops, Dance-A-Thon, AtlantiCare, Read Across America, Back-to-School Night, Parent Teacher Conferences, Family Literacy Night, Tech Night, Helping Hands Corporation, WAWA, Lighthouse Community Church and monthly event calendars. All the activities aforementioned were greatly supported by community members. Surveys,

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

sign in sheets, and Facebook responses were used to measure the community's perceptions. In order to measure the community perceptions surveys were also administered.

8. **What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?** The method of delivery for each of the programs were: written literature, one-on-one instruction, small group instruction and whole group, push-in and pull-out, co-teaching, technology and peer lead instruction.
9. **How did the school structure the interventions?** The interventions were determined by student's needs, data analysis and teacher recommendations. The interventions were structured using pull-out and push in instruction for BSI services in grades K to 5th, as well as CAI. The BSI program was not implemented as structured due to lack of personnel, resources, schedule interruptions, and space.
10. **How frequently did students receive instructional interventions?** Teachers implemented the Wilsons Foundations 3 to 5 times a week. Power Hour for grades 1-2 was implemented 2 times a week for 18 weeks and for grades 3 to 5 was 4 days a week for 12 weeks. Teachers implemented interventional strategies daily through differentiated instruction.
11. **What technologies did the school use to support the program?** Individual laptops, Whole Group Interactive Board, listening centers, clicker devices and whole group instruction in the computer lab were used to support the programs CAI included: Achieve3000, Imagine Learning, Pearson SuccessNet, ABCmouse, Tenmarks, Sumdog, Quizlet, myOn, First in Math, Brainpop, Spelling City, Systems 44 and Flocabulary.

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

12. **Did the technology contribute to the success of the program and, if so, how?** Yes, some of the technologies contributed to the success of the academic programs as reading levels improved throughout the year for ELL, special ed. and general ed. population. There would have been a higher level of achievement provided access to equipment, materials and software were accessible to the various grade levels.

**Provide a separate response for each question.*

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

Evaluation of 2015-2016 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	2014-2015	2015-2016	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	Year 1 of PARCC 39 students were partially proficient	TBA	<ul style="list-style-type: none"> • Use of Journey reading program, • Power Hour • BSI • Achieve 3000, • Imagine Learning 	<ul style="list-style-type: none"> • Journey’s Reading Program: Resources, such as practice books/workbooks were not provided for students. • Power Hour: 4th grade students were able to attend 75% of the assigned time, due to other commitments. • BSI: Systems 44 resources and training were not accessible until February. • Achieve 3000: There was a grade level average growth of 135 Lexile growth and 1,927 program hours. • Imagine Learning: 4 hours 25 minutes • Summer school was not offered.
Grade 5	Year 1 of PARCC 41 students were partially proficient	TBA	<ul style="list-style-type: none"> • Use of Journey reading program • Power Hour • BSI • Achieve 3000 • Imagine Learning 	<ul style="list-style-type: none"> • Journey’s Reading Program: Resources, such as practice books/workbooks were not provided for students. • Power Hour: inconsistent attendance hindered the progress. • BSI: Systems 44 resources and training were not accessible until February. • Achieve 3000: There was a grade level average Lexile growth increase of 78 Lexile and 892 program hours • Imagine Learning: 7hours 38 minutes • Summer school was not offered.

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

Mathematics	2014-2015	2015-2016	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	Year 1 of PARCC 56 partially proficient students	TBA	First in Math Power Hour	The lack of availability of BSI for struggling math students hindered in the proficiency of students. Power Hour: inconsistent attendance hindered the progress. First in Math: Students logged 1,304 hours. Summer school was not offered.
Grade 5	Year 1 of PARCC 47 partially proficient students	TBA	First in Math, Power Hour	The lack of availability of BSI for struggling math students hindered in the proficiency of students. Power Hour: inconsistent attendance hindered the progress. First in Math: Students logged 694 hours. Summer school was not offered.
Grade 6				
Grade 7				
Grade 8				

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

Evaluation of 2015-2016 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	2014-2015	2015-2016	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	SMSS does not house Pre-K students	
Kindergarten		Model Curriculum Unit Benchmarks <ul style="list-style-type: none"> Unit 1 -32 students Unit 2 -6 students Unit 3- 1 students 	Imagine Learning, BSI which provided intensive instruction using Wilson’s Foundation.	Imagine Learning: 18hours and 43minutes BSI: Wilson’s Foundation: Provided an increase in phonemic awareness.
Grade 1		Model Curriculum Unit Benchmarks <ul style="list-style-type: none"> Unit 1- 43 students Unit 2- 26 students Unit 3- 8 students 	Imagine Learning, BSI which provided intensive instruction using Wilson’s Foundation, Power Hour.	Imagine Learning 18hours 41 minutes BSI: Wilson’s Foundation: Provided an increase in phonemic awareness. Power Hour: students who attended regularly increased their scores from the pre-test to the post test.
Grade 2		Model Curriculum Unit Benchmarks <ul style="list-style-type: none"> Unit 1- 8 students Unit 2- 11 students Unit 3- 17 students 	Imagine Learning, BSI which provided intensive instruction using Wilson’s Foundation, Power Hour and cyber morning.	Imagine Learning: 7 hours 19 minutes BSI: Wilson’s Foundation: Provided an increase in phonemic awareness. Power Hour: students who attended regularly increased their scores from the pre-test to the post test. Cyber Mornings: Cyber Morning: 27 students attended 5 days a week, 2 days were ELA and 2 days were math.

Mathematics	2014 -	2015 -2016	Interventions Provided	Describe why the interventions provided <i>did or did</i>
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

	2015			<i>not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	SMSS does not house Pre-K students	
Kindergarten		Model Curriculum Unit Benchmarks <ul style="list-style-type: none"> • Unit 1-4 students • Unit 2-6 students • Unit 3- 4 students 	Wilson’s Foundations, small group instruction with paraprofessionals and teachers	Interventions were done on a student’s needs on the classroom.
Grade 1		Model Curriculum Unit Benchmarks <ul style="list-style-type: none"> • Unit 1- 22 students • Unit 2-18 students • Unit 3-11 students 	Power Hour	Power Hour: students who attended regularly increased their scores from the pre-test to the post test.
Grade 2		Model Curriculum Unit Benchmarks Unit 1- 13 students Unit 2-21 students Unit 3-28 students	Power Hour, Cyber Mornings	Power Hour: students who attended regularly increased their scores from the pre-test to the post test. Cyber Morning: 27 students attended 5 days a week, 2 days were ELA and 2 days were math.

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

Evaluation of 2015-2016 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2015-2016

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	Imagine Learning, Achieve 3000, Wilsons, Spelling City, Systems 44, Journey's, Power Hour	Yes	Benchmark assessments, Lexile levels, teacher made test, SGO Data, computer based program reports, PARCC results	Lexile scores, writing samples, benchmark scores, assessment scores revealed a 16% increase for students grades 3-5
Math	Students with Disabilities	First in Math, Sumdog, Envisions, Power Hour	Yes	Benchmark assessments, teacher made tests, SGO Data, computer based program reports, PARCC results	Benchmark scores, assessment scores revealed a 27% increase for students grades 3-5
ELA	Homeless	Imagine Learning, Achieve 3000, Wilsons, Systems 44, Journey's, Power Hour	Yes	Benchmark assessments, Lexile levels, teacher made test, SGO Data, computer based program reports, PARCC results	Lexile scores, writing samples, benchmark scores, assessment scores revealed a 22% increase for students grades 3-5
Math	Homeless	First in Math, Sumdog, Envisions, Power Hour	Yes	Benchmark assessments, teacher made tests, SGO Data, computer based program reports, PARCC results	Benchmark scores, assessment scores revealed 28% increase for students grades 3-5
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Imagine Learning, Power Hour	Yes	Benchmark assessments, Access Scores, WIDA results,	16 out of 70 students exited the program Power hour participants increased mastery

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)
				benchmark assessments, PARCC results	of ELA standards by 27%.
Math	ELLs	Power Hour			Power hour participants increased mastery of math standards by 32%.
ELA	Economically Disadvantaged	Imagine Learning, Achieve 3000, Wilsons, Spelling City, Systems 44, Journey's, Power Hour	Yes	Benchmark assessments, Lexile levels, teacher made test, SGO Data, computer based program reports, PARCC results	Lexile scores, writing samples, benchmark scores, assessment scores revealed that students improved at least 1-2 score/point in writing and 21% increase overall in ELA
Math	Economically Disadvantaged	First in Math, Sumdog, Envisions, Power Hour	Yes	Benchmark assessments, teacher made tests, SGO Data, computer based program reports, PARCC results	Benchmark scores, assessment scores reveal an increase of at least 12%
ELA					
Math					

***Extended Day/Year Interventions* – Implemented in 2015-2016 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	Power Hour, Tech Mornings, Club and extended Activities, Extended School Year- Summer School	Yes	Pre and Post-Tests, club participation data,	Results of Unit Benchmark Assessments, classroom test results for ELA/Math, online program usage results in Achieve 3000, Imagine Learning
Math	Students with	Power Hour, Tech	Yes	Pre and Post-Tests, club	Results of Unit Benchmark Assessments,

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)
	Disabilities	Mornings, Club and extended Activities, Extended School Year-Summer School		participation data,	classroom test results for ELA/Math, online program usage results in Imagine Learning
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Imagine Learning	Yes	Summer School Power Hour Imagine Learning	Increased in ELA scores revealing an increase of 8% in proficiency
Math	ELLs	N/A			
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			
ELA		N/A			
Math		N/A			

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

Evaluation of 2015-2016 Interventions and Strategies

Professional Development – Implemented in 2015-2016

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA & Math	Students with Disabilities	Weekly grade level meetings Monthly special education meetings. Rainbow sheet data chats District PD <ul style="list-style-type: none"> • IEP Direct • Professional Development 	Yes	Meeting notes, staff survey results, lesson plan quality, benchmark assessments results, quality of instruction implemented within the classroom	Increase of students meeting goal for ELA and Math, increase in benchmark score and PARCC
ELA	Homeless	Weekly grade level meetings Rainbow sheet data chats	Yes	Meeting notes, staff survey results, lesson plan quality, benchmark assessment results, quality of instruction within the classrooms, walk throughs & observations	Increase of students meeting goal for ELA, increase in benchmark score and PARCC
Math	Homeless	Weekly grade level meetings Rainbow sheet data chats	Yes	Meeting notes, staff survey results, lesson plan quality, benchmark assessment results, quality of instruction within the classrooms, walk throughs & observations	Increase of students meeting goal for Math, increase in benchmark score and PARCC
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	<ul style="list-style-type: none"> • ACCESS training (professional 	YES	Certificates, benchmark assessment, quality of	Increase of students meeting goal for ELA and Math, increase in benchmark score

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)
		development) <ul style="list-style-type: none"> Imagine Learning Training and Follow-Up NJ TESOL 		instruction implemented within the classroom, lesson plan quality	and PARCC
Math	ELLs	N/A			
ELA	Economically Disadvantaged	Refer to general population			
Math	Economically Disadvantaged	Refer to general population			
ELA & Math	General Population	<ul style="list-style-type: none"> Writing in PARCC PD Using PARCC data to improve curriculum and instruction Strengthening your writing in kindergarten, practical strategies that work I Teach 1st Grade District PD myOn Training SGO: Developing and using Practical Measures Wilson's Systems 44 Centers within the 	Yes	Meeting notes, staff survey results, lesson plan quality, benchmark assessments results, quality of instruction implemented within the classroom	Increase of students meeting goal for ELA and Math, increase in benchmark score and PARCC

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)
		Classroom <ul style="list-style-type: none"> • NJCTL: Progressive Science Initiative • Dyslexia • ELA: Opinion Writing • Next Gen. Science Standards • Math-a-Mile High • Gradual Release • Vertical & Horizontal Articulation • SRI • Data Analysis: "Rainbow Sheet" • Closing the Achievement Gap through I&RS • Fraction Progressions • Next Gen. Science Standards • Building Rigorous ELA assessments • Teaching Strategies Gold • SIOP training. • District Content Meetings • PLC's 			

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"> Grade-Level turn key 			

Family and Community Engagement Implemented in 2015-2016

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parent meetings with teachers, RISE Up parent workshops, CST, PTO, Club and school events and parent support group informational meetings	Yes	Sign in sheets, survey feedback, participation in meetings	Increased amount of parents involved in meetings and decision making for student services/programs. Four parents obtained jobs, seven enrolled in Adult Education programs, two earned driver's license and 18 committed to healthy lifestyles initiatives.
Math	Students with Disabilities	Parent meetings with teachers, RISE UP parent workshops, CST, PTO meetings, Club events and school events and parent support group	Yes	Sign in sheets, survey feedback, participation in meetings	Increased amount of parents involved in meetings and decision making for student services/programs
ELA	Homeless	Parent meetings with teachers, RISE Up parent workshops, CST, PTO, Club and school events and parent support group informational meetings	Yes	Sign in sheets, survey feedback, participation in meetings	Increased amount of parents involved in meetings and decision making for student services/programs. Four parents obtained jobs, seven enrolled in Adult Education programs, two earned driver's license and 18 committed to healthy lifestyles initiatives.

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	Homeless	Parent meetings with teachers, RISE UP parent workshops, CST, PTO meetings, Club events and school events and parent support group	Yes	Sign in sheets, survey feedback, participation in meetings	Increased amount of parents involved in meetings and decision making for student services/programs
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	BiLingual/ESL Family Literacy Meetings	YES	Sign in Sheets	2 meeting were held with 7 families in attendance
Math	ELLs	N/A			
ELA	Economically Disadvantaged	Parent meetings with teachers, RISE Up parent workshops, CST, PTO, Club and school events and parent support group informational meetings	YES	Sign in sheets, survey feedback, participation in meetings	Increased amount of parents involved in meetings and decision making for student services/programs
Math	Economically Disadvantaged	Parent meetings with teachers, RISE UP parent workshops, CST, PTO meetings, Club events and school events and parent support group	YES	Sign in sheets, survey feedback, participation in meetings	Increased amount of parents involved in meetings and decision making for student services/programs

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					
Math					

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.

Felicia Hyman-Medley
Principal's Name (Print)


Principal's Signature

6/16/15
Date

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

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

2016-2017 Comprehensive Needs Assessment Process Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2016-2017

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																
Academic Achievement – Reading	SGO pre-assessment, unit benchmark, Achieve 3000, Imagine Learning, Wilsons, Systems 44, Fountas and Pinnell , PARCC	School met or exceed expectations: PARCC Scores: <table style="display: inline-table; border: none; vertical-align: middle;"> <tr> <td style="text-align: center;"><u>EE</u></td> <td style="text-align: center;"><u>Meeting</u></td> <td style="text-align: center;"><u>AE</u></td> <td style="text-align: center;"><u>PM</u></td> </tr> <tr> <td style="text-align: center;">3rd</td> <td style="text-align: center;">0</td> <td style="text-align: center;">26</td> <td style="text-align: center;">18</td> </tr> <tr> <td style="text-align: center;">4th</td> <td style="text-align: center;">1</td> <td style="text-align: center;">32</td> <td style="text-align: center;">35</td> </tr> <tr> <td style="text-align: center;">5th</td> <td style="text-align: center;">0</td> <td style="text-align: center;">25</td> <td style="text-align: center;">41</td> </tr> </table>	<u>EE</u>	<u>Meeting</u>	<u>AE</u>	<u>PM</u>	3 rd	0	26	18	4 th	1	32	35	5 th	0	25	41
<u>EE</u>	<u>Meeting</u>	<u>AE</u>	<u>PM</u>															
3 rd	0	26	18															
4 th	1	32	35															
5 th	0	25	41															
Academic Achievement - Writing	SGO pre-assessment, Principals Initiative, Achieve 3000	PARCC Scores: <table style="display: inline-table; border: none; vertical-align: middle;"> <tr> <td style="text-align: center;"><u>EE</u></td> <td style="text-align: center;"><u>Meeting</u></td> <td style="text-align: center;"><u>AE</u></td> <td style="text-align: center;"><u>PM</u></td> </tr> <tr> <td style="text-align: center;">3rd</td> <td style="text-align: center;">0</td> <td style="text-align: center;">26</td> <td style="text-align: center;">18</td> </tr> <tr> <td style="text-align: center;">4th</td> <td style="text-align: center;">1</td> <td style="text-align: center;">32</td> <td style="text-align: center;">35</td> </tr> <tr> <td style="text-align: center;">5th</td> <td style="text-align: center;">0</td> <td style="text-align: center;">25</td> <td style="text-align: center;">41</td> </tr> </table>	<u>EE</u>	<u>Meeting</u>	<u>AE</u>	<u>PM</u>	3 rd	0	26	18	4 th	1	32	35	5 th	0	25	41
<u>EE</u>	<u>Meeting</u>	<u>AE</u>	<u>PM</u>															
3 rd	0	26	18															
4 th	1	32	35															
5 th	0	25	41															
Academic Achievement - Mathematics	SGO pre-assessment, unit benchmarks, envisions topic test	School met or exceed expectations: 3rd grade: 31%. 4th grade" 13% and 5th grade 17% on PARCC. <table style="display: inline-table; border: none; vertical-align: middle;"> <tr> <td style="text-align: center;"><u>EE</u></td> <td style="text-align: center;"><u>Meeting</u></td> <td style="text-align: center;"><u>AE</u></td> <td style="text-align: center;"><u>PM</u></td> </tr> <tr> <td style="text-align: center;">3rd</td> <td style="text-align: center;">3</td> <td style="text-align: center;">28</td> <td style="text-align: center;">40</td> </tr> <tr> <td style="text-align: center;">4th</td> <td style="text-align: center;">1</td> <td style="text-align: center;">12</td> <td style="text-align: center;">35</td> </tr> <tr> <td style="text-align: center;">5th</td> <td style="text-align: center;">0</td> <td style="text-align: center;">17</td> <td style="text-align: center;">40</td> </tr> </table>	<u>EE</u>	<u>Meeting</u>	<u>AE</u>	<u>PM</u>	3 rd	3	28	40	4 th	1	12	35	5 th	0	17	40
<u>EE</u>	<u>Meeting</u>	<u>AE</u>	<u>PM</u>															
3 rd	3	28	40															
4 th	1	12	35															
5 th	0	17	40															
Family and Community Engagement	Chick-Fil-A donations, lunch with a cop; shop with a cop, ACUA adopted school, Atlantic City Electric Book bag giveaway,	Increased amount of parents involved in meetings and decision making for student services/programs. Four parents obtained jobs, seven enrolled in Adult Education programs two earned driver's license and 18 committed to healthy lifestyles initiatives. Back to School Night-90% Parental Participation																

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)
	Operation Warm with the Pleasantville Fire Department, Food Bank/Clothes Drive, Rise Up March, Rise Up Parent Workshops, Dance-A-Thon, AtlantiCare, Read Across America, Back-to-School Night, Parent Teacher Conferences, Family Literacy Night, Tech Night, Helping Hands Corporation, WAWA, Lighthouse Community Church and monthly event calendars.	PTC- 82% Parental Participation
Professional Development	Staff survey, benchmark assessments 2015-2016 results, staff evaluations, walkthrough evaluations, staff turn key presentations, PLC data, grade level articulation meeting and district PD activities.	Conference and PD Survey Summary Reports reveal that staff improved Improved student achievement and teacher evaluation scores
Leadership	Administrative observations/evaluations, School Leadership Council, PLC	Weekly PLC meetings/ minutes Monthly SLC and staff meetings/minutes Observation reports District monthly coaches meetings/minutes Data Analysis and articulation meetings Lesson plan and gradebook reviews
School Climate and Culture	Staff participation in school wide events, Climate Committee, Renaissance, staff programs or	Sign in sheets/minutes and programs

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)
	events created throughout the school year, staff incentives	
School-Based Youth Services	N/A	
Students with Disabilities	Special Education Week Monthly S.E. Meetings	Over 150 students participated in Special Education Week Sign In Sheets/ Agenda/ Minutes
Homeless Students	N/A	
Migrant Students	N/A	
English Language Learners	N/A	
Economically Disadvantaged	N/A	

2016-2017 Comprehensive Needs Assessment Process*
Narrative

- 1. What process did the school use to conduct its Comprehensive Needs Assessment?** ? The school gathered a variety of data including: PARCC results, report cards, CAP, Teacher Articulation, District Pre and Post assessments, surveys, Unit Benchmarks, Achieve 3000 and Imagine Learning results were used to compile the data. Students were identified along with their academic needs.
- 2. What process did the school use to collect and compile data for student subgroups?** Same as above
- 3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?** The school ensures the data used in the Comprehensive Needs Assessment process is valid and reliable because of research based assessment programs, multiple measures of assessments/data, also stakeholders are involved in the collection of data obtained.

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

4. **What did the data analysis reveal regarding classroom instruction?** The data revealed there is a need for teachers to be trained in literacy both in theory and application, therefore PD is necessary. Training in math and literacy interventions for whole and small group are needed. Along with training in instructional strategies in both ELA and Math, curriculum pacing needs to be adjusted.
5. **What did the data analysis reveal regarding professional development implemented in the previous year(s)?** The data revealed there is a need for teachers to be trained in literacy both in theory and application, therefore PD is necessary. Training in literacy interventions for whole and small group is needed.
6. **How does the school identify educationally at-risk students in a timely manner?** In order to identify at-risk students beginning of the year pre-assessments, benchmarks, and teacher observations and previous academic data is used. The I&RS process is also used to identify at-risk students.
7. **How does the school provide effective interventions to educationally at-risk students?** Wilson's, BSI, Imagine Learning, Power Hour and differentiated instruction are the interventions used for at risk students.
8. **How does the school address the needs of migrant students?** N/A
9. **How does the school address the needs of homeless students?** Wilson's, BSI, Imagine Learning, Power Hour and differentiated instruction are the interventions used for homeless students.
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?** District curriculum is disseminated through the School Leadership Committee, Climate Committee, and Professional Learning Committee minutes are used to provide information and improve the instructional programs.
11. **How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?** There is an orientation for Pre-K to Kindergarten students, and 5th to 6th grade students.

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

12. How did the school select the priority problems and root causes for the 2016-2017 schoolwide plan? Our school used the PARCC results, unit benchmark results, evaluations, survey results, PLC minutes, SLC minutes and the PTO concerns to select the priority problems for the 2016-2017 school wide plan.

**Provide a separate response for each question.*

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

2016-2017 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	ELA	MATH
Describe the priority problem using at least two data sources	Data from the PARCC, classroom and unit benchmarks, Journey Reading Program, Achieve 3000, Imagine Learning and Wilson's Foundations.	Data from the PARCC, classroom and unit benchmarks, Pearson Envisions.
Describe the root causes of the problem	Students are reading 1 to 2 years below the current grade level and lack mastery of grade level skills prior to promotion to the next grade level. Students are coming to school with limited vocabulary and background knowledge. Pacing of the curriculum has hindered the mastery of skills. Students are unable to interpret informational text and successfully respond to questions and writing prompts on the test. Significant increase in non-English speaking population and parents who are non-English speaking. Lack of follow-up support for students who exit the bilingual and ESL programs. There is a need for a writing program and Wilson kits.	Students are lacking basic mathematical foundation skills and therefore are unable to interpret information for problem solving and successfully complete open-ended questions. Students are also reading below grade level. There is also a significant increase in the non-English speaking population. Lack of follow-up support for students who exit the bilingual and ESL programs. There is a need for a math intervention program for grades K-5 th .
Subgroups or populations addressed	All students	All Students
Related content area missed (i.e., ELA, Mathematics)	Students were not proficient in reading comprehension and writing.	Students were not proficient in mathematical reasoning and basic functions.
Name of scientifically research based intervention to address priority problems	All educational programs and services are aligned to the Common Core and Model Curriculum.	All educational programs and services are aligned to the Common Core and Model Curriculum.

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

How does the intervention align with the Common Core State Standards?	Data from the PARCC, classroom and unit benchmarks revealed students were not proficient.	Data from the PARCC, classroom and unit benchmarks revealed students were not proficient.
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SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2016-2017 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	ELL	
Describe the priority problem using at least two data sources	PARCC, classroom assessments, benchmark assessments, WIDA	
Describe the root causes of the problem	Students are being exited from the Bilingual programs without ongoing support for students and teachers. Students exiting the Bilingual programs are still limited in academic vocabulary, comprehension and writing.	
Subgroups or populations addressed	ELL students	
Related content area missed (i.e., ELA, Mathematics)	ELA/Math	
Name of scientifically research based intervention to address priority problems	Journey Reading Program, Achieve 3000, Imagine Learning, Wilson's Foundations, Pearson Envisions	
How does the intervention align with the Common Core State Standards?	All educational programs and services are aligned to the Common Core and Model Curriculum.	

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 . . . ”

2016-2017 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention <small>(i.e., IES Practice Guide or What Works Clearinghouse)</small>
ELA	Students with Disabilities	Train staff members in Reading Recovery strategies. Utilize staff members to support struggling students. Extend use of technology, web-based and intervention programs such as Spelling City Touch Phonics Wilson’s Foundations	Administration Teachers Reading Recovery Staff Member BSI Teacher Paraprofessional	PARCC scores, Student Portfolios Data from web-based programs Rainbow sheet data chat review Unit Benchmark Assessment results Journey’s Intervention wkbk IEP Information	IES Practice guide/What Works Clearinghouse Achieve 3000 Imagine Learning UBA Results-CCCS
Math	Students with Disabilities	Train staff members in Touch Math Sumdog Ten Marks First in Math	Administration Teachers Reading Recovery Staff Member BSI Teacher Paraprofessionals	PARCC scores, Student Portfolios Data from web-based programs Rainbow sheet data chat review Unit Benchmark Assessment results IEP Information	IES Practice guide/What Works Clearinghouse UBA Results-CCCS

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

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	Homeless	Train staff members in Reading Recovery strategies. Utilize staff members to support struggling students. Extend use of technology, web-based and intervention programs such as Spelling City Touch Phonics Wilson's Foundations	Administration Teachers Reading Recovery Staff Member BSI Teacher Paraprofessionals	PARCC scores, Student Portfolios Data from web-based programs Rainbow sheet data chat review Unit Benchmark Assessment results	IES Practice guide/What Works Clearinghouse Achieve 3000 Imagine Learning UBA Results-CCCS
Math	Homeless	Touch Math Sumdog Ten Marks First in Math	Administration Teachers BSI Teacher Paraprofessional	PARCC scores, Student Portfolios Data from web-based programs Rainbow sheet data chat review Unit Benchmark Assessment results	IES Practice guide/What Works Clearinghouse Imagine Learning UBA Results-CCCS
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Imagine Learning	ESL teacher/teachers ESL Aide	PARCC scores, Student Portfolios Data from web-based	IES Practice guide/What Works Clearinghouse Imagine Learning

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

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)
				programs Rainbow sheet data chat review Unit Benchmark Assessment results	UBA Results-CCCS
Math	ELLs	N/A			
ELA	Economically Disadvantaged	BSI Power Hour Wilson's Fundation Journey's Write in Readers Achieve 3000 Imagine Learning System 44	Administration Teachers Member BSI Teacher Paraprofessional	PARCC scores, Student Portfolios Data from web-based programs Rainbow sheet data chat review Unit Benchmark Assessment results Power Hour Assessment Results	IES Practice guide/What Works Clearinghouse Imagine Learning Curriculum aligned with the Common Core Journey's Write in Readers Achieve 3000 Imagine Learning
Math	Economically Disadvantaged	BSI Power Hour	Administration Teachers Reading Recovery Staff Member BSI Teacher Paraprofessional	PARCC scores, Student Portfolios Data from web-based programs Rainbow sheet data chat review Unit Benchmark Assessment results Power hour assessment results	IES Practice guide/What Works Clearinghouse Curriculum aligned with the Common Core Standards/Model Curriculum
ELA					

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

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)
Math					

**Use an asterisk to denote new programs.*

2016-2017 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	Power Hour Summer School	Administration Director of Special Services Teachers CST	Pre- and Post Assessments Student Portfolios Data from web-based programs PARCC results	Curriculum aligned with the Common Core Standards/Model Curriculum
Math	Students with Disabilities	Power Hour Summer School	Administration Director of Special Services Teachers CST	Pre- and Post Assessments Student Portfolios Data from web-based programs PARCC results	Curriculum aligned with the Common Core Standards/Model Curriculum
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Imagine Learning	Administration	Imagine Learning results	Curriculum aligned with the Common Core

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)
			ESL Teacher	Pre-and Post Assessments Student Portfolios	Standards/Model Curriculum
Math	ELLs	N/A			Curriculum aligned with the Common Core Standards/Model Curriculum
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			
ELA					
Math					

**Use an asterisk to denote new programs.*

2016-2017 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	Reading Recovery Training for at least 4 staff members Implementation of a	Recovery teachers All teachers	Results from Unit Benchmark Assessments Students reading on or above grade level	IES Practice guide/What Works Clearinghouse Imagine Learning Achieve 3000

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)
		K-5 Writing Program	Administration	Results from PARCC reading & writing	Curriculum aligned with the Common Core Standards/Model Curriculum
Math	Students with Disabilities	Implement Math Intervention program	All teachers Administration	Results from Unit Benchmark Assessments Students math reasoning, comprehension & computation levels Results from PARCC in math	IES Practice guide/What Works Clearinghouse Curriculum aligned with the Common Core Standards/Model Curriculum
ELA	Homeless	Same as above	All teachers Administration	Same as above	Same as above
Math	Homeless	Same as above	All teachers Administration	Same as above	Same as above
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Same as above	All teachers Administration	Same as above	Same as above
Math	ELLs	Same as above	All teachers Administration	Same as above	Same as above
ELA	Economically Disadvantaged	Same as above	All teachers Administration	Same as above	Same as above
Math	Economically	Same as above	All teachers	Same as above	Same as above

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)
	Disadvantaged		Administration		
ELA					
Math					

**Use an asterisk to denote new programs.*

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

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2016-2017 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 evaluated by the administration, School Leadership Committee, Basic Skills Instructors, and district coaches. It will be reviewed internally and externally.
2. **What barriers or challenges does the school anticipate during the implementation process?** Consistency of effective staff, programs implemented in a timely fashion, budgetary constraints in ordering supplies, disruption of schedules and lack of board

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

approval. The inability to communicate with our Hispanic parents because there is a need for PD for staff to communicate or engage in educational conversations and a translator for parents to communicate with the staff.

3. **How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?** All stake holders will be trained, surveyed and included in all facets of implementation.
4. **What measurement tool(s) will the school use to gauge the perceptions of the staff?** Staff surveys, minutes from PLC, SLC, climate meetings
5. **What measurement tool(s) will the school use to gauge the perceptions of the community?** Parent surveys, responses from community and school events, responses from SLC meetings as well as PTC and administration conferences.
6. **How will the school structure interventions?** BSI will conduct their own assessments and goal setting in math and ELA. They will be responsible for grading the students on their roster. They will push in for Science/Social Studies. All teachers will utilize, Achieve 3000 and Imagine Learning daily
7. **How frequently will students receive instructional interventions?** Daily via in class support, computer lab, BSI
8. **What resources/technologies will the school use to support the schoolwide program?** Achieve 3000 and Imagine Learning daily. Wilson's, Journey's & Envision intervention work & practice books
9. **What quantitative data will the school use to measure the effectiveness of each intervention provided?** Pre- & post assessments, teacher made assessments, benchmark data & PARCC results
10. **How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?** All stake holders will receive results from the data gathered, all PLC members will conduct vertical and horizontal articulation, district will provide a district wide data report/analysis to compare all results from NJ ASK PARCC.

**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.

2016-2017 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 Workshops: (i.e. Books, Special Programs, and Presentations by N.A.N.A. Parent meetings with teachers, RISE UP parent workshops, Dinner program for students, CST, PTO meetings, Club events and school events and parent support group	Principal, CST and (District Special Education Parent Advocacy Group, and District Title I Family Involvement Coordinator	Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback form provided by parents during the meeting	SPAN- Statewide Parent Advocacy Network N.A.N.A. - Pleasantville District Parent Advocacy Group for Special Education Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentations Workshop, and Evaluation/ Feedback form provided by parents during the meeting
Math	Students with Disabilities	Parent Workshops: (i.e. Books, Special Programs, and Presentations by N.A.N.A. Parent meetings with teachers, RISE UP parent workshops, Dinner program for students, CST,	Principal, CST and (District Special Education Parent Advocacy Group, and District Title I Family Involvement	Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback	SPAN- Statewide Parent Advocacy Network N.A.N.A. - Pleasantville District Parent Advocacy Group for Special Education Sign-in sheets,

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)
		PTO meetings, Club events and school events and parent support group	Coordinator	form provided by parents during the meeting	Meeting agenda, Meeting minutes, Pictures of events, Presentations Workshop, and Evaluation/ Feedback form provided by parents during the meeting
ELA	Homeless	Parent meetings with teachers, RISE UP parent workshops, Dinner program for students, PTO meetings, Club events and school events and parent support group	Principal, Guidance Counselor, truancy and (District Homeless Liaison and District Title I Family Involvement Coordinator)	Parent Workshops: (i.e. Books, Special Programs, and Presentations by Community organizations).	Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentations Workshop, and Evaluation/ Feedback form provided by parents during the meeting Students who receive dinner
Math	Homeless	Parent meetings with teachers, RISE UP parent workshops, Dinner program for students, PTO meetings, Club events and school events and parent support group	Principal, Guidance Counselor, truancy and (District Homeless Liaison and District Title I Family Involvement Coordinator)	Parent Workshops: (i.e. Books, Special Programs, and Presentations by Community organizations).	Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback form provided by parents during the meeting
ELA	Migrant	N/A	N/A		

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Migrant	N/A	N/A		
ELA	ELLs	*ESL Homework Helper: Support of non-English speaking parents so they are able to assist their children with homework and that parent can acquire a better understanding of school curriculum. Support classes with <i>basic literacy and communication skills</i> that will address the need of non-English speaking parents when their children come home with homework. SIOP Classrooms/ESY program	Principal, ESL Teacher and (ESL Coach and Title I Family Involvement Coordinator)	Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback form provided by parents during the meeting	www.nj.gov/education/bilingual/ www.nj.gov/education/parents/ www.NJParents.com www.ed.gov/family-and-community-engagement
Math	ELLs	*ESL Homework Helper: Support of non-English speaking parents so they are able to assist their children with homework and that parent can acquire a better understanding of school curriculum.	Principal, Math Coach, and (ESL Coach and, Title I Family Involvement Coordinator)	Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback form provided by parents during the	www.nj.gov/education/bilingual/ www.nj.gov/education/parents/ www.NJParents.com www.ed.gov/family-and-community-engagement

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)
		Support classes with <i>basic literacy and communication skills</i> that will address the need of non-English speaking parents when their children come home with homework. SLOP Classrooms/ESY program		meeting	
ELA	Economically Disadvantaged	Parent Workshops: (i.e. Books, Special Programs, literacy & tech night workshops and Presentations by Community organizations).	Principal, ELA Teacher and (District ELA Coordinator and, Title I Family Involvement Coordinator)	Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback form provided by parents during the meeting	http://www.ed.gov/family-and-community-engagement WWW.NJParents.com National Center on Homeless Education (NCHE) National Law Center on Homelessness & Poverty (NLCHP) Nation Association for the Education of Homeless Children and Youth (NAEHCY)
Math	Economically Disadvantaged	Parent Workshops: (i.e. Books, Special Programs, literacy & tech night workshops and Presentations by Community organizations).	Principal, ELA Teacher and (District Math Coordinator and, Title I Family Involvement Coordinator)	Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback	http://www.ed.gov/family-and-community-engagement WWW.NJParents.com National Center on Homeless Education (NCHE) National Law Center on

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)
				form provided by parents during the meeting	Homelessness & Poverty (NLCHP) Nation Association for the Education of Homeless Children and Youth (NAEHCY)
ELA					
Math					

**Use an asterisk to denote new programs.*

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

2016-2017 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? **All family and community engagement programs will communicate through the PTO/Renaissance/Mentor programs / Mayor Reading Initiative and their activities. Also through Parent workshops, Back to School Night, Parent Teacher conferences and ongoing communication such as newsletters, monthly school calendars, district and the school website. The program will empower parents to become active participants in their children's learning.**
2. How will the school engage parents in the development of the written parent involvement policy? **Parents serve as members on the SLC, Safety, Climate and PTO committees.**
3. How will the school distribute its written parent involvement policy? **The written parent improvement policy will be placed on the district web site in English and Spanish and will be mailed to parents. It will also be available in the main office upon parent request. The information will also be available to our PTO parents at their monthly scheduled meetings.**
4. How will the school engage parents in the development of the school-parent compact? **The school currently has a parent compact. Parents who serve as members on the SLC, Climate and PTO committees will revise the parent compact if needed. The district Title I Family Involvement Coordinator will collaborate with parents during scheduled workshops.**
5. How will the school ensure that parents receive and review the school-parent compact? **The written parent compact will be placed on the district web site in English and Spanish and placed in the PTO/Parent Involvement Binder.**
6. How will the school report its student achievement data to families and the community? **The state releases achievement data to the public via the local media. The achievement data is presented at the board of education meeting which is broadcast on the local TV channel. Letters are sent to all parents.**
7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? **The state releases achievement data to the public via the local media. The achievement data is presented at the board of education meeting which is broadcast on the local TV channel. Letters are sent to all parents.**
8. How will the school inform families and the community of the school's disaggregated assessment results? **Parents are informed by the publication of the NJ School Report Card and the annual Board of Education Report.**
9. How will the school involve families and the community in the development of the Title I School-wide Plan? **Parent member on the SLC and PTO committee will provide input.**
10. How will the school inform families about the academic achievement of their child/children? **Home reports generated from individual student scores are mailed to parents. Progress reports are sent home. Report cards are distributed and explained to parents during conference time.**

**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	47	
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	10	
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0%	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
It is highly recommended that the HR representative conduct effective recruitment strategies at local colleges/universities and host yearly job fairs including all principals/assistant principals directly after spring break	HR Representative, superintendent, state monitor, and district administrators

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2016-2017 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

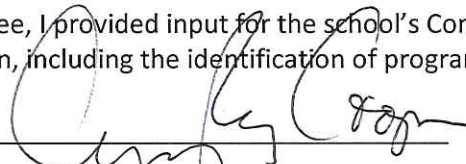
DISTRICT INFORMATION	SCHOOL INFORMATION
District: PLEASANTVILLE	School: WASHINGTON AVE SCHOOL
Chief School Administrator: DR GARNELL BAILEY	Principal: CYNTHIA RUIZ-COOPER
Chief School Administrator's E-mail: bailey.garnell@pps-nj.us	Principal's E-mail: ruizcooper.cynthia@pps-nj.us
Title I Contact: Nanette Stuart-Pitts	Principal's Phone Number: 609 383-6865
Title I Contact E-mail: stuart.nanette@pps-nj.us	
Title I Contact Phone Number: 609 383 6800 x2550	

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.

Cynthia Ruiz-Cooper



June 16, 2016

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____5_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 5,541,513.00, which comprised 98.47% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 5,824,609.00, which will comprise 98.79% 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
Extended Day	1, 2, 3	Reading, Writing, & Mathematics	100-100	\$22,410.00
Parental Involvement	1, 2, 3	Parent Involvement Community	200-100	\$1728.00
Parental Involvement	1, 3	Parent Involvement Community	200-600	\$847.00

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


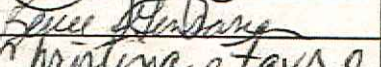
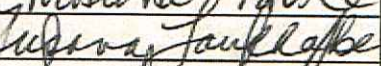

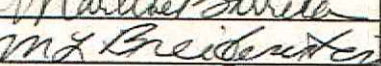
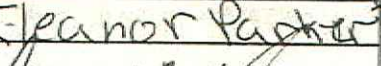




ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described 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
Cynthia Ruiz-Cooper	Principal	Y	Y	Y	
Renee Gensamer	Coach	Y	Y	Y	
Christina Favre	Teacher	Y	Y	Y	
Susana Faulhaber	Teacher	Y	Y	Y	
Sandy Solorzano	Support Staff	Y	Y	Y	
Marlene Barrera	Teacher	Y	Y	Y	
Marylou Breidenstine	Teacher	Y	Y	Y	
Elaine Parker	Parent	Y	Y	Y	
Jasmine Rodriguez	Parent	Y	Y	Y	
Carmen Torres	Interim Title I Family Involvement Coordinator	Y	Y	Y	

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

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
5/26/2016	WAS Conference Room	Comprehensive Needs Assessment	Yes	No	Yes	No
6/6/2016	WAS Conference Room	Review Data on programs	Yes	No	Yes	No
6/13/2016	WAS Conference Room	Schoolwide Plan Development	Yes	No	Yes	No
6/15/2016	WAS Conference	Program Evaluation	Yes	No	Yes	No

**Add rows as necessary.*

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 2015-2016 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2015-2016, or earlier)

1. Did the school implement the program as planned? **Yes, the program was implemented as planned.**
2. What were the strengths of the implementation process? **Strengths include small group/differentiated instruction, the implementation of the Danielson Evaluation System, procedures for the RTI program, and I&RS goal setting for struggling students.**
3. What implementation challenges and barriers did the school encounter? **Challenges include budget constraint, lack of instructional building space, limited availability of basic skills instructors for reading and math, and excessive testing which includes PARCC, Model curriculum benchmarks, teacher prepared assessments, district-prepared performance tasks, Student Growth Objective pre- & post- assessments, Scantron, and Achieve 3000.**
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? **Strengths include professional learning communities, common planning time and professional development for incorporating technology into instruction, Imagine Learning, Danielson Framework for Teaching, and the Teachscape evaluation tool. See #3 challenges which reflect the weaknesses.**

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

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? **Stakeholder buy-in occurred through grade level meetings, parent workshops, and professional development aligned to improve student achievement. Additionally, Climate Committee and SLC collaborate to determine school-wide needs.**
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? **Staff perceptions were tentative due to the implementation of edConnect for lesson planning and online assessments, and the concern for preparedness for PARCC. Additional apprehension came from the pattern of too much change in implemented programs from year to year. Staff perceptions were measured through surveys and shared with the whole staff. Decisions for additional professional development were determined by survey results.**
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? **The community was informed and pleased about the school-wide programs via the district and school website, Bilingual Advisory, Parent Workshops, Parent Conferences, SCIP meetings, Back to School Night, Robo-Calls, and parent newsletters. Parent participation is recorded and tracked using parent sign in sheets at all activities.**
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? **Program implementation varied from one-on-one, small group to whole group instruction. Programs were delivered to staff through District Coach-Teacher meetings, grade level and school-wide PLCs, School Improvement Panel and staff meetings, PD workshops, and PTA meetings. Parents**

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received information through parent workshops, PTA meetings, ROBO Calls, flyers and monthly calendars. Programs were delivered to students through whole group instruction, small, flexible grouping, cooperative learning, and individual instruction based on Unit Benchmark Data (Q Drive).

9. How did the school structure the interventions? **Interventions were determined by students' needs, data analysis and teacher recommendations.**
10. How frequently did students receive instructional interventions? **Students received a minimum of 20 minutes per day and differentiated instruction.**
11. What technologies did the school use to support the program? **Desktops, laptops, tablets and interactive boards are in every classroom and computer labs. Promethean board, laptops, ACHIEVE 3000, ELMOs, internet access, Imagine Learning, Brain POP, Promethean Planet, Think Central, Sumdog, BrainNook, Google Education, and Envisions digital path.**
12. Did the technology contribute to the success of the program and, if so, how? **Yes, technology did contribute to the success of the program when usage was implemented based upon the student need. Online reading and math contests kept students motivated throughout the year (Sumdog, Imagine Learning, ACHIEVE 3000, etc.).**

**Provide a separate response for each question.*

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Evaluation of 2015-2016 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	2014-2015	2015-2016	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	47	N/A	<ul style="list-style-type: none"> • Computer Based Intervention Programs • Basic Skills Instruction • Power Hour • English Language Academy • Cyber Mornings • Principal’s Reading Initiative 	<ul style="list-style-type: none"> • Computer Based Intervention Reports <ul style="list-style-type: none"> ○ Imagine Learning: Average Scaled Score increase of 193 points ○ Achieve 3000: average lexile gain 110.63 ○ Myon: average 31 books read per student ○ Flocabulary: 1809 video views • Basic Skills students were identified in September, grouped according to needs, and instructed in small groups. Budget restraints limited the number of instructors and students serviced • PowerHour was offered to all below level learners. Pre-post program results • English Language Academy offered to all English language learners. Pre-post program results • Cyber Morning was offered to all students for use of computer-based educational programs and homework help. • Principal’s Reading Initiative-2nd year of initiative an average of 120 students per month participated by reading every night
Grade 5	22	N/A	<ul style="list-style-type: none"> • Computer Based Intervention Programs • Basic Skills Instruction • Power Hour • English Language Academy 	<ul style="list-style-type: none"> • Computer Based Intervention Reports <ul style="list-style-type: none"> ○ Imagine Learning: Average Scaled Score increase of 179 points ○ Achieve 3000: average lexile gain 111.72 ○ Myon: average 21 books read per student ○ Flocabulary: 1809 video views

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			<ul style="list-style-type: none"> • Cyber Mornings • Principal's Reading Initiative 	<ul style="list-style-type: none"> • Basic Skills students were identified in September, grouped according to needs, and instructed in small groups. Budget restraints limited the number of instructors and students serviced • PowerHour was offered to all below level learners • English Language Academy offered to all English language learners • Cyber Morning was offered to all students for use of computer-based educational programs and homework help. • Principal's Reading Initiative-2nd year of initiative an average of 120 students per month participated by reading every night
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Mathematics	2014-2015	2015-2016	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	26	N/A	<ul style="list-style-type: none"> • Computer Based Intervention Programs • Basic Skills Instruction • Power Hour • English Language Academy • Cyber Mornings 	<ul style="list-style-type: none"> • Usage reports <ul style="list-style-type: none"> ○ SUMDOG- 284 users; 33 sessions; average user time of 11 hours ○ EnVisions Math for online assessment to plan intervention ○ Brainpop: 1481 log-ins • Basic Skills students were identified in September, grouped according to needs, and instructed in small groups. Budget restraints limited the number of instructors and students serviced • PowerHour was offered to all below level learners • English Language Academy offered to all English language learners • Cyber Morning was offered to all students for use of computer-based educational programs and homework help.
Grade 5	21	N/A	<ul style="list-style-type: none"> • Computer Based Intervention Programs 	<ul style="list-style-type: none"> • Usage reports <ul style="list-style-type: none"> ○ SUMDOG- 284 users; 33 sessions; average

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			<ul style="list-style-type: none"> • Basic Skills Instruction • Power Hour • English Language Academy • Cyber Mornings 	<p>user time of 11 hours</p> <ul style="list-style-type: none"> ○ EnVisions Math for online assessment to plan intervention • Brainpop: 1481 log-ins • Basic Skills students were identified in September, grouped according to needs, and instructed in small groups. Budget restraints limited the number of instructors and students serviced • PowerHour was offered to all below level learners • English Language Academy offered to all English language learners • Cyber Morning was offered to all students for use of computer-based educational programs and homework help.
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

**Evaluation of 2015-2016 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	2014-2015	2015-2016	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	
Kindergarten	13	18	<ul style="list-style-type: none"> • Computer Based Intervention Programs • Basic Skills Instruction • English Language Academy • Cyber Mornings • Principal’s Reading Initiative 	<ul style="list-style-type: none"> • Computer Based Intervention Reports <ul style="list-style-type: none"> ○ Imagine Learning: Average Scaled Score increase of 163 points ○ Myon: average 14 books read per student • Basic Skills students were identified in September, grouped according to needs, and instructed in small groups. Budget restraints limited the number of instructors and students serviced • English Language Academy offered to all. English language learners • Cyber Morning was offered to all students for use of computer-based educational programs and homework help. • Principal’s Reading Initiative- 2nd year of initiative an average of 120 students per month participated by reading every night
Grade 1	9	23	<ul style="list-style-type: none"> • Computer Based Intervention Programs • Basic Skills Instruction/RTI • Power Hour • English Language Academy • Cyber Mornings • Principal’s Reading Initiative 	<ul style="list-style-type: none"> • Computer Based Intervention Reports <ul style="list-style-type: none"> ○ Imagine Learning: Average Scaled Score increase of 335 points ○ Myon: average 28 books read per student • Basic Skills students were identified in September, grouped according to needs, and instructed in small groups. Budget restraints

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

				<p>limited the number of instructors and students serviced</p> <ul style="list-style-type: none"> • PowerHour was offered to all below level learners • English Language Academy offered to all English language learners • Cyber Morning was offered to all students for use of computer-based educational programs and homework help. • Principal's Reading Initiative 2nd year of initiative an average of 120 students per month participated by reading every night
Grade 2	18	42	<ul style="list-style-type: none"> • Computer Based Intervention Programs • Basic Skills Instruction/RTI • Power Hour • English Language Academy • Cyber Mornings • Principal's Reading Initiative 	<ul style="list-style-type: none"> • Computer Based Intervention Reports <ul style="list-style-type: none"> ○ Imagine Learning: Average Scaled Score increase of 262 points ○ Myon: average 31 books read per student ○ Achieve 3000: average of 158.24 lexile increase • Basic Skills students were identified in September, grouped according to needs, and instructed in small groups. Budget restraints limited the number of instructors and students serviced • PowerHour was offered to all below level learners • English Language Academy offered to all English language learners • Cyber Morning was offered to all students for use of computer-based educational programs and homework help. • Principal's Reading Initiative 2nd year of initiative an average of 120 students per month participated by reading every night

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Grade 3	34	58	<ul style="list-style-type: none"> • Computer Based Intervention Programs • Basic Skills Instruction/RTI • Power Hour • English Language Academy • Cyber Mornings • Principal’s Reading Initiative 	<ul style="list-style-type: none"> • Computer Based Intervention Reports <ul style="list-style-type: none"> ○ Imagine Learning: Average Scaled Score increase of 184 points ○ Myon: average 21 books read per student ○ Achieve3000: average of 146.34 lexile increase • Basic Skills students were identified in September, grouped according to needs, and instructed in small groups. Budget restraints limited the number of instructors and students serviced • PowerHour was offered to all below level learners • English Language Academy offered to all English language learners • Cyber Morning was offered to all students for use of computer-based educational programs and homework help. • Principal’s Reading Initiative 2nd year of initiative an average of 120 students per month participated by reading every night
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Mathematics	2014-2015	2015-2016	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	
Kindergarten	7	9	<ul style="list-style-type: none"> • Computer Based Intervention Programs • Basic Skills Instruction/RTI • English Language Academy • Cyber Mornings 	<ul style="list-style-type: none"> • Usage reports <ul style="list-style-type: none"> • Brainpop: 1481 log-ins • SUMDOG- 284 users; 33 sessions; average user time of 11 hours • Basic Skills students were identified in September, grouped according to needs, and instructed in small groups. Budget restraints limited the number of instructors and students serviced

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				<ul style="list-style-type: none"> • English Language Academy offered to all English language learners • Cyber Morning was offered to all students for use of computer-based educational programs and homework help.
Grade 1	6	14	<ul style="list-style-type: none"> • Computer Based Intervention Programs • Basic Skills Instruction/RTI • Power Hour • English Language Academy • Cyber Mornings 	<ul style="list-style-type: none"> • Usage reports <ul style="list-style-type: none"> ○ Brainpop: 1481 log-ins ○ SUMDOG- 284 users; 33 sessions; average user time of 11 hours • Basic Skills students were identified in September, grouped according to needs, and instructed in small groups. Budget restraints limited the number of instructors and students serviced • PowerHour was offered to all below level learners • English Language Academy offered to all English language learners • Cyber Morning was offered to all students for use of computer-based educational programs and homework help.
Grade 2	14	3	<ul style="list-style-type: none"> • Computer Based Intervention Programs • Basic Skills Instruction/RTI • Power Hour • English Language Academy • Cyber Mornings 	<ul style="list-style-type: none"> • Usage reports <ul style="list-style-type: none"> ○ Brainpop: 1481 log-ins ○ SUMDOG- 284 users; 33 sessions; average user time of 11 hours • Basic Skills students were identified in September, grouped according to needs, and instructed in small groups. Budget restraints limited the number of instructors and students serviced • PowerHour was offered to all below level learners • English Language Academy offered to all English language learners • Cyber Morning was offered to all students for use of computer-based educational programs and homework help.
Grade 3	11	29	<ul style="list-style-type: none"> • Computer Based Intervention Programs • Basic Skills Instruction/RTI 	<ul style="list-style-type: none"> • Usage reports <ul style="list-style-type: none"> ○ Brainpop: 1481 log-ins

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		<ul style="list-style-type: none"> • Power Hour • English Language Academy • Cyber Mornings 	<ul style="list-style-type: none"> ○ SUMDOG- 284 users; 33 sessions; average user time of 11 hours • Basic Skills students were identified in September, grouped according to needs, and instructed in small groups. Budget restraints limited the number of instructors and students serviced • PowerHour was offered to all below level learners • English Language Academy offered to all English language learners • Cyber Morning was offered to all students for use of computer-based educational programs and homework help.
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Evaluation of 2015-2016 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2015-2016

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	BSI/RTI	Yes	SGO Data	Writing Samples, Running Records, Teacher Made Assessments, SGO data										
		MyOn Literature	Yes	Usage reports	Number of books students listened/read.										
		Imagine Learning	Yes	Imagine Learning student Performance Reports & Scantron	Student performance records indicate increase in oral language & literacy										
		Small group instruction Inclusion/Resource room	Yes	Scantron, Teacher-made assessments, performance tasks	End-of-year District assessments, performance tasks, SGO data Based on Scantron, the average increase per grade level. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Grade</th> <th>Avg.</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>399.2</td> </tr> <tr> <td>2</td> <td>156.4</td> </tr> <tr> <td>3</td> <td>74</td> </tr> <tr> <td>4</td> <td>186</td> </tr> <tr> <td>5</td> <td>301</td> </tr> </tbody> </table>	Grade	Avg.	1	399.2	2	156.4	3	74	4	186
Grade	Avg.														
1	399.2														
2	156.4														
3	74														
4	186														
5	301														
Math	Students with Disabilities	BSI/RTI	Yes	SGO Data	Fluency records, Teacher-made assessments, SGO data										
		Small group instruction Inclusion/resource room	Yes	Teacher-made assessments, performance tasks	End-of-year District assessments, performance tasks, SGO data Based on Unit 5 Assessment. State Model Assessment results % did not meet standards.										

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)																		
					<table border="1"> <tr> <td>K</td> <td>ELA</td> <td>5.7</td> </tr> <tr> <td></td> <td>Math</td> <td>0</td> </tr> <tr> <td>1</td> <td>ELA</td> <td>20.2</td> </tr> <tr> <td></td> <td>Math</td> <td>17.6</td> </tr> <tr> <td>2</td> <td>ELA</td> <td>38.3</td> </tr> <tr> <td></td> <td>Math</td> <td>3.2</td> </tr> </table>	K	ELA	5.7		Math	0	1	ELA	20.2		Math	17.6	2	ELA	38.3		Math	3.2
K	ELA	5.7																					
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	Math	17.6																					
2	ELA	38.3																					
	Math	3.2																					
		SumDog Brainpop	Yes	SumDog & Brainpop Usage Reports	Student performance reports indicate increase in fact fluency																		
ELA	Homeless	Same as "All" ELA group below PowerHour Transient Services	Yes	Unit Benchmark Data SGO Data ACHIEVE 3000 Lexile Scores	Same as All ELA & Math group																		
Math	Homeless	Same as "All" math group below PowerHour Transient Services	Yes	Scantron Scores from Imagine Learning																			
ELA	Migrant	N/A																					
Math	Migrant	N/A																					
ELA	ELLs	BSI/RTI	Yes	SGO Data	Writing Samples, Running Records, Teacher Made Assessments, SGO data																		
		Imagine Learning	Yes	Imagine Learning student Performance Reports and Scantron scores.	Student performance records indicate increase in oral language & literacy																		

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)																														
		Small group instruction/ESL instruction	Yes	Benchmarks, Teacher-made assessments, performance tasks	Unit benchmark, End-of-year District assessments, performance tasks, SGO data																														
		Sheltered English Classroom	Yes	Benchmarks, teacher made assessments, performance tasks, Scantron data, Imagine Learning reports.	Scantron data Average scale point increase K- 78.2 1 st -216 2 nd – 148.1 3 rd – 255.4 <table border="1" data-bbox="1373 732 1923 959"> <thead> <tr> <th></th> <th>bench marks</th> <th>1</th> <th>2</th> <th>3</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>ELA</td> <td>86</td> <td>90</td> <td>89</td> <td>95.5</td> </tr> <tr> <td>1</td> <td>ELA</td> <td>35</td> <td>69</td> <td>80</td> <td>96</td> </tr> <tr> <td>2</td> <td>ELA</td> <td>66.2</td> <td>83.2</td> <td>73</td> <td>76.5</td> </tr> <tr> <td>3</td> <td>ELA</td> <td>40</td> <td>62.8</td> <td>41</td> <td>37.3</td> </tr> </tbody> </table>		bench marks	1	2	3	5	K	ELA	86	90	89	95.5	1	ELA	35	69	80	96	2	ELA	66.2	83.2	73	76.5	3	ELA	40	62.8	41	37.3
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3	ELA	40	62.8	41	37.3																														
		Dual Language Instruction Grades K & 1	Yes	Benchmarks, teacher made assessments, performance tasks, Scantron data, Imagine Learning reports.	Scantron data Average scale point increase K- 133 1 st -384.3 2 nd – 342.4 <table border="1" data-bbox="1373 1227 1923 1416"> <thead> <tr> <th></th> <th>bench marks</th> <th>1</th> <th>2</th> <th>3</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>ELA</td> <td>48.1</td> <td>65.5</td> <td>86.9</td> <td>92.5</td> </tr> <tr> <td>1</td> <td>ELA</td> <td>61.7</td> <td>79.2</td> <td>89.6</td> <td>95.3</td> </tr> <tr> <td>2</td> <td>ELA</td> <td>76.8</td> <td>87.7</td> <td>53.2</td> <td>66.9</td> </tr> </tbody> </table>		bench marks	1	2	3	5	K	ELA	48.1	65.5	86.9	92.5	1	ELA	61.7	79.2	89.6	95.3	2	ELA	76.8	87.7	53.2	66.9						
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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)																																										
		Transitional Bilingual Program grade 1	Yes	Benchmarks, teacher made assessments, performance tasks, Scantron data, Imagine Learning reports.	Scantron data Average scale point increase K- 78.2 1 st -216 2 nd – 148.1 3 rd – 255.4 4 th – 251.3 5 th 169.25 <table border="1"> <thead> <tr> <th></th> <th>bench marks</th> <th>1</th> <th>2</th> <th>3</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>ELA</td> <td>41.6</td> <td>79.2</td> <td>76.8</td> <td>83.4</td> </tr> <tr> <td>1</td> <td>ELA</td> <td>39.3</td> <td>48.9</td> <td>46.9</td> <td>57.6</td> </tr> <tr> <td>2</td> <td>ELA</td> <td>88.9</td> <td>75.9</td> <td>63.3</td> <td>85.4</td> </tr> <tr> <td>3</td> <td>ELA</td> <td>48.9</td> <td>70.5</td> <td>38</td> <td>42.4</td> </tr> <tr> <td>4</td> <td>ELA</td> <td>50</td> <td>62.2</td> <td>60.3</td> <td>45.7</td> </tr> <tr> <td>5</td> <td>ELA</td> <td>38.5</td> <td>47.7</td> <td>41.7</td> <td>16.7</td> </tr> </tbody> </table>		bench marks	1	2	3	5	K	ELA	41.6	79.2	76.8	83.4	1	ELA	39.3	48.9	46.9	57.6	2	ELA	88.9	75.9	63.3	85.4	3	ELA	48.9	70.5	38	42.4	4	ELA	50	62.2	60.3	45.7	5	ELA	38.5	47.7	41.7	16.7
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		Students with limited or interrupted formal education (SIFE, SLIFE) program	Yes	Benchmarks, teacher made assessments, performance tasks, Scantron data, Imagine Learning reports.	Scantron data Average scale point increase 4 th – 96.5 <table border="1"> <thead> <tr> <th></th> <th>benc hmar ks</th> <th>1</th> <th>2</th> <th>3</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>4th</td> <td>ELA</td> <td>19.6</td> <td>30.7</td> <td>14.1</td> <td>40.5</td> </tr> </tbody> </table>		benc hmar ks	1	2	3	5	4 th	ELA	19.6	30.7	14.1	40.5																														
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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)																																										
		Sheltered English Classroom	Yes	Benchmarks, teacher made assessments, performance tasks.	<table border="1"> <thead> <tr> <th></th> <th>bench marks</th> <th>1</th> <th>2</th> <th>3</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>Math</td> <td>71</td> <td>84</td> <td>80</td> <td>85</td> </tr> <tr> <td>1</td> <td>Math</td> <td>63</td> <td>66</td> <td>90</td> <td>80</td> </tr> <tr> <td>2</td> <td>Math</td> <td>65.3</td> <td>76.3</td> <td>75</td> <td>83.6</td> </tr> <tr> <td>3</td> <td>Math</td> <td>44.4</td> <td>58.2</td> <td>50.5</td> <td>52.9</td> </tr> </tbody> </table>		bench marks	1	2	3	5	K	Math	71	84	80	85	1	Math	63	66	90	80	2	Math	65.3	76.3	75	83.6	3	Math	44.4	58.2	50.5	52.9												
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2	Math	65.3	76.3	75	83.6																																										
3	Math	44.4	58.2	50.5	52.9																																										
		Dual Language Instruction Grades K & 1 (select students)	Yes	Benchmarks, teacher made assessments, performance tasks.	<table border="1"> <thead> <tr> <th></th> <th>bench marks</th> <th>1</th> <th>2</th> <th>3</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>Math</td> <td>85.4</td> <td>72</td> <td>94</td> <td>87.1</td> </tr> <tr> <td>1</td> <td>Math</td> <td>61.7</td> <td>72.7</td> <td>76</td> <td>86</td> </tr> <tr> <td>2</td> <td>Math</td> <td>61.5</td> <td>65.7</td> <td>66.9</td> <td>73.3</td> </tr> </tbody> </table>		bench marks	1	2	3	5	K	Math	85.4	72	94	87.1	1	Math	61.7	72.7	76	86	2	Math	61.5	65.7	66.9	73.3																		
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		Transitional Bilingual Program grade 1	Yes	Benchmarks, teacher made assessments, performance tasks.	<table border="1"> <thead> <tr> <th></th> <th>bench marks</th> <th>1</th> <th>2</th> <th>3</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>Math</td> <td>58.7</td> <td>64.8</td> <td>72.4</td> <td>76.2</td> </tr> <tr> <td>1</td> <td>Math</td> <td>49.4</td> <td>47.2</td> <td>51.3</td> <td>57.4</td> </tr> <tr> <td>2</td> <td>Math</td> <td>61</td> <td>66.4</td> <td>66.9</td> <td>59.9</td> </tr> <tr> <td>3</td> <td>Math</td> <td>43.2</td> <td>56.6</td> <td>50.2</td> <td>62.2</td> </tr> <tr> <td>4</td> <td>Math</td> <td>43.9</td> <td>73.4</td> <td>86.7</td> <td>69.1</td> </tr> <tr> <td>5</td> <td>Math</td> <td>30.1</td> <td>43.5</td> <td>48.5</td> <td>41.4</td> </tr> </tbody> </table>		bench marks	1	2	3	5	K	Math	58.7	64.8	72.4	76.2	1	Math	49.4	47.2	51.3	57.4	2	Math	61	66.4	66.9	59.9	3	Math	43.2	56.6	50.2	62.2	4	Math	43.9	73.4	86.7	69.1	5	Math	30.1	43.5	48.5	41.4
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5	Math	30.1	43.5	48.5	41.4																																										
		Students with limited or interrupted formal education (SIFE, SLIFE) program	Yes	Benchmarks, teacher made assessments, performance tasks, Scantron data, Imagine Learning reports. Student performance data shows that the students are increasing their	<table border="1"> <thead> <tr> <th></th> <th>bench marks</th> <th>1</th> <th>2</th> <th>3</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>Math</td> <td>28.4</td> <td>34.2</td> <td>81.2</td> <td>66.7</td> </tr> </tbody> </table>		bench marks	1	2	3	5	4	Math	28.4	34.2	81.2	66.7																														
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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)															
				acquisition of the target language by an average scale score of 270.																
ELA	Economically Disadvantaged	Same as "All" ELA group below	Yes	Unit Benchmark Data SGO Data ACHIEVE 3000 Lexile Scores Scantron Scores from Imagine Learning	Same as General Population- All															
Math	Economically Disadvantaged	Same as "All" Math group below	Yes	First in Math Usage Reports	Student performance reports indicate increase in fact fluency Based on District Pre & Post Assessment Average Score by grade level															
ELA	General Population ALL	-Journeys Reading Program -ACHIEVE 3000 -Imagine Learning -MyOn -Differentiated Instruction -Small Group Pull-Out Tutoring -Push-In Tutoring -BSI Tutoring -Instructional Centers	Yes	Benchmark results Scantron reports Imagine Learning usage reports Achieve3000 Level set	Student Performance Reports—Lexile Reports indicate 100+ increase Based on District Pre & Post Assessment Average Score by grade level <table border="1"> <thead> <tr> <th></th> <th>Pre</th> <th>Post</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>22%</td> <td>80%</td> </tr> <tr> <td>1</td> <td>61%</td> <td>77%</td> </tr> <tr> <td>2</td> <td>43%</td> <td>61%</td> </tr> <tr> <td>3</td> <td>27%</td> <td>38%</td> </tr> </tbody> </table>		Pre	Post	K	22%	80%	1	61%	77%	2	43%	61%	3	27%	38%
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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)															
		-Cyber Mornings -Intervention & Referral Services																		
Math	General Population	SumDog BSI -Differentiated Instruction -Small Group Pull-Out Tutoring -Push-In Tutoring -BSI Tutoring -Instructional Centers -Cyber Mornings -Intervention & Referral Services	Yes	First in Math Usage Reports Unit Benchmark Tests	Based on District Pre & Post Assessment Average Score by grade level <table border="1" data-bbox="1373 659 1635 849"> <thead> <tr> <th></th> <th>Pre</th> <th>Post</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>52%</td> <td>86%</td> </tr> <tr> <td>1</td> <td>40%</td> <td>84%</td> </tr> <tr> <td>2</td> <td>69%</td> <td>85%</td> </tr> <tr> <td>3</td> <td>65%</td> <td>61%</td> </tr> </tbody> </table>		Pre	Post	K	52%	86%	1	40%	84%	2	69%	85%	3	65%	61%
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***Extended Day/Year Interventions* – Implemented in 2015-2016 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	-Power Hour After School Academy -Clubs & Extended Day Programs -Cyber mornings	Yes	Pre/Post Tests	Results of Unit Benchmark Program based validation Based on PowerHour Pre & Post Assessment Average Score by grade level

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)															
		-Extended School Year (ESY)			<table border="1"> <thead> <tr> <th></th> <th>Pre</th> <th>Post</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>16%</td> <td>25%</td> </tr> <tr> <td>3</td> <td>23</td> <td>26</td> </tr> <tr> <td>4</td> <td>19</td> <td>28</td> </tr> <tr> <td>5</td> <td>11%</td> <td>12%</td> </tr> </tbody> </table> <p>Online Program Usage increased – Brain Pop, Achieve3000, and SumDog</p>		Pre	Post	2	16%	25%	3	23	26	4	19	28	5	11%	12%
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Math	Students with Disabilities	-Power Hour After School Academy -Clubs & Extended Day Programs -Cyber mornings -Extended School Year (ESY)	Yes	Pre/Post Tests	<p>Results of Unit Benchmark Program based validation Based on PowerHour Pre & Post Assessment Average Score by grade level</p> <table border="1"> <thead> <tr> <th></th> <th>Pre</th> <th>Post</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>31%</td> <td>74%</td> </tr> <tr> <td>3</td> <td>52%</td> <td>74%</td> </tr> <tr> <td>4</td> <td>69%</td> <td>69%</td> </tr> <tr> <td>5</td> <td>46%</td> <td>88%</td> </tr> </tbody> </table> <p>Online Program Usage increased – Brain Pop, Achieve3000, and SumDog</p>		Pre	Post	2	31%	74%	3	52%	74%	4	69%	69%	5	46%	88%
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ELA	Homeless	Same as above	Yes	Pre & Post Test	Same as above															
Math	Homeless	Same as above	Yes	Pre & post Test																
ELA	Migrant	N/A																		
Math	Migrant	N/A																		

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)																					
ELA	ELLs	Summer English Language Academy grades K-5	Yes	Pre and Post tests AMAOs	100% attainment of the AMAOs 120 students participated <table border="1" data-bbox="1398 431 1885 797"> <thead> <tr> <th>Grade</th> <th>Pre</th> <th>Post</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>4.9</td> <td>75</td> </tr> <tr> <td>1st</td> <td>49.4</td> <td>96.8</td> </tr> <tr> <td>2nd</td> <td>31.7</td> <td>45.6</td> </tr> <tr> <td>3rd</td> <td>18.2</td> <td>38.6</td> </tr> <tr> <td>4th</td> <td>29.5</td> <td>40.6</td> </tr> <tr> <td>5th</td> <td>38</td> <td>40</td> </tr> </tbody> </table>	Grade	Pre	Post	Kindergarten	4.9	75	1 st	49.4	96.8	2 nd	31.7	45.6	3 rd	18.2	38.6	4 th	29.5	40.6	5 th	38	40
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Afterschool English Language academy grades K-5	Yes	ACCESS Scores WIDA Model Benchmark exam	100% attainment of the AMAOs 150 students participated Percent of students that have approved <table border="1" data-bbox="1398 1032 1743 1398"> <thead> <tr> <th>Grade</th> <th>Pre</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>68%</td> </tr> <tr> <td>1st</td> <td>100%</td> </tr> <tr> <td>2nd</td> <td>94.4%</td> </tr> <tr> <td>3rd</td> <td>91.6%</td> </tr> <tr> <td>4th</td> <td>92%</td> </tr> <tr> <td>5th</td> <td>100%</td> </tr> </tbody> </table>	Grade	Pre	Kindergarten	68%	1 st	100%	2 nd	94.4%	3 rd	91.6%	4 th	92%	5 th	100%									
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5 th	100%																									
Transportation	Yes	Increased attendance	Increased participation and attendance																							

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)																					
		provided																								
Math	ELLs	Summer English Language Academy grades K-4	Yes	ACCESS Scores WIDA Model Benchmark exam	100% attainment of the AMAOs 120 students participated <table border="1"> <thead> <tr> <th>Grade</th> <th>Pre</th> <th>Post</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>53.3</td> <td>72.7</td> </tr> <tr> <td>1st</td> <td>23.6</td> <td>58.6</td> </tr> <tr> <td>2nd</td> <td>65.1</td> <td>82.9</td> </tr> <tr> <td>3rd</td> <td>53.1</td> <td>59.1</td> </tr> <tr> <td>4th</td> <td>55.2</td> <td>81.6</td> </tr> <tr> <td>5th</td> <td>27.2</td> <td>62.1</td> </tr> </tbody> </table>	Grade	Pre	Post	Kindergarten	53.3	72.7	1 st	23.6	58.6	2 nd	65.1	82.9	3 rd	53.1	59.1	4 th	55.2	81.6	5 th	27.2	62.1
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Afterschool English Language academy grades K-5	Yes	ACCESS Scores WIDA Model Benchmark exam	Percent of students that have improved in math fluency <table border="1"> <thead> <tr> <th></th> <th>% improved</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>100%</td> </tr> <tr> <td>1st</td> <td>100%</td> </tr> <tr> <td>2nd</td> <td>100%</td> </tr> <tr> <td>3rd</td> <td>100%</td> </tr> <tr> <td>4th</td> <td>100%</td> </tr> <tr> <td>5th</td> <td>100%</td> </tr> </tbody> </table>		% improved	Kindergarten	100%	1 st	100%	2 nd	100%	3 rd	100%	4 th	100%	5 th	100%									
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Transportation provided	Yes	Increased attendance	Increased attendance																							
ELA	Economically	PowerHour	yes	Same as all	Same as all																					

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)															
	Disadvantaged																			
Math	Economically Disadvantaged	PowerHour	yes	Same as all	Same as all															
ELA	General Population-ALL	Power Hour -Clubs & Extended Day Programs -Cyber mornings	Yes	Pre/Post Tests	Results of Unit Benchmark Based on PowerHour Pre & Post Assessment Average Score by grade level <table border="1"> <thead> <tr> <th></th> <th>Pre</th> <th>Post</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>16%</td> <td>25%</td> </tr> <tr> <td>3</td> <td>23%</td> <td>26%</td> </tr> <tr> <td>4</td> <td>19%</td> <td>28%</td> </tr> <tr> <td>5</td> <td>11%</td> <td>12%</td> </tr> </tbody> </table>		Pre	Post	2	16%	25%	3	23%	26%	4	19%	28%	5	11%	12%
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Evaluation of 2015-2016 Interventions and Strategies

Professional Development – Implemented in 2015-2016

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Best Practices in Co-Teaching	Yes	Walkthroughs Observations & Evaluations Work Samples Student Progress A-5 Summary Report Form Turn-key Training Articulation PLC meetings Lesson Plans	Assessment Data
		IEP Direct	Yes		Goal Setting
		A Clinical Guide to Advance Interpretation for School Psychologist	Yes		CST maintenance
ELA	Homeless	Same as "All" ELA group below	Yes	Minutes, Agendas, and Sign-In Sheets, workshop evaluations	Benchmark Data Student Portfolios Lesson Plans
Math	Homeless	Same as "All" Math group below	Yes	Minutes, Agendas, and Sign-In Sheets, workshop evaluations	Benchmark Data Student Portfolios Lesson Plans
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	NJTESOL	Yes	Walkthroughs Observations & Evaluations Work Samples Student Progress	All Bilingual and ESL teachers were given the opportunity to take part in the unique workshops at the NJTEESOL conference that targeted the ESL/Bilingual student population. The presentations were on the
		ESL Access Training	Yes		
		SIOP	Yes		
Math	ELLs	NJTESOL	Yes		

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				A-5 Summary Report Form Turn-key Training Articulation PLC meetings Lesson Plans	latest up to date research and best practices for instructing ESL/Bilingual students.
ELA	Economically Disadvantaged	Same as all ELA group	Yes	Minutes, Agendas, and Sign-In Sheets, workshop evaluations	Benchmark Data Students portfolios Lesson plans
Math	Economically Disadvantaged	Same as all Math group	yes	Minutes, Agendas, and Sign-In Sheets, workshop evaluations	Benchmark Data Students portfolios Lesson plans
ELA & Math	General Population	NJKEA Teaching Strategies Gold	Yes	Walkthroughs Observations & Evaluations Work Samples Student Progress A-5 Summary Report Form Turn-key Training Articulation PLC meetings Lesson Plans School Safety & Climate	Gradebook, video documentation
		NJCTL	YES		Lesson plans, evaluation scores
		TeachScape	Yes		Evaluation Scores
		K-2 Hands on Activities for Reading across the Curriculum	Yes		Assessment Data
		Closing Achievement Gaps through RTI	Yes		Assessment Data
		Fraction Progressions	yes		Assessment Data
		Next Generation Science Standards; NJCTL	Yes	Assessment Data Lesson plans	

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		DYSLEXIA	Yes	Observations & Evaluations Work Samples Student Progress	Benchmark Data Students portfolios Lesson plans
		ELA Opinion Writing	Yes	A-5 Summary Report Form Turn-key Training Articulation PLC meetings	Benchmark Data Students portfolios Lesson plans
		Math A Mile	Yes	Lesson Plans School Safety & Climate	Benchmark Data Students portfolios Lesson plans
		Writing From Multiple Texts	Yes		Benchmark Data Students portfolios Lesson plans
		Vertical Articulation from Elementary to Middle School	Yes		Benchmark Data Students portfolios Lesson plans
		Designing Authentic Assessments	Yes		Benchmark Data Students portfolios Lesson plans
		How to effectively Communicate w/Students and Parents of different languages	Yes		Benchmark Data Students portfolios Lesson plans
		EDCONNECT	yes		Benchmark Data Students portfolios

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					Lesson plans
		Myon	Yes	Walkthroughs Observations & Evaluations Work Samples	Benchmark Data Students portfolios Lesson plans
		Student Growth Objectives	Yes	Student Progress A-5 Summary Report Form Turn-key Training	Benchmark Data Students portfolios Lesson plans
		Imagine Learning	Yes	Articulation PLC meetings Lesson Plans School Safety & Climate	Benchmark Data Students portfolios Lesson plans
		Positive Behavior Supports	Yes		Improved student behavior
		Visual & Performing Arts	Yes	Walkthroughs Observations & Evaluations Work Samples	Benchmark Data Students portfolios Lesson plans
		Challenging Behaviors/Dual Language Learners	Yes	Student Progress A-5 Summary Report Form Turn-key Training	Improved student behavior
		Grades 3-5 Data Analysis- Achieve, Scantron, Imagine	Yes	Articulation PLC meetings Lesson Plans	Benchmark Data Students portfolios Lesson plans
		Increasing Rigor & Integrating Content & Special Areas	Yes	School Safety & Climate	Benchmark Data Students portfolios Lesson plans
		Rutgers Southern	Yes		Safe Schools/ appropriate CARE

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Regional Child Care Training for ECC Providers			
		Google Educator Certified Boot Camp	YES		Use of Google Chrome for staff & students; Implementation of Google for Education (2016-2017)
		NJASK District Test Coordinator Training 2016 PARCC Testing	YES		Implementation of state mandated testing
		Symposium on School Security for Teachers & Administrators	YES		Safe schools
		Schoolyard Garden Training	Yes		Benchmark Data Students portfolios Lesson plans
		Threat Assessment and Prevention of Targeted Violence in K-12 Schools	Yes		Safe Schools
		Supporting Children & Families	Yes		Safe Schools
		Anti-Bullying & School Safety Conference	Yes		Best practices & remedial measures for HIB
		TECH-SPO	Yes	PARCC implementation strategies, PARCC resources, and web tools for preparation of online testing noted in lesson plans. Turn-	Quotes for replacement of interactive boards in classrooms for 2016-2017. Student data from new online assessment tools.

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)
				keyed information to staff during grade level meetings and PARCC training. Presented orientation lessons to students during technology lessons.	
		CASCA	Yes	Safe Schools	Identifying interventions "Mean Girls" HIB & The Law (Bill or Rights)

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

Family and Community Engagement Implemented in 2015-2016

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	NANA	Yes	Torres Sign-in sheets, parent feedback	Increased number of parents aware of their rights and resources to aid in the success of their child
Math	Students with Disabilities		Yes	Torres Sign-in sheets, parent feedback	Increased number of parents aware of their rights and resources to aid in the success of their child
ELA	Homeless	Support for homeless youth and their families	Yes	Identified students	<ul style="list-style-type: none"> • Provide information to parents, guardians, and youth of educational rights • Work closely with at-risk students to ensure they and their parent/guardians receive continued support to serve their educational goals • Ensure the public posting of educational rights throughout the school district and community • Provide assistance in accordance with Title I (when not available from other sources)
Math	Homeless	Support for homeless youth and their families	Yes	Identified students	
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Bilingual Parent Advisory Committee Workshops- bi-monthly	yes	Sign-in sheets, feedback	Increased knowledge of Medical Facilities & services, NJParentlink.nj.gov, Home Energy Assistance programs, PARCC & ACCESS testing & ways to prepare, Parenting Strategies, OnCourse report card usage, Online support programs, ESL Academies,
Math	ELLs	Bilingual Parent Advisory Committee	Yes	Sign-in sheets, parent feedback	

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)
		Workshops- bi-monthly			
ELA	Economically Disadvantaged	NJ Care KEYS Uniform Vouchers Lunch Applications	Yes	Number of students/families enrolled in the variety of programs	95% of students in the school are economically disadvantaged and need assistance in providing care, uniforms, and meals
Math	Economically Disadvantaged	NJ Care KEYS Uniform Vouchers Lunch Applications	Yes	Number of students/families enrolled in the variety of programs	95% of students in the school are economically disadvantaged and need assistance in providing care, uniforms, and meals
ELA & Math	All Students	1 st Tee Golf Program AC Boys & Girls Club	Yes	Number of students enrolled in program	Students show appropriate life skills in not only the game of golf, but also etiquette and sportsmanship
		Junior Achievement Program	Yes	Number of JROTC students enrolled in program	Students in program teach life skills such as financing, health, and good choices
		Family Movie Night	Yes	Number of parents and students in attendance	Promoting Families to be involved in educational schoolwide activities and improve school climate
		Spring Family Dance	Yes	Number of parents and students in attendance	Promoting Families to be involved in educational schoolwide activities and improve school climate
		Kindergarten Orientation	Yes	Number of parents and students who attend	Kindergarteners and parents feel more comfortable with the transition from pre-k to kindergarten

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)
		Back to School Night	Yes	Number of parents and students in attendance	Parents are informed of school performance data, Schoolwide plan and programs implemented, and means of parental involvement
		Afterschool Family Literacy	Yes	Number of parents and students in attendance	Parents request the training and resources needed for them to improve their strategies to help their children at home
		Preparing Your Child for State Testing Workshop	Yes	Number of parents in attendance	Parents are informed of the state requirements of state testing and strategies to prepare their children
		PTA	Yes	Number of parents in attendance	Increased parental membership in the association
		Hispanic Heritage Celebration	Yes	Number of parents in attendance	Families share cultural heritage through native food, dress & festivities including student performances
		Black History celebration	Yes	Number of parents in attendance	Families share cultural heritage through native food, dress & festivities including student performances
		School-wide family Fun Day	Yes	Number of parents and students in attendance	Promoting Families to be involved in educational schoolwide activities and improve school climate
		CAP	Yes	Number of parents in attendance	Parents learn strategies to help prevent Child Assault
		School Plays- Drama & Choir & Band	Yes	Number of parents and students in attendance	Enrichment in learning though dramatic experiences
		Character Day	Yes	Number of parents in attendance	Enrichment in learning though dramatic experiences

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)
		Utilizing Technology at Home	Yes	Sign-in sheets Number of parents in attendance	Increase parents use of technology and school resources.
		Flea Market	yes	Sign-in sheets Number of parents in attendance	Promoting Families to be involved in community events.
		Honor/ Merit Roll & Renaissance Assemblies	Yes	Number of parents in attendance	Parents celebrate student achievements
		Read Across America – Pleasantville Firemen	Yes	Number of firemen in attendance	Students have the opportunity to listen to stories read by community members and role models
		Principal’s Reading Initiative at Home	Yes	Number of students participating monthly	Increased number of students reading each night to earn initiative
		Fashion Show	Yes	Number of parents and students in attendance	Promoting Families to be involved in cultural awareness and improve school spirit
		Quarterly Parent Workshops		Sign-in sheets Number of parents in attendance	An average of 25 parents attend various parent workshops, Healthy eating, state testing, Outreach community resources.


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.

Cynthia Ruiz-Cooper
Principal's Name (Print)


Principal's Signature

June 16, 2016
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)."

2016-2017 Comprehensive Needs Assessment Process Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2016-2017

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																																																								
Academic Achievement – Reading Academic Achievement - Writing	SGO Results, report card grades, Unit Benchmark Assessments (pre and post test results), student portfolios, BSI Portfolios, NJ School report card, Achieve 3000 Lexile Scores, Imagine Learning reports, performance assessments, Teaching Strategies Gold, and EdConnect Data, Work Sampling	<p>These assessments indicate the levels of student achievement and mastery in the curriculum areas. A review of the measures determines the focus areas for reading throughout the school year.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>ELA</th> <th>#</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>Level 5</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>39</td> <td>36%</td> <td>28%</td> <td>15%</td> <td>21%</td> <td>0</td> </tr> <tr> <td>Grade 4</td> <td>40</td> <td>23%</td> <td>23%</td> <td>35%</td> <td>18%</td> <td>3%</td> </tr> <tr> <td>Grade 5</td> <td>36</td> <td>14%</td> <td>36%</td> <td>33%</td> <td>17%</td> <td>0</td> </tr> <tr> <td>Math</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 3</td> <td>40</td> <td>13%</td> <td>28%</td> <td>38%</td> <td>20%</td> <td>3%</td> </tr> <tr> <td>Grade 4</td> <td>40</td> <td>13%</td> <td>35%</td> <td>30%</td> <td>20%</td> <td>3%</td> </tr> <tr> <td>Grade 5</td> <td>36</td> <td>6%</td> <td>42%</td> <td>33%</td> <td>19%</td> <td>0</td> </tr> </tbody> </table>	ELA	#	Level 1	Level 2	Level 3	Level 4	Level 5	Grade 3	39	36%	28%	15%	21%	0	Grade 4	40	23%	23%	35%	18%	3%	Grade 5	36	14%	36%	33%	17%	0	Math							Grade 3	40	13%	28%	38%	20%	3%	Grade 4	40	13%	35%	30%	20%	3%	Grade 5	36	6%	42%	33%	19%	0
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Academic Achievement - Mathematics	SGO results, report card grades, Unit Benchmark Assessments (pre and post test results), student portfolios, BSI Portfolios, NJ School report card, Achieve 3000 Lexile Scores, Imagine Learning reports, performance assessments, Teaching Strategies Gold, and EdConnect Data, Work Sampling	<p>These assessments indicate the levels of student achievement and mastery in the curriculum areas. A review of the measures determines the focus areas for reading throughout the school year.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>ELA</th> <th>#</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>Level 5</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>39</td> <td>36%</td> <td>28%</td> <td>15%</td> <td>21%</td> <td>0</td> </tr> <tr> <td>Grade 4</td> <td>40</td> <td>23%</td> <td>23%</td> <td>35%</td> <td>18%</td> <td>3%</td> </tr> <tr> <td>Grade 5</td> <td>36</td> <td>14%</td> <td>36%</td> <td>33%</td> <td>17%</td> <td>0</td> </tr> <tr> <td>Math</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 3</td> <td>40</td> <td>13%</td> <td>28%</td> <td>38%</td> <td>20%</td> <td>3%</td> </tr> <tr> <td>Grade 4</td> <td>40</td> <td>13%</td> <td>35%</td> <td>30%</td> <td>20%</td> <td>3%</td> </tr> <tr> <td>Grade 5</td> <td>36</td> <td>6%</td> <td>42%</td> <td>33%</td> <td>19%</td> <td>0</td> </tr> </tbody> </table>	ELA	#	Level 1	Level 2	Level 3	Level 4	Level 5	Grade 3	39	36%	28%	15%	21%	0	Grade 4	40	23%	23%	35%	18%	3%	Grade 5	36	14%	36%	33%	17%	0	Math							Grade 3	40	13%	28%	38%	20%	3%	Grade 4	40	13%	35%	30%	20%	3%	Grade 5	36	6%	42%	33%	19%	0
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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)
Family and Community Engagement	Sign-in attendance for Bilingual Advisory workshops, Back to School Night, Parent/Teacher Conferences, Assemblies and Performances	Active Parent Participation 100% participation at Parent Conferences
Professional Development	Lesson plans, turn-key Professional development, teacher evaluations, student assessment data	A-5 WORKSHOP/SEMINAR/CONFERENCE SUMMARY REPORT FORM Improved student achievement and teacher evaluation scores
Leadership	Grade level meetings Content Coach meetings Technology meetings Turn-key trainings PLCs SLC meetings	Collaborative Decision Making during Professional Learning Communities. Agenda items and meeting notes
School Climate and Culture	Monthly climate committee meetings Staff survey	Summative forms of student participation in Renaissance indicate the level of academic and behavioral performance, which enhances the overall school climate. Feedback indicated a dip in school moral, mainly due to the separation of schools.
School-Based Youth Services	Guidance Intervention and Referral Services Child Study Team Speech/Occupational Therapy RTI School Safety School Nurse	Monthly/Referral Reports
Students with Disabilities	Scantron, SGO assessments,	Indicates a high focus of assistance to identified students, instructional areas

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)
	report card grades, Unit Benchmark Assessments (pre and post test results), student portfolios, BSI progress reports, student report cards, NJ School report card, Achieve 3000 Lexile Scores, Imagine Learning Scores, I&RS narratives, and CST narratives, IEPs, performance assessments, Teaching Strategies Gold, and anecdotal notes	of focus, and student progress. Assessments also indicate the levels of student achievement and progress in the curriculum areas.
Homeless Students	SGO results, report card grades, Unit Benchmark Assessments (pre and post test results), student portfolios, BSI Portfolios, NJ School report card, Achieve 3000 Lexile Scores, Teaching Strategies Gold, Imagine Learning reports, performance assessments, and EdConnect Data	The educational rights of homeless children and youth are protected by the federal McKinney-Vento Homeless Assistance Act's Education of Homeless Children and Youth Program. The law requires that school districts ensure that young people in homeless situations have equal access to the same free, appropriate public education, including public preschools, as provided to other children and youth (McKinney-Vento Act, Subtitle VII-B, Section 721.
Migrant Students	N/A	
English Language Learners	Students are assessed in all 6 domains using the Can Do Descriptors, WIDA model midyear assessment and the state ACCESS test in the Spring. Base line reading levels and growth charted by Imagine Learning.	WIDA proficiency levels from Spring 2016: % TBD of LEP students showed improvement based on Annual Measureable Achievement Objective (Target: 79%) % TBD of LEP students showed improvement based on Annual Measureable Achievement Objective for up to four years in program (Target: 50%)
Economically Disadvantaged	Attendance	See general population. 95% of the school is economically disadvantaged

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)
	Breakfast and lunch Uniform Vouchers	

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

2016-2017 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? **Available data was collected and reviewed for evidence of student progress by SLC members, BSI teachers, the school psychologist, and grade level teachers. Cluster groups were identified creating a list of target students, areas of need, classroom strategies/intervention to employ. Standardized data was collected from Benchmark Scores, pre and post assessments, Scantron. The data reviewed by Administration, SciP, BSI teachers, Child Study Team members, and Classroom Teachers. Groups of students at risk were identified and their needs were discussed in PLC, staff meetings, and SciP meetings. Intervention plans were implemented. Information regarding I&RS and CST referrals were also reviewed during their applicable meetings.**
2. What process did the school use to collect and compile data for student subgroups? **Unit benchmarks, Imagine Learning, Scantron, NJASK, attendance , future markers of success, and WIDA scores are aggregated. Spreadsheets are prepared that disaggregate data by standards. ELL students are identified with the WIDA Model entrance exam. Students that are Spanish Bilingual are sent to Washington Avenue School. Students that are identified as ESL students and do not speak Spanish are pulled out for ESL from the general education classrooms. The ESL teacher monitors the students that have exited within two years every 4 weeks and provides intervention for these students and assist the general education teacher with language interventions and scaffolds. The exited students are also offered after school tutoring. Students in the ESL program are given a midyear assessment to monitor their progress in all domains and the end of the year state ACCESS exam to determine if they have exited the program. All state required documentation and correspondence with the parents are sent in a timely manner and in the home language of the parent.**
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)? **Assessment validity and reliability are based upon research-based publishers for content areas. Unit benchmarks are provided by the State of NJ.**
4. What did the data analysis reveal regarding classroom instruction? **The data continues to reveals the need for more small-group instruction to plan differentiated lessons and leveled reading instruction for below level readers and port of entry students. Teacher**

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

evaluations and student data revealed the need for school-wide PDP goals to focus on effective reading instruction and higher level questioning. Additionally, based on scores on standardized testing there is also a need for staff to focus on modeling and reasoning in math and build student ability to effectively use process writing in ELA.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? **The data analysis revealed the need for continued professional development of small-group instruction and effective reading instruction.**
6. How does the school identify educationally at-risk students in a timely manner? **Identification of at-risk students includes screening, Pre-K transition team meetings, benchmark assessments, baseline data and previous academic data.**
7. How does the school provide effective interventions to educationally at-risk students? **Effective interventions include push-in and pull-out basic skills, ESL, I&RS, small-group instruction, tiered instruction, and summer school for ELL students. Regular I&RS meetings are held in order to track student progress throughout the year. Benchmark data, Scantron scores, and classroom assessments are used to provide the basis for identifying at-risk students. Students are then placed in BSI, Resource, small groups, and individual instruction to address their needs. Differentiation of instruction is encouraged as well as technology in order to keep students engaged. Imagine Learning, Myon, and ACHIEVE 3000 are utilized to differentiate and address the needs of students identified at risk.**
8. How does the school address the needs of migrant students? **N/A**
9. How does the school address the needs of homeless students? **Homeless students receive transportation, guidance counseling, and assistance to outside agencies. Guidance Counselor, Truancy, and the School Nurse are in contact with these families to provide transportation, uniform vouchers, extended day activities (clubs and tutoring), mentoring, and free lunch applications as well as information for social services provided by the community. School staff members are in contact with families to address attendance issues, academics, and other needs.**
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? **Teachers collaborate in school-wide PLCs, Weekly Grade Level Meetings with ELA and math**

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

district coaches, grade level PLCs, daily dialogue, staff meetings, and the SciP meeting. Data is collected and analyzed on an ongoing basis and interventions are implemented. Pacing calendars and curriculum adjustments are changed as needed for reteaching purposes.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? **Students prepare for transitions between schools through Orientations and visitations.**
12. How did the school select the priority problems and root causes for the 2016-2017 schoolwide plan? **Priority problems are determined by aggregating all data and surveys. As a team the problems and causes are analyzed and priority problems are determined.**

**Provide a separate response for each question.*

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

2016-2017 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
Name of priority problem	Writing Expression
Describe the priority problem using at least two data sources	Based on PARCC scores and Unit Benchmark results, students have limited ability to compose a well-developed, organized, clear writing response. We would like our students to meet or exceed the grade level expectations. 95% of students on roll are economically disadvantaged, 48% bilingual, and 18% special education.
Describe the root causes of the problem	As a bilingual magnet school, many students are below grade level due to interrupted or limited formal education. Students have limited skills in sentence structure, grammar, language mechanics, word usage, vocabulary and spelling. Schoolwide lack of a writing scope and sequence, a scheduled writing block in the daily routine, and appropriate resources hinders student achievement.
Subgroups or populations addressed	All students
Related content area missed (i.e., ELA, Mathematics)	Writing expression as a priority problem also creates challenges for students in Mathematics, Social Studies and Science which rely heavily on literacy skills.
Name of scientifically research based intervention to address priority problems	Journeys Tier 2 (Write in Readers) Journeys Tier 3 (Tool Kit) Imagine Learning Achieve 3000 Wilson's Foundations
How does the intervention align with the Common Core State Standards?	Interventions are consistent with Common Core State Standards. The data analysis from these assessment results will drive small group instruction, targeted focus groups, grade level/faculty meetings, professional learning communities, and professional development.

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

2016-2017 Comprehensive Needs Assessment Process

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

	#2
Name of priority problem	Reading Comprehension
Describe the priority problem using at least two data sources	Based upon PARCC, Scantron and Running records, students lack the ability to read grade level material and to analyze text appropriately. 95% of students on roll are economically disadvantaged, 48% bilingual, and 18% special education.
Describe the root causes of the problem	As a bilingual magnet school, many students are below grade level due to interrupted or limited formal education. Students have a limited foundation of phonics and grammar, limited background knowledge and vocabulary.
Subgroups or populations addressed	All students
Related content area missed (i.e., ELA, Mathematics)	Reading as a priority problem also creates challenges for students in Mathematics, Social Studies and Science which rely heavily on literacy skills.
Name of scientifically research based intervention to address priority problems	Journeys Tier 2 (Write in Readers) Journeys Tier 3 (Tool Kit) Imagine Learning Achieve 3000 Wilson's Foundations
How does the intervention align with the Common Core State Standards?	Interventions are consistent with Common Core State Standards. The data analysis from these assessment results will drive small group instruction, targeted focus groups, grade level/faculty meetings, professional learning communities, and professional development.

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

	#3
Name of priority problem	Mathematics
Describe the priority problem using at least two data sources	Based on PARCC scores and Unit Benchmark Scores, students need to improve numerical operations and problem solving capabilities.
Describe the root causes of the problem	The district pacing of the implementation of NJ Model Curriculum & benchmark assessments does not allow for mastery of new skills. In addition, the Envisions math program must constantly be adapted in order for teaching to be aligned with district pacing. A majority of students have below level reading skills, which inhibits their ability to read and solve word problems. ELL students are entering the country with limited basic skills in math due to interrupted or limited formal education.
Subgroups or populations addressed	All Students
Related content area missed (i.e., ELA, Mathematics)	ELA, Science & Social Studies
Name of scientifically research based intervention to address priority problems	Pearson EnVision Math SumDog NJ Center for Teaching & Learning
How does the intervention align with the Common Core State Standards?	Interventions are consistent with Common Core State Standards, but not the New Jersey Model Curriculum. EnVision Math pacing is not aligned to the Model and district curriculum which leads to gaps in instruction.

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 . . .

2016-2017 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

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	Small Group Instruction, Sustained Silent Reading, Leveled Reading Instruction, Initial Screenings, Focused Writing	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	Running Records Benchmarks Writing Samples Checklists SGO Data NJASK Teacher Made Assessments PARCC Performance tasks	According to the Educational Research Institute of America, Houghton Mifflin Journeys, "significantly increases students' reading skills and strategy use."
		Imagine Learning	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	Student Performance Reports	Imagine Learning is a research based program that uses: <ul style="list-style-type: none"> •explicit, targeted instruction •instructive feedback •ongoing placement
		Journeys Tier 2 Write in Readers	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	Running Records Benchmarks Writing Samples Checklists SGO Data NJASK Teacher Made Assessments	According to the Educational Research Institute of America, Houghton Mifflin Journeys, "significantly increases students' reading skills and strategy use."
Math	Students with Disabilities	Small group direct instruction, data driven planning	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches,	Fact Fluency levels Benchmark SGO Data NJASK	The National Mathematics Advisory Panel defines explicit instruction as follows (2008, p. 23): "Teachers provide clear models for

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

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)
			Parents	PARCC Teacher Made Assessments Performance tasks	solving a problem type using an array of examples.” “Students receive extensive practice in use of newly learned strategies and skills.” “Students are provided with opportunities to think aloud (i.e., talk through the decisions they make and the steps they take).” “Students are provided with extensive feedback
ELA	Homeless	Small Group Instruction, Sustained Silent Reading, Leveled Reading Instruction, Initial Screenings, Focused Writing	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	Running Records Benchmarks Writing Samples Checklists SGO Data NJASK Teacher Made Assessments PARCC Performance tasks	According to the Educational Research Institute of America, Houghton Mifflin Journeys, “significantly increases students’ reading skills and strategy use.”
		Imagine Learning	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	Student Performance Reports	Imagine Learning is a research based program that uses: •explicit, targeted instruction •instructive feedback •ongoing placement

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

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)
		Journeys Tier 2 Write in Readers	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	Running Records Benchmarks Writing Samples Checklists SGO Data NJASK Teacher Made Assessments	According to the Educational Research Institute of America, Houghton Mifflin Journeys, "significantly increases students' reading skills and strategy use."
Math	Homeless	Small group direct instruction, data driven planning	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	Fact Fluency levels Benchmark SGO Data NJASK PARCC Teacher Made Assessments Performance tasks	According to the Educational Research Institute of America, Houghton Mifflin Journeys, "significantly increases students' reading skills and strategy use."
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA & Math	ELLs	Imagine Learning	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	Student Performance Reports	Imagine Learning is a research based program that uses: <ul style="list-style-type: none"> •explicit, targeted instruction •instructive feedback •ongoing placement
		Journeys Tier 2 Write in Readers	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches,	Running Records Benchmarks Writing Samples Checklists SGO Data	According to the Educational Research Institute of America, Houghton Mifflin Journeys, "significantly increases students' reading skills and strategy use."

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school:

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)
			Parents	NJASK Teacher Made Assessments	
		English Language Learners Afterschool Academy	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	Benchmarks, teacher made assessments, performance tasks, scantron data, Imagine Learning reports	The study found, and the WWC confirmed, a statistically significant positive effect of the summer school intervention on student outcomes in the fall of the implementation year for students in both kindergarten (effect size on the alphabetic assessment = 0.69) and first grade (effect size on the reading fluency assessment = 0.61).
		Dual Language Instruction	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	Benchmarks, teacher made assessments, performance tasks, scantron data, Imagine Learning reports	There are three major advantages for students of both language backgrounds, all tied to the goals of dual language education. The first advantage is that students develop full oral and reading and writing proficiency in two languages. This allows them to see their first language in a comparative perspective, which in turn helps them analyze and refine their language use. A second advantage is that students not only achieve at levels that are similar to or higher than those of their peers enrolled in

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

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)
					<p>other programs on standardized tests of reading and math in English, but in addition they are able to read and write at grade level in another language. This in turn positively affects general academic performance. Research shows that there are fewer high school drop-outs from dual language programs than from other programs. Researchers also found that most dual language students expect to attend college. Thus, not only do dual language programs appear to improve academic performance but they may also enhance job opportunities in the future. The third advantage is attitudinal: Students in dual language programs develop very positive attitudes about students of other language and cultural backgrounds, and positive attitudes toward themselves as learners. For example, researchers found that dual language students showed a great deal of diversity in the friendship choices that they made, and that the dual language educational experience produced</p>

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

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)
					students who became comfortable with speaking the second language and interacting with members of other ethnocultural groups. In a very real sense, students in dual language programs become more self-confident because they are better prepared to engage in a global society that values multiculturalism and bilingualism. One parent noted these benefits when she stated, "My child has the opportunity to be bilingual, biliterate, and bicultural. There are social and cognitive benefits to bilingualism. He gains a second language, a broader vocabulary, and multiple views of the world."
		Sheltered English Classroom	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	Benchmarks, teacher made assessments, performance tasks, scantron data, Imagine Learning reports	Sheltered instruction is a set of teaching strategies, designed for teachers of academic content, that lower the linguistic demand of the lesson without compromising the integrity or rigor of the subject matter. This is used in the district for students to be transitioned into the mainstream classroom. Teachers with ESL certification along with teachers that have been trained in SIOP are the primary instructors for the students that

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

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)
					have gained English proficiency and are on level C. Sheltered English classrooms allow the students to be dependent on the target language for instruction.
ELA & Math	Economically Disadvantaged	Imagine Learning	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	Student Performance Reports	Imagine Learning is a research based program that uses: <ul style="list-style-type: none"> •explicit, targeted instruction •instructive feedback •ongoing placement
		Journeys Tier 2 Write in Readers		Running Records Benchmarks Writing Samples Checklists SGO Data NJASK Teacher Made Assessments	According to the Educational Research Institute of America, Houghton Mifflin Journeys, "significantly increases students' reading skills and strategy use."
		English Language Learners Afterschool Academy		Benchmarks, teacher made assessments, performance tasks, scantron data, Imagine Learning reports	The study found, and the WWC confirmed, a statistically significant positive effect of the summer school intervention on student outcomes in the fall of the implementation year for students in both kindergarten (effect size on the alphabetic assessment = 0.69) and first grade (effect size on the reading fluency

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

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;

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)
					assessment = 0.61).
		Dual Language Instruction	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	Benchmarks, teacher made assessments, performance tasks, scantron data, Imagine Learning reports	Thomas and Collier (1997). School effectiveness for language minority students. A summary of longitudinal studies in five school districts involving more than 42,000 English learners finds that, in the long term, dual language programs close all of English Learners' (ELLs) achievement gap with native-English speakers while transitional bilingual programs (TBE) and ESL taught through content (ESL Content) each close about half of the achievement gap.
		Sheltered English Classroom		Benchmarks, teacher made assessments, performance tasks, scantron data, Imagine Learning reports	Current research indicates that the academic language demands of school pertain to mathematics no less than to other subjects (Bailey, 2007).

**Use an asterisk to denote new programs.*

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

2016-2017 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	Power Hour After School Academy -Summer Enrichment -Clubs & Extended Day Programs -Cyber mornings -Library Lounge -Extended School Year (ESY)	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	Attendance; pre & post test results including reading fluency	Students Attainment of ELA Proficiency Program based validation aligned with Common Core Standards Institute of Educational Services: Reviewed Studies: What Works Clearinghouse: School Effectiveness
Math	Students with Disabilities	Power Hour After School Academy -Summer Enrichment -Clubs & Extended Day Programs -Cyber mornings -Library Lounge -Extended School Year (ESY)	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	Improved math problem solving in relation to improved reading ability & direct, explicit instruction	Students Attainment of Proficiency math Program based validation aligned with Common Core Standards Institute of Educational Services: Reviewed Studies: What Works Clearinghouse: School Effectiveness
ELA	Homeless	Same as general population-All	Principal Classroom Teacher District	Attendance Increased pre & post assessment data	Students Attainment of ELA Proficiency Program based validation aligned with Common Core Standards

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)
			representative		Institute of Educational Services: Reviewed Studies: What Works Clearinghouse: School Effectiveness
Math	Homeless		Principal Classroom Teacher District representative	Attendance Increased pre & post assessment data	Students Attainment of Proficiency math Program based validation aligned with Common Core Standards Institute of Educational Services: Reviewed Studies: What Works Clearinghouse: School Effectiveness
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Summer English Language Academy grades K-4	Bilingual Coach Classroom teacher	ACCESS Scores WIDA Model Benchmark exam	Students Attainment of ELA Proficiency Program based validation aligned with Common Core Standards Institute of Educational Services: Reviewed Studies: What Works Clearinghouse: School Effectiveness
		Afterschool English Language academy grades k-5		ACCESS Scores WIDA Model Benchmark exam	
		Transportation provided		Increased attendance	
		Summer English Language Academy grades K-4		ACCESS Scores WIDA Model Benchmark exam	
Math	ELLs	Transportation provided	Bilingual Coach Classroom	Increased attendance	Student attainment of math proficiency in unit benchmarks

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)
		Afterschool English Language academy grades k-5	teacher	ACCESS Scores WIDA Model Benchmark exam	Program based validation aligned with Common Core Standards Institute of Educational Clearinghouse: Effective Schools
ELA	Economically Disadvantaged	Same as General population-All	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	Attendance Increased pre & post assessment data	Students Attainment of Proficiency ELA Program based validation aligned with Common Core Standards Institute of Educational Services: Reviewed Studies: What Works Clearinghouse: School Effectiveness
Math	Economically Disadvantaged	Same as General population-All	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	Attendance Increased pre & post assessment data	Students Attainment of Proficiency math Program based validation aligned with Common Core Standards Institute of Educational Services: Reviewed Studies: What Works Clearinghouse: School Effectiveness

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA & Math	General Population- All	<ul style="list-style-type: none"> -Power Hour After School Academy -Summer Enrichment -Clubs & Extended Day Programs -Cyber mornings -Library Lounge 	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	<ul style="list-style-type: none"> -Pre- and Post-Tests for Power Hour, ESY, and Summer Enrichment Unit Benchmark Data SGO data 	<ul style="list-style-type: none"> Students Attainment of ELA and Math Proficiency Program based validation aligned with Common Core Standards Institute of Educational Services: Reviewed Studies: What Works Clearinghouse: School Effectiveness

**Use an asterisk to denote new programs.*

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

2016-2017 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	Co-teaching in the inclusion classroom	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	Minutes, Agendas, and Sign-In Sheets, workshop evaluations	Benchmark Data Student Portfolios Lesson Plans
		IEP Direct			
		Dyslexia Training			
Math	Students with Disabilities	Co-teaching in the inclusion classroom		Minutes, Agendas, and Sign-In Sheets, workshop evaluations	
		IEP Direct			
ELA	Homeless	See General Population	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	Minutes, Agendas, and Sign-In Sheets, workshop evaluations	Benchmark Data Student Portfolios Lesson Plans
Math	Homeless	See General Population		Minutes, Agendas, and Sign-In Sheets, workshop evaluations	
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	SIOP training for Mainstream teachers	ESL Coach	Minutes, Agendas, and Sign-In Sheets, workshop evaluations	Benchmark Data Student Portfolios Lesson Plans
Math	ELLs	Teaching the ESL student in the	ESL Coach		

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)
		Mainstream classrooms			What Works Clearinghouse: Effective Bilingual Classrooms
		ACCESS training	ESL Coach		
ELA	Economically Disadvantaged	See General population, ELL, and students with disabilities	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	Minutes, Agendas, and Sign-In Sheets, workshop evaluations	Benchmark Data Student Portfolios Lesson Plans
Math	Economically Disadvantaged	See General population, ELL, and students with disabilities			
ELA	General Population	Word recognition strategies; components of early literacy; methods to determine a student's reading level; ability to choose appropriate instructional materials by level	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	Observations, Benchmark results, running records, writing samples, teacher made assessments, performance tasks	According to the National Reading Panel (2000), "Phonics skills must be integrated with the development of phonemic awareness, fluency, and text reading comprehension skills."
		Using Data to determine Learning Targets	C&I office NJDOE		
		Meeting Challenges of a changing Education Landscape	ETTC	Minutes, Agendas, and Sign-In Sheets, workshop evaluations	Benchmark Data Student Portfolios

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)
		EdConnect Lesson planning, assessment & data analysis	C&I office		Lesson Plans
		Teachscape Evaluation Platform	C&I office		
		Preparing for PARCC ELA & Math	ELA & Math Coaches		
		Implementing the Model Curriculum and Benchmark assessments	C&I office		
		Integrating Technology into Instruction to Enhance Learning	Technology coach		
		Reading & Writing Informational text	ELA Coach		
		Discussion & Questioning Techniques	C&I office		
		Universal Design for Learning UDL	C&I office		
		Effective Professional Learning Communities	C&I office		

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	General Population	Methods to determine fluency level; ability to complete error analysis to determine reteaching needs	Administrators, Teachers, CST, Guidance Counselor, C&I Dept, Coaches, Parents	Benchmark results; teacher made assessments; performance tasks	Effective mathematics teaching focuses on the development of both conceptual understanding and procedural fluency. Major reports have identified the importance of an integrated and balanced development of concepts and procedures in learning mathematics (National Mathematics Advisory Panel 2008; National Research Council 2001)
		Fraction Progressions	Math Coach	Minutes, Agendas, and Sign-In Sheets, workshop evaluations	
		Using Data to determine Learning Targets	C&I office NJDOE		
		Student Responders in formative assessment; NJCTL	Funded Program Principal		
		EdConnect Lesson planning, assessment & data	C&I office		
		Teachscape Evaluation Platform	C&I office		
		Preparing for PARCC ELA & Math	ELA & Math Coaches		
					Benchmark Data Student Portfolios Lesson Plans

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)
		Implementing the Model Curriculum and Benchmark assessments	C&I office		
		Discussion & Questioning Techniques	C&I office		
		Universal Design for Learning UDL	C&I office		
		Effective Professional Learning Communities	C&I office		
		Integrating Technology into Instruction to Enhance Learning	Technology coach		

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-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 Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2016-2017 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 2016-2017? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? **The review will be conducted internally by the School Leadership Committee during the monthly meetings.**
2. What barriers or challenges does the school anticipate during the implementation process? **Barriers are anticipated in the areas of scheduling, staffing, facilities, and budget.**
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? **Buy-in will be obtained by sharing the school wide program during staff meetings, grade level meetings, and PLC meetings with emphasis on the necessity of school improvement in these areas. The community will be encouraged to support school initiatives during parent workshops, PTA meetings, and at other schoolwide events.**
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? **Staff will be surveyed to gauge the perceptions of the staff.**
5. What measurement tool(s) will the school use to gauge the perceptions of the community? **The community will be surveyed to gauge perceptions along with parental participation in events.**

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

6. How will the school structure interventions? **Services will be provided in class, during small groups, through center based technology usage, Basic Skills, and via Summer School & Afterschool Academy.**
7. How frequently will students receive instructional interventions? **Students will receive interventions daily.**
8. What resources/technologies will the school use to support the schoolwide program? **Imagine Learning, Achieve 3000, Think Central, Pearson Successnet, SumDog, Scantron and BrainPop will be used.**
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? **The school will use Running Records, Benchmarks, Writing Samples, SGO Data, NJASK, PARCC, Problem Solving Portfolios/Journals, Performance tasks, and Teacher Made Assessments.**
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? **Information will be disseminated during staff meetings, grade level meetings, PLC meetings, and Parent/Community meetings.**

**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.

2016-2017 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 Workshops: (i.e. Books, Special Programs, and Presentations by N.A.N.A..	Principal, CST and (District Special Education Parent Advocacy Group, and District Title I Family Involvement Coordinator	Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback form provided by parents during the meeting	SPAN- Statewide Parent Advocacy Network N.A.N.A. - Pleasantville District Parent Advocacy Group for Special Education We will include a range of parent engagement strategies that will foster not only parent attendance at our school, but also improve parent's level of investment and empowerment in school decisions and efforts to improve school achievement.
Math	Students with Disabilities	Parent Workshops: (i.e. Books, Special Programs, and	Principal, CST and (District Special Education Parent Advocacy	Sign-in sheets, Meeting agenda, Meeting	SPAN- Statewide Parent Advocacy Network N.A.N.A. - Pleasantville District Parent Advocacy Group for Special Education

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)
		Presentations by N.A.N.A..	Group, and District Title I Family Involvement Coordinator	minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback form provided by parents during the meeting	We will include a range of parent engagement strategies that will foster not only parent attendance at our school, but also improve parent’s level of investment and empowerment in school decisions and efforts to improve school achievement.
ELA	Homeless	Parent Workshops: (i.e. Books, Special Programs, and Presentations by Community organizations).	Principal, Guidance Counselor, and (District Homeless Liaison and District Title I Family Involvement Coordinator)	Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback form provided by parents	<p>National Center on Homeless Education (NCHE) Phone: (800) 755-3277 Website: www.serve.org/nche</p> <p>National Law Center on Homelessness & Poverty (NLCHP) Phone: (202) 638-2535 Website: www.nchl.org</p> <p>National Association for the Education of Homeless Children and Youth (NAEH CY) Phone: (763) 545-0064 Website: www.naehcy.org Adhere to services required in the McKinney-Vento Federal Law</p>

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)
				during the meeting	
Math	Homeless	Parent Workshops: (i.e. Books, Special Programs, and Presentations by Community organizations).	Principal, Guidance Counselor, and (District Homeless Liaison and District Title I Family Involvement Coordinator)	Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback form provided by parents during the meeting	<p>We will include a range of parent engagement strategies that will foster not only parent attendance at our school, but also improve parent’s level of investment and empowerment in school decisions and efforts to improve school achievement.</p> <p>Adhere to services required in the McKinney-Vento Federal Law</p>

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	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	ESL Homework Helper: Support of non-English speaking parents so they are able to assist their	Principal, ESL Teacher and (District ESL Coordinator and Title I Family Involvement	Parent will be evaluated at the end of each session by the ESL teacher.	http://www.nj.gov/education/bilingual/ http://www.nj.gov/education/parents/ http://www.colorincolorado.org/research/content_instruction/math/ http://www.ed.gov/family-and-community-engagement WWW.NJParents.com We will include a range of parent engagement strategies that will foster not only parent attendance at our school, but also improve

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)
		children with homework and that parent can acquire a better understanding of school curriculum. Support classes with <i>basic literacy and communication skills</i> that will address the need of non-English speaking parents when their children come home with homework.	Coordinator)	Assessment of the program will be performed by the ESL teacher. The assessment will measure parents' opinion of progress by survey.	parent's level of investment and empowerment in school decisions and efforts to improve school achievement.
Math	ELLs	ESL Homework Helper: Support of non-English speaking parents so they are able to	Principal, Math Coach, and (District ESL Coordinator and, Title I Family Involvement	Parent will be evaluated at the end of each session by the Math Coach.	http://www.nj.gov/education/bilingual/ http://www.nj.gov/education/parents/ http://www.colorincolorado.org/research/content_instruction/math/ http://www.ed.gov/family-and-community-engagement WWW.NJParents.com We will include a range of parent engagement strategies that will

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)
		assist their children with homework and that parent can acquire a better understanding of school curriculum. Support classes with <i>basic math skills</i> that will address the need of non-English speaking parents when their children come home with homework.	Coordinator)	Assessment of the program will be performed by the Math Coach. The assessment will measure parents' opinion of progress by survey.	foster not only parent attendance at our school, but also improve parent's level of investment and empowerment in school decisions and efforts to improve school achievement.
ELA	Economically Disadvantaged	Literacy Workshop for parents (i.e. Books, Special Programs, and Presentations by District Reading Coach)	Principal, ELA Teacher and (District ELA Coordinator and, Title I Family Involvement Coordinator)	Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentation	Jordan, G.E., Snow, C.E., & Porche, M.V. (2000). Project EASE: The effect of a family literacy project on kindergarten students' early literacy skills. <i>Reading Research Quarterly</i> , 35, 524-546. One-hundred and seventy-eight kindergarten students and their parents participated in a family literacy program. Parents attended five monthly sessions targeting expressive and receptive vocabulary as well as storybook reading. Scripted activities were also given to parents for use during the month. Students that participated in the

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)
				Workshop, and Evaluation/ Feedback form provided by parents during the meeting	study showed higher gains in general language skills than their peers that did not participate. Attendance and participation were also key aspects of the program. The more meetings the parents attended and the more activities they participated in at home, the more language skills gains observed in their children.
Math	Economically Disadvantaged	Special Programs, and Presentations by District Math Coach	Principal, Math Teacher, and (District Math Coach and, Title I Family Involvement Coordinator)	Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback form provided by parents during the meeting	<p>The goal of Family Connections is to engage parents, caretakers, and students in meaningful math experiences and problem-solving activities that help support students' math learning.</p> <p>We will include a range of parent engagement strategies that will foster not only parent attendance at our school, but also improve parent's level of investment and empowerment in school decisions and efforts to improve school achievement.</p>
ELA	All students	Literacy workshops presented by	Administrators, C&I Office,	Sign-in sheets,	www.nj.gov/education/bilingual/ www.nj.gov/education/parents/

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)
	All Students	the district and community organizations.	Coaches, Teachers, CST, Guidance Counselor, and the Title 1 Parent Coordinator	Meeting agenda, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/ Feedback form provided by parents during the meeting	<p>www.NJParents.com www.ed.gov/family-and-community-engagement</p> <p>We will include a range of parent engagement strategies that will foster not only parent attendance at our school, but also improve parent’s level of investment and empowerment in school decisions and efforts to improve school achievement.</p>
Math		Literacy and math workshops presented by the district and community organizations.	Administrators, C&I Office, Coaches, Teachers, CST, Guidance Counselor, and the Title 1 Parent Coordinator	Sign-in sheets, Meeting agenda, Meeting minutes, Pictures of events, Presentation Workshop, and Evaluation/	<p>www.nj.gov/education/bilingual/ www.nj.gov/education/parents/ www.NJParents.com www.ed.gov/family-and-community-engagement www.colorincolorado.org/research/content_instruction/math/</p> <p>We will include a range of parent engagement strategies that will foster not only parent attendance at our school, but also improve parent’s level of investment and empowerment in school decisions and efforts to improve school achievement.</p>

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)
				Feedback form provided by parents during the meeting	

**Use an asterisk to denote new programs.*

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

2016-2017 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 school's family and community engagement program will support students' achievement by providing parents/families with the opportunity to participate in school activities, attend workshops that support understanding of educational programs, and provide input at the decision-making level through PTA, SLC and SCIP committees.

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

School and parents will jointly develop a written Parent Involvement Policy which defines the shared responsibilities for improving student academic achievement through a variety of district meetings supported by the Title 1 Family Involvement Office.

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

The parent involvement policy will be in the student handbook and explained during Back to School Night, PTA meetings, Parent Teacher Conferences, posted in the school's Parent Wing, and available at the parent's request. All correspondence with parents will be available in the native language of the parent or through translation. The website will post the Parent policy under the Parents and Students Tab.

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

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

School and parents will jointly develop a written Parent Involvement Policy which defines the shared responsibilities for improving student academic achievement through a variety of district meetings supported by the Title 1 Family Involvement Office.

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

The School-Parent Compact will be shared with and explained to parents during Back to School Night, PTA meetings, Parent Teacher Conferences, and will be available at the parent's request. All correspondence with parents will be available in the native language of the parent or through translation. The website will post the Parent policy under the Parents and Students Tab.

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

The school will notify families via the district website, newspaper and board meetings. The school will ensure that the school reports its student achievement data to families in the native language of the parents or through translation during Parent conferences, Back to School nights, PTA meetings, and available upon request.

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

The school will notify families by using the NJ Report Card and Board of Education Report, posting on the district Webpage and available upon request.

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

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

The school will inform families and the community of the school's disaggregated assessment results by using the NJ Report Card and Board of Education Report., during Back to School nights, posted on the district webpage and available upon request.

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

The school will involve families and the community in the development of the Title I Schoolwide Plan through representation at SLC meetings where they will provide input.

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

The school will inform families by using report cards, interim reports, and parent-teacher conferences. The school will ensure that the academic achievement of their child as well as their progress in learning the English language be distributed in the parent's native language or through translation.

11. On what specific strategies will the school use its 2016-2017 parent involvement funds?

The school will use funds for parent workshops and incentives for parents attending educational trainings including providing educational material to support the parents' understanding of skills taught in the classroom.

**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	45	Collaboration with the District Human Resource Department. Provide initial and on-going mentoring, opportunities for peer collaboration, team support and collaboration through the PLC's, and effective school based /district professional development. Promote and encourage open lines of communication, to build upon positive staff morale.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	7	Collaboration with the District Human Resource Department. Provide initial and on-going mentoring, opportunities for peer collaboration, team support and collaboration through the PLC's, effective school based /district professional development- applicable for a paraprofessional position.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0%	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Compensation reform and strategies, professional development, and recruitment ideas.	Human Resources Department and Administrators

SMART Goal 1

8.i

RETURN TO INSTRUCTIONS

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SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By June 23, 2017 70% of students will meet their EOC4 reading growth goal expectation.	
Performance Challenge Being Addressed	Less than 20% of students were reading on grade level appropriate Lexile level as per Achieve3000 Spring Post Test results. Only 17% of students met or exceeded expectations on	Turnaround Principle Addressed
Strategies to Address Challenge	1: Strengthening the adopted curriculum.	3 - Effective Instruction
	2: Teachers will use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.	4 - Curriculum, Assessment & Intervention System
	3: Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.	6 - Enabling the Effective Use of Data
Target population <i>[Focus school subgroups only]</i>	Sub group 1:LEP Sub group 2: SWD	

Do not base goals on data that will be available after June 30, 2017.

To sort action steps by start date: Highlight the cells in the start date column, right click and select sort, oldest to newest. Note: If you do this sort you will need to reorder your step numbers.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	All students will be administered the levelset assessment to identify at risk students in need of intervention. Based on this data, teachers will form groupings within their classes to tier instruction for all learners. By November 11, 2016 administration will have collected data via a walkthrough tool, with evidence to support that 100% of ELA teachers are using the revised instructional framework.	Achieve3000 Levelset exam. Documentation of student groupings. Spreadsheet of Individualized Lexile Growth Goals. Data from walk-through	
EOC2	By February 3, 2017 50% of students will meet their EOC2 growth expectation.	Achieve3000 Levelset exam	
EOC3	By April 14, 2017 60% of students will meet their EOC3 growth expectation.	Achieve3000 Levelset exam	
EOC4	By June 23, 2017 70% of students will meet their EOC4 reading growth goal expectation.	Achieve3000 Levelset exam	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	2	Modify the instructional block to include more time dedicated to intervention to raise academic achievement and meet the needs of all students. Train teachers on the new modifications.	4 - Curriculum, Assessment & Intervention System	7/1/2016	9/1/2016	ELA Coach
2	1	Provide time during the summer for the Literacy Committee to create model lessons and a resource bank to support the modifications to the instructional block.	3 - Effective Instruction	7/1/2016	9/1/2016	ELA Coach
3	3	Utilize Read 180, System 44, Scholastic Magazine, Achieve 3000, Imagine Learning, and Rosetta Stone to provide intervention for students who are below grade level.	6 - Enabling the Effective Use of Data	9/1/2016	6/30/2017	ELA Coach, teachers, SWD Coach, ELL Coach

SMART Goal 1

8.i

[RETURN TO INSTRUCTIONS](#)

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4	3	Implement initial diagnostic assessment to determine students' Lexile level and to create Individualized Lexile Growth Goals for all MSP students. ELA Coach will review with teachers documentation of how students have been grouped. Administration will initiate classroom walkthroughs to ensure fidelity to the modified instructional framework.	6 - Enabling the Effective Use of Data	9/1/2016	11/1/2016	ELA Coach, teachers, SWD Coach, ELL Coach
5	1	Provide (18) classroom libraries for the ELA department to ensure that students have access to books of varied levels, genres, and interests for use during the Independent Reading portion of the revised framework.	3 - Effective Instruction	7/1/2016	9/30/2016	ELA Coach, Administration
6	1	Continue to utilize ELA Coach to lead PLCs, provide Professional Development, offer in-class support, and be a resource for teachers.	3 - Effective Instruction	7/1/2016	6/30/2017	ELA Coach
7	1	Initiate a book study with the ELA department using the Fountas and Pinnell Continuum of Literacy Learning Guide to Teaching.	3 - Effective Instruction	9/1/2016	6/30/2017	ELA Coach, teachers, Administration
8	1	Implement quarterly Growth Goal incentives (nominal, education based incentives following Title 1 guidelines) for all students who have met their personal lexile growth goals.	3 - Effective Instruction	9/1/2016	6/30/2017	ELA Coach, Administration
9	1	Ensure that teachers have adequate access to technology in their classrooms to be able to use the revised instructional framework with fidelity and to use the intervention programs we have in place.	3 - Effective Instruction	7/1/2016	9/30/2016	ELA Coach, Administration
10	2	Ensure that all teachers have 8 computers per room with headsets, and all programs installed in order for students to be able to have intervention and enrichment within the literacy block.	4 - Curriculum, Assessment & Intervention System	7/1/2016	9/16/2016	Administration
11	2	Create a walkthrough tool with look-fors for the Literacy Block as well as a calendar for the walkthroughs to ensure teachers are following the block with fidelity.	4 - Curriculum, Assessment & Intervention System	9/1/2016	6/30/2017	ELA Coach, Administration
12	1	Purchase 185 headsets (10 sets for 18 classes) to enable students to fully access technology programs such as Read180 and Achieve3000	3 - Effective Instruction	7/1/2016	9/1/2016	ELA Coach, Administration
13	2	Continue to utilize quarterly Data Chats (individualized data	4 - Curriculum, Assessment &	7/1/2016	6/15/2017	ELA Coach
14	1	Revisit classroom library needs mid-way through the school year to update and include additional resources to suit student's abilities and needs.	3 - Effective Instruction	7/1/2016	6/15/2017	ELA Coach, Administration
15						
16						
17						
18						
19						
20						

Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
2	Literacy Committee (7 teachers x 20 hr x \$30 per hr)	INSTRUCTION - Personal Services - Salaries	\$ 4,200.00	Federal Title I

Plan Id	School	District	Region	County	CDS	Class	Rationale	Create Date
428	Pleasantville H S	Pleasantville City	7	Atlantic	014180050	Focus	Lowest Grad Rate	10-19-2015

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Smart Goals

- Smart Goal 1 Smart Goal 2 Smart Goal 3 **Smart Goal 4** Other Title I Expenditures

SMART Goal	Performance Challenge:	Strategies with Turnaround Principle:	Target Population
During the 2016-2017 school year Pleasantville High School will achieve a 83% graduation rate for the 2017 four-year cohort by maintaining and enhancing our systematic approach of identifying students who are at-risk of going off-track and provide proper interventions.	We need to increase the percentage of students graduating.	<p>The Principal and Guidance will add summer school for all grade levels, and have in place a credit recovery system with greater focus on</p> <p>The Principal will place greater focus on establishing a dropout prevention committee that work cohesively and consistently at</p> <p>The Data Team and Guidance will maintain a tracking system for the multiple pathways for graduation and implement a system to verify &</p>	<p>TP 7 ▾ Grades 9-12</p> <p>TP 5 ▾</p> <p>TP 6 ▾</p>

Save

Interim Goals

Edit/Show

End of Cycle(EOC)*

Interim Goals

Source(s) of Evidence

EOC 1 - 100% of at-risk students in the 2017 four-year graduation cohort will be identified 100% of identified at-risk students will have an intervention plan to graduate

NJSMART

<input type="checkbox"/>	1	1	Maintain the New Jersey Positive Behavior Support In Schools (PBSIS). Rollout year two. PBSIS will meet each month to make decisions and complete planning talks.	2 - School Climate and Culture	09/01/2016	06/15/2017	Administrative Coordinator
<input type="checkbox"/>	2	2	In addition to weekly drawings, provide more Incentives by utilizing the school store enabling students to use PBSIS tickets to purchase merchandise.	2 - School Climate and Culture	09/01/2016	06/15/2017	Administrative Coordinator
<input type="checkbox"/>	3	3	Establish a monthly focus for staff and teachers to utilize the Try-First strategies before writing referrals.	3 - Effective Instruction	09/01/2016	06/15/2017	Administrative Coordinator
			Utilize the Pleasantville HS student ambassadors to make connections with the school and community. Disseminate information to parents about				Administrative

Save

Budget Items

2016-2017 SIP Title 1 Guidance (/sipms/resources/pdfs/2016-2017 SIP Title 1 Guidance.pdf).

Add Row Delete Selected Row(s)

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In order to properly save the information for this section you must enter in a complete row. If you see a red note that a section within the row is incomplete it means that your information is not saved yet.

Select	Corresponding Action Step No.	Resource/Description	Funding Category/Object Code	Funding Requested (Enter numbers only. Do a dollar sign or commas.)
<input type="checkbox"/>	2	A2 contracts for 5 members of the PBSIS Team	SUPPORT SERVICES - Personnel Services - Salaries	\$8645
<input type="checkbox"/>	14	Hire consultant to work with teachers after school to boost staff morale, one day per week	SUPPORT SERVICES - Purchased Professional and Technical Services	\$5000

Save

Request a RAC Review +

RAC Feedback & Suggestions +

Root Cause Analysis <--Previous Page [Export to Excel \(sg-onesupport?exportToExcel=YES\)](#)

SIP Builder Home (SipBuilderHome)

Next Page -->> Budget Summary

11/11/16	Reduce the number of referrals in class cuts 10% from EOC 1 of the 2015-2016 school year.	Data from OnCourse on class cuts.
EOC 2 - 2/3/17	Reduce the number of referrals in class cuts 10% from EOC 2 of the 2015-2016 school year.	Data from OnCourse on class cuts.
EOC 3 - 4/14/17	Reduce the number of referrals in class cuts 10% from EOC 3 of the 2015-2016 school year.	Data from OnCourse on class cuts.
EOC 4 - 6/23/17	By the end of the 2016-2017 school year, Pleasantville High School will reduce the number of referrals in class cuts 10% from the end of the 2015-2016 school year to increase a positive educational environment and improve the climate and culture of the school.	Data from OnCourse on class cuts.

*The EOC dates are approximate. They are here to serve as a guide to allow schools to articulate action steps and proactively plan for data reporting.

Save

Action Steps

Add Row

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Select	Step Number	Strategy	Action Steps	Primary Turnaround Principle	Start Date	Deadline	A
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Plan Id	School	District	Region	County	CDS	Class	Rationale	Create Date
428	Pleasantville H S	Pleasantville City	7	Atlantic	014180050	Focus	Lowest Grad Rate	10-19-2015

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Smart Goals

Smart Goal 1 Smart Goal 2 **Smart Goal 3** Smart Goal 4 Other Title I Expenditures

SMART Goal	Performance Challenge:	Strategies with Turnaround Principle:	Target Population
By the end of the 2016-2017 school year, Pleasantville High School will reduce the number of referrals in class cuts 10% from the end of the 2015-2016 school year to increase a positive educational environment and improve the climate and culture of the school.	Decrease the number of class cut referrals by 10%.	Professional development in classroom management and procedures. TP 4 ▾	Grades 9-12
		Incorporate team building activities for staff to improve the climate and culture. TP 2 ▾	
		Increase recognition for students and staff, inform the public of activities and recognitions, increase PRSIS incentive rewards by utilizing TP 8 ▾	

Save

Interim Goals

Edit/Show

End of Cycle(EOC)*	Interim Goals	Source(s) of Evidence
EOC 1 -	Reduce the number of referrals in class cuts 10% from EOC 1 of the 2015-2016 school year	Data from

<input type="checkbox"/>	1	2	Implement a Math Intervention course to support 9th grade Algebra 1 students that are below proficient in mathematics to run concurrent with Algebra 1. This will be one section per semester and focused on ICS students who are recognized as benefiting most from additional individualized instruction.	4 - Curriculum, Assessment and Intervention System	09/05/2016	06/23/2017	Principal, Ass Coach, Guida
<input type="checkbox"/>	2	2	The Algebra I, Geometry, and Algebra II courses will utilize Renaissance Learning (STAR Math and Accelerated Math) to implement individualized learning that displays daily progress and manages mathematics skills practice. Teachers will be trained in August to use the Accelerated Math module.	4 - Curriculum, Assessment and Intervention System	09/05/2016	06/23/2017	Principal, Ass Coach, Guida

Save

Budget Items

2016-2017 SIP Title 1 Guidance (/sipms/resources/pdfs/2016-2017 SIP Title 1 Guidance.pdf).

Add Row

Delete Selected Row(s)

Edit/Show

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Select	Corresponding Action Step No.	Resource/Description	Funding Category/Object Code	Funding Requested (Enter numbers only. Do not use a dollar sign or commas.)
<input type="checkbox"/>	1	Renew 30 MATH 180 Licenses as an intervention for students that are below grade level and that will be enrolled in the math remediation. Three (3) trained teachers and math coach will continue training as needed.	INSTRUCTION - Supplies and Materials	\$500
<input type="checkbox"/>	2	Renew Renaissance Learning; All students will be administered the 20-minute STAR Assessment by 9/20/2016 which will publish a grade-level accomplishment, and will be assigned an individualized learning path through Accelerated Math.	INSTRUCTION - Supplies and Materials	\$8300
<input type="checkbox"/>	15	Summer work and Afterschool work for AVID Freshman Academy Team. 4 hour hours per day, 3 days per week for the months of July & August (4x3x\$30 per hr. = \$720 per member) from September to June (not to exceed 8 hours per month-avg.2 per week x10 months \$30 rate=2400)	INSTRUCTION - Personal Services - Salaries	\$12000
<input type="checkbox"/>	17	AVID Freshman Academy Coach to assist with implementation	INSTRUCTION - Personal Services - Salaries	\$2500

Save

Request a RAC Review

+

RAC Feedback & Suggestions

+

Root Cause Analysis <<--Previous Page

(asmezzio)

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SIP Builder Home (SipBuilderHome)

Next Page --> Budget Summary (beta)

EOC 2 - 2/3/17	53% of the students, in Algebra I, will achieve proficiency (70% or higher) on the End of Module Assessments given prior to 01/25/17.	Benchmark Data on EdConnect
EOC 3 - 4/14/17	57% of the students, in Algebra I, will achieve proficiency (70% or higher) on the End of Module Assessments given prior to 4/04/17.	Benchmark Data on EdConnect
EOC 4 - 6/23/17	During the 2016 - 2017 school year, 60% of the students in Algebra I, will achieve proficiency (70% or higher) on the final Module Assessment given prior to 6/23/17	Benchmark Data on EdConnect

*The EOC dates are approximate. They are here to serve as a guide to allow schools to articulate action steps and proactively plan for data reporting.

Save

Action Steps

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- *If you enter more than 4000 characters your information will not be saved.
- *Remember to click "SAVE" to save your work after editing each section of the SMART goal page.

Smart Goals

Smart Goal 1 Smart Goal 2 Smart Goal 3 Smart Goal 4 Other Title I Expenditures

SMART Goal	Performance Challenge:	Strategies with Turnaround Principle:	Target Population
During the 2016 - 2017 school year, 60% of the students in Algebra I, will achieve proficiency (70% or higher) on the final Module Assessment given prior to 6/23/17	Increase the proficiency percentages for all 9th grade students taking Algebra 1.	Professional Development on Tier 1 & Tier 2 interventions on identified struggling students. TP 3 ▾	Alg 1
		Increase the use of data-driven instruction and best practices. TP 6 ▾	
		A monitoring schedule will be created, and supported by the RAC. TP 1 ▾	

Save

Interim Goals

Edit/Show

End of Cycle(EOC)*	Interim Goals	Source(s) of Evidence
EOC 1 - 11/11/16	50% of the students, in Algebra I, will achieve proficiency (70% or higher) on the End of Module Assessments given prior to 11/01/16.	Benchmark Data on

<input type="checkbox"/>	1	1	Implement AVID Freshman Academy organized around interdisciplinary teams who share a specific area of the school.	4 - Curriculum, Assessment and Intervention System	07/01/2016	09/01/2016	ELA coach, A
<input type="checkbox"/>	2	1	Summer work for AVID Freshman Academy teachers to include creating a mission, vision, common goals, best literacy instructional practices, creed, and features of the academy.	4 - Curriculum, Assessment and Intervention System 4 - Curriculum	07/01/2016	09/01/2016	ELA coach, A Guidance

Save

Budget Items

2016-2017 SIP Title 1 Guidance (/sipms/resources/pdfs/2016-2017 SIP Title 1 Guidance.pdf).

Add Row

Delete Selected Row(s)

Edit/Show

In order to properly save the information for this section you must enter in a complete row. If you see a red note that a section within the row is incomplete it means that your information is not saved yet.

Select	Corresponding Action Step No.	Resource/Description	Funding Category/Object Code	Funding Requested (Enter numbers only. Do not use a dollar sign or commas.)
<input type="checkbox"/>	3	Summer work and Afterschool work for AVID Freshman Academy Team. 4 hour hours per day, 3 days per week for the months of July & August (4x3x\$30 per hr. = \$720 per member) from September to June (not to exceed 8 hours per month-avg.2 per week x10 months \$30 rate=2400)	INSTRUCTION - Personal Services - Salaries	\$18000
<input type="checkbox"/>	3	Freshman Academy features, resources for centers and small group, incentives, signs, posters, etc.	INSTRUCTION - Supplies and Materials	\$5000
<input type="checkbox"/>	5	Supplemental staff development for 5 team members involved in the Deeper Readers, Better Readers Initiative beginning with summer planning at 4 hour hours per day, 4 days per week for the month of August (4x4x\$30 per hr. = \$480 per member) During the year (not to exceed 8 hours per month per member) from September to June (not to exceed 8 hours per month-avg.2 per week x10 months \$30 rate=2400).	INSTRUCTION - Personal Services - Salaries	\$14000
<input type="checkbox"/>		Deeper Readers, Better Readers Initiative supplies, books,	GUIDANCE SERVICES - Supplies and Materials	\$10000

Save

Request a RAC Review +

RAC Feedback & Suggestions +

Root Cause Analysis <<-Previous Page [Export to Excel \(sg-onesupport?exportToExcel=YES\)](#)

SIP Builder Home (SipBuilderHome)

Next Page >>> Budget Summary

11/11/16

the BOY Writing Assessment. Growth targets will be set. 20% of English I students will meet their end of cycle 1 growth goal.

assessment, growth target spreadsheet.

EOC 2 - 2/3/17

55% of English I students will meet their end of cycle 2 growth goal.

Growth target spreadsheet.

EOC 3 - 4/14/17

65% of English I students will meet their end of cycle 3 growth goal.

Growth target spreadsheet.

EOC 4 - 6/23/17

During the 2015-2016 school year, 75% of the 9th grade PHS students will meet their target lexile level by the end of the 2016-2017 school year, in order to achieve growth in ELA and improve proficiency on the PARCC Assessment.

Growth target spreadsheet.

*The EOC dates are approximate. They are here to serve as a guide to allow schools to articulate action steps and proactively plan for data reporting.

Save

Action Steps

Add Row

Delete Selected Row(s)

Edit/Show

In order to properly save the information for this section you must enter in a complete row. If you see a red note that a section within the row is incomplete it means that your information is not saved yet.

Select	Step Number	Strategy	Action Steps	Primary Turnaround Principle	Start Date	Deadline	
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A

Plan Id	School	District	Region	County	CDS	Class	Rationale	Create Date
428	Pleasantville HS	Pleasantville City	7	Atlantic	014180050	Focus	Lowest Grad Rate	10-19-2015

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date. Do **not** base goals on data that will be available after June 30, 2017.

Instructions:

- *To enter into a specific SMART Goal please click in the blue panel to expand the space. Once you have done this you will be able to select a specific SMART Goal.
- *Use the "Edit/Show" and "Edit/Hide" buttons to toggle between the writing phase and final product for this page.
- *The Performance, Strategies with Turnaround Principle, and Target Population self-populate from the Root Cause page. Any changes to those fields can only be done from the Root Cause page.
- *Make sure to align each action step to a turnaround principle. There is a drop down provided.
- *Start Dates and End Dates for your action steps must occur between 7/1/2016 and 6/30/2017.
- *RAC Suggestions -The RAC team will use this space to provide suggestions specific to the adjacent content when applicable.
- *You can adjust the column widths (in the action step and budget sections) to fit your screen by clicking in the blue heading section between columns and dragging to the right or the left.
- *If you enter more than 4000 characters your information will not be saved.
- *Remember to click "SAVE" to save your work after editing each section of the SMART goal page.

Smart Goals

Smart Goal 1 Smart Goal 2 Smart Goal 3 Smart Goal 4 Other Title I Expenditures

SMART Goal	Performance Challenge:	Strategies with Turnaround Principle:	Target Population
During the 2015-2016 school year, 75% of the 9th grade PHS students will meet their target lexile level by the end of the 2016-2017 school year, in order to achieve growth in ELA and improve proficiency on the PARCC Assessment.	Increasing the proficiency percentages for all 9th grade students in ELA from 14% to 18%.	Professional Development on Tier 1 & Tier 2 interventions on identified struggling students. TP 3 ▾	Grade 9
		Increase the use of data-driven instruction and best practices. TP 6 ▾	
		A monitoring schedule will be created, and supported by the RAC. TP 1 ▾	

Save

Edit/Show

Interim Goals

End of Cycle(EOC)*	Interim Goals	Source(s) of Evidence
EOC 1 -	100% of students will be administered an Achieve 3000 a baseline assessment to identify at-risk students in need of intervention and 100% of the students will be administered	Baseline

percentage of students graduating.

effectively for underclassmen to recover credits.

2) Dropout prevention has not been consistent.

3) Adjustments to the new graduation requirements have been reactive as

2: The Principal will place TP 5 ▾

3: The Data Team and Guidance TP 6 ▾

Save

Request a RAC Review



RAC Feedback & Suggestions



Data Analysis <<--Previous Page

(sis/manual)

Export to Excel (rootcausesupport?exportToExcel=YES)

SIP Builder Home (SipBuilderHome)

Next Page -->> Smart Goals



Areas of Focus for SMART Goals	Challenge	challenge?)	Population	planning?)	Addressed
ELA & Literacy (TP3, TP4) (includes Social Studies & Science)	Increasing the proficiency percentages for all 9th grade students in ELA from 14% to 18%.	1) Teachers not proficient in teaching students at their instructional level 2) Failure to address the needs of incoming students 3) Monitoring of school improvement plan initiatives were not consistent.	Grade 9	1: Professional Development	TP 3 ▼
				2: Increase the use of data-driven	TP 6 ▼
				3: A monitoring schedule	TP 1 ▼
Math (TP3, TP4)	Increase the proficiency percentages for all 9th grade students taking Algebra 1.	1) Teachers not proficient in teaching students at their instructional level 2) Failure to address the needs of incoming students 3) Monitoring of school improvement plan initiatives were not consistent.	Alg 1	1: Professional Development	TP 3 ▼
				2: Increase the use of data-driven	TP 6 ▼
				3: A monitoring schedule	TP 1 ▼
Climate & Culture (TP2)	Decrease the number of class cut referrals by 10%.	1) Teacher's attendance is lower than student attendance. 2) Consequence for this infraction does not deter students from cutting classes 3) Teacher's need additional professional development to ensure	Grades 9-12	1: Professional development	TP 4 ▼
				2: Incorporate team building	TP 2 ▼
				3: Increase recognition for	TP 8 ▼
Graduation Rate	▼ We need to increase the percentage	1) Alternative education not being utilized effectively for	Grades 9-12	1: The Principal and	TP 7 ▼



Collaboration
Coaching
Coherence

Home (view)

SIP Home (addsip?id=428)

Logoff (logoff)

HI EDWARD BONEK

Plan
Information

Plan Id	School	District	Region	County	CDS	Class	Rationale	Create Date
428	Pleasantville H S	Pleasantville City	7	Atlantic	014180050	Focus	Lowest Grad Rate	10-19-2015

Root Cause Analysis

Enter additional detail on issues highlighted as a high priority need identified through the QSR process and data analysis. Information entered on this page will self-populate in the SMART Goal pages.

*Use the "Edit/Show" and "Edit/Hide" buttons to toggle between the writing phase and final product for this page. All information can be entered in the "Edit/Show" screen.

*Use the Performance Challenge, Possible Root Causes, Target Population, and Strategies column to provide your narrative.

*Use the drop-down selection for the Turnaround Principle Addressed column. Make sure to align each strategy to a Turnaround principle.

*Use the drop-down selection to identify the topic of high priority need in the last row (4th SMART Goal).

*RAC Suggestions - The RAC team will use this space to provide suggestions specific to the adjacent content.

***If you enter more than 4000 characters your information will not be saved.**

* Remember to click "SAVE" to save your work.

**Turnaround Principles Key: TP 1 - School Leadership, TP 2 - School Climate & Culture, TP 3 - Effective Instruction, TP 4 - Curriculum, Assessment & Intervention System, TP 5 - Effective Staffing, TP 6- Enabling the Effective Use of Data, TP 7- Effective Use of Time, TP 8 - Family Engagement*

Edit/Show

Performance	Possible Root Causes (Based upon the QSR and data analysis, what factors are most likely to have contributed to this	Target	Strategies to Address Challenge (What does the root cause imply for next steps in improvement	Turnaround Principle
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