NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2014-2015 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION

DISTRICT INFORMATION	SCHOOL INFORMATION
District: SOMERS POINT	School: Dawes Ave. Elementary
Chief School Administrator: DR. ROBERT PREVITI	Address: 22 W. Dawes Ave., Somers Point
Chief School Administrator's E-mail:rpreviti@somersptschools.org	Grade Levels: PreK - 6
Title I Contact: Dr. Jen Luff	Principal: Doreen Lee
Title I Contact E-mail: jluff@somersptschools.org	Principal's E-mail:dlee@somersptschools.org
Title I Contact Phone Number: 609-927-7161	Principal's Phone Number: 609-653-1027

Principal's Certification

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

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

Mrs. Doreen A. Lee   _____   _____

Principal's Name   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION

Critical Overview Elements

- The School had _____2_____ (number) of stakeholder engagement meetings.

- State/local funds comprised _____% of the school's budget in 2013-2014.

- State/local funds will comprise _____$ of the school's budget in 2014-2015.

- Title I funded programs/interventions/strategies/activities in 2014-2015 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
BSI teacher, mentors, subs, classroom aides, I&RS subs, tutoring, tutoring, summer school teacher and aide salaries	1,2,3	Y	100-100	88,762
SY and ESY instructional supplies	1, 2,3	Y	100-610	1,349
In-service salaries, Reading/Math Specialist, I&RS meetings, TLC	1,2,3	Y	200-100	40,127
PD	1,2,3	Y	200-100	8,000
Benefits (FICA, DCRP, health)	1,2,3	Y	200-200	16,048
In-service	1,2,3	Y	200-300	4,421
Travel, workshops,	1,2,3,	Y	200-500	1,770

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

Stakeholder/Schoolwide Committee

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

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Doreen Lee	Principal	X	x		
Jennifer Cruickshank	Supervisor Special Ed	X	X		
Adrienne Breitinger	Reading Specialist	x	x		
Dawn Bentivegna	Math Specialist	x	x		
Melanie Wagner	3rd grade Teacher	x	x		
Jeanette Cellucci	Integration Specialist	x	x		
Julie Goodwin	Guidance	x	x		
Cindy Stafford	Librarian/Teacher	x	x		
Kim O'Brien	Parent	x	x		
Michelle Baltz	Reading specialist	x	x		
Jeanne Carlson	Board of Education	X	X		
Kathy Evans	Parent	x	x		
Dr. Previti	Superintendent	x	x		
Dr. Luff	Director of Curr.	x	x		

Stakeholder/Schoolwide Committee Meetings

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
10/22/13	Jordan Rd. School	Needs Assessment	**Yes**		**Yes**	
11/11/13	Dawes School	Plan Development	YES		YES	
6/3/14	Dawes School	Program Evaluation	Yes		Yes	

*Add rows as necessary.

School's Mission

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

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

What is the school's mission statement?	The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the Common Core Standards and the New Jersey Core Content Curriculum Standards. Achievement is evident when students: • Take academic risks • Transfer or extend content area knowledge • Are intrinsically motivated life-long learners • Are global learners who collaborate beyond the confines of the classroom or school • Demonstrate social growth • Are meta-cognitive thinkers • Solve real-world problems To foster student achievement Somers Point Educators: • Promote student-centered learning • Explicitly communicate the purpose of the lesson and how it fits into students' broader learning • Provide hands-on learning activities • Encourage collaboration • Cultivate a safe environment and a strong classroom community • Differentiate instruction • Know the content area, curriculum, and their students • Integrate technology • Uncover and capitalize on student interests • Use assessment data to make instructional decisions • Commit to life-long learning to improve their practice

SCHOOLWIDE COMPONENT: EVALUATION

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

Evaluation of 2013-2014 Schoolwide Program
(For schools approved to operate a schoolwide program prior to 2014-2015)

1. Did the school implement the program as planned? **YES**

2. What were the strengths of the implementation process? **Aligning Curriculum and Interventions**

3. What implementation challenges and barriers did the school encounter? **Not many resources for 5th and 6th grade.**

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? **The Strengths were that students are making progress but weakness is that they are still not on grade level.**

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? **The need was obvious.**

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? **Perceptions were positive as seen through surveys.**

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? **Perception was positive as seen through surveys.**

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

9. How did the school structure the interventions? **Interventions took place before school, after school and during the school day.**

SCHOOLWIDE COMPONENT: EVALUATION

10. How frequently did students receive instructional interventions? **Some students received interventions 2-3 times a week, while others received it 5 days a week depending on need.**

11. What technologies did the school use to support the program? **Computerized programs and Ipad apps.**

12. Did the technology contribute to the success of the program, and if so, how? **The students were able to track their own progress on some on the technology games which helped them to monitor their progress. This became very motivating.**

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 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	2012-2013	2013-2014	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4	58%		After – During and Before school Tutoring	To be determined by new C&I Director and Administrative Team
Grade 5	47%		After – During and Before school Tutoring	To be determined by new C&I Director and Administrative Team
Grade 6	51%		After – During and Before school Tutoring	To be determined by new C&I Director and Administrative Team
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4	47%		After – During and Before school Tutoring	To be determined by new C&I Director and Administrative Team
Grade 5	31%		After – During and Before school Tutoring	To be determined by new C&I Director and Administrative Team
Grade 6	22%		After – During and Before school Tutoring	To be determined by new C&I Director and Administrative Team
Grade 7				
Grade 8				
Grade 11				
Grade 12				

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 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	2012-2013	2013-2014	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Pre-Kindergarten				
Kindergarten			ICS, BSI, ESY, small group	Students have demonstrated growth
Grade 1			ICS, BSI, ESY, small group	Students have demonstrated growth
Grade 2			ICS, BSI, ESY, small group	Students have demonstrated growth
Grade 9	NA	NA		
Grade 10	NA	NA		

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency.
Pre-Kindergarten				
Kindergarten			ICS, BSI, ESY, small group	Students have demonstrated growth
Grade 1			ICS, BSI, ESY, small group	Students have demonstrated growth
Grade 2			ICS, BSI, ESY, small group	Students have demonstrated growth
Grade 9	NA	NA		
Grade 10	NA	NA		

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 Interventions and Strategies

Interventions to Increase Student Achievement **Implemented in 2013-2014**

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Tutoring – Intervention Periods	ELA	Y	DRA, Progress Monitoring, PAST	100% students for BSI, ICS, small group , Sp Ed group at a much lower rate
Morning Math – Intervention Periods	Mathematics	Y	Progress Monitoring	K-5, 92.5% gen ed made measureable growth. 99.5% of special needs students demonstrated proficiency at grade level but at a lower rate.
ICS, small group	Students with Disabilities	Y	DRA, Progress Monitoring	Demonstrated growth, but at a slower rate than gen ed
ICS, small group, ESY	Homeless/Migrant	Y	DRA, Progress Monitoring	Too small to measure
ICS, small group, pull out	ELLs	Y	WIDA, Access tests	Too small to measure

Extended Day/Year Interventions **Implemented in 2013-2014 to Address Academic Deficiencies**

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Tutoring – Intervention Periods	ELA	Y	Progress Monitoring	All students showed growth
Morning Math – Intervention Periods	Mathematics	Y	DRA, Progress Monitoring	Gr. 3-6 all showed measureable growth
ESY, small group, ICS	Students with Disabilities	Y	DRA, Progress Monitoring	Too small to measure
ESY, small group, ICS	Homeless/Migrant	Y	Progress Monitoring	Too small to measure
ESY, small group, ICS	ELLs	y	WIDA, Access tests	A few demonstrated greater growth than general ed students

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2013-2014 Interventions and Strategies

Professional Development **Implemented in 2013-2014**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Workshops/In-Service	ELA	Y	Student increased in reading volume/ reading logs	Monthly PLC's
Workshops/In-Service	Mathematics	Y	Classroom rubrics demonstrated progress	100% of classroom monitoring of vocab knowledge using a rubric.
Workshops/In-Service	Students with Disabilities			Based on Student data and surveys teachers need help in differentiation, phonics, and decoding
	Homeless/Migrant			Too small to measure
	ELLs			

Family and Community Engagement **Implemented in 2013-2014**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Read Across America	ELA	Y	Logs	Parent attendance showed growth
Math Olympiad	Mathematics	Y	Logs	Parent attendance showed growth
Meetings	Students with Disabilities	Y	Logs	Parent attendance showed growth
	Homeless/Migrant			
	ELLs			

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification

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

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

_____   _____   _____

Principal's Name   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: Reform Strategies

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

2014-2015 Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2013-2014 Interventions and Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Progress Targets NJ ASK LAL Student Growth Percentiles DRA2 Benchmark Assessments Anecdotal and Running Records Reading Logs	As measured by the standardized NJ ASK assessment students in grades 3-6 at the Dawes Avenue School none of the subgroups met performance targets. Though it should be noted the only the following subgroups had enough students to be counted: Schoolwide, White, Students with Disabilities, and Economically Disadvantaged. This demonstrates that overall students are struggling to meet targets in ELA. Student growth in Language arts as reported on the school performance report shows that students are making typical growth and when compared to peer groups, Dawes students are making high growth. The district DRA2 data does demonstrate that the rate of growth is increasing for all populations. However, economically disadvantaged and special education students are not growing at the same rate as their peers. Anecdotal records and reading logs are evidence that teachers are gaining a greater understanding of the particular needs of their readers and that students who read more frequently at home perform better in school.
Academic Achievement - Writing	Progress Targets NJ ASK LAL Student Growth Percentiles DRA2 Benchmark Assessments Anecdotal records	As measured by the standardized NJ ASK assessment students in grades 3-6 at the Dawes Avenue School none of the subgroups met performance targets. Though it should be noted the only the following subgroups had enough students to be counted: Schoolwide, White, Students with Disabilities, and Economically Disadvantaged. This demonstrates that overall students are struggling to meet targets in ELA. Student growth in Language arts as reported on the school performance report shows that students are making typical growth and when compared to peer groups, Dawes students are making high growth. The district

SCHOOLWIDE COMPONENT: Reform Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		DRA2 data does demonstrate that the rate of growth is increasing for all populations. However, economically disadvantaged and special education students are not growing at the same rate as their peers. Writing samples taken from benchmark assessments are evidence that students are making growth in their writing.
Academic Achievement - Mathematics	Progress Targets NJ ASK Math Student Growth Percentiles Rocket Math Benchmark Assessments Classroom assessments	As measured by the standardized NJ ASK assessment students in grades 3-6 at the Dawes Avenue School in the White, Hispanic, and Students with Disabilities subgroups met the progress target with confidence interval applied. However, students in the schoolwide and Economically Disadvantaged did not meet the targets. Student growth on math as reported on the School Performance report demonstrates that students are growing at a typical growth rate and when compared to peer schools, Dawes students are making high growth. Rocket math, pre and post assessments, benchmarks, and classroom assessment data demonstrate that students are indeed making growth in mathematics.
Family and Community Engagement	Survey results Attendance rates Sign-in Sheets Committee Sign In Sheets Volunteer enrollment	Seventy-four percent of survey respondents reported that overall they would rate Somers Point Schools as Good or Outstanding; while 14.5% reported that the schools were Satisfactory. Attendance rates at school events demonstrate that when the event includes both the child and the parent attendance is strong. The Dawes Avenue parent group meets regularly, has strong leadership, and engenders help from a number of parents . Sign-in sheets demonstrate that a few parents are involved in committees. The Parent Connection Committee also has a group of committed parents that help to organize events that involve parents into the school academic programs. Finally, a recent parent volunteer program did not garner a large number of volunteers at the Dawes Avenue School.
Professional Development	Survey results Sign-in sheets PLC Agendas Professional development evaluations Teacher Portfolios	Survey results indicate that teachers prefer job-embedded professional development that ends with a tangible product or idea to utilize in the classroom. Teachers enjoy working and learning in a collaborative environment and request professional development in the areas of reading, co-teaching, writing, differentiation, and mathematics. PLC agendas demonstrate that teachers are working in teams to review assessment data and make instructional decisions, discuss curriculum and the newly adopted Common Core standards. Additionally,

SCHOOLWIDE COMPONENT: Reform Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		each grade level PLC develops two SMART goals throughout the year tied to the needs of students at their grade level. Professional development evaluation forms show that teachers rate the professional development provided at high levels. The number of teachers participating in peer observations has declined this year. Teacher portfolios demonstrate that teachers' learning is impacting classroom instruction.
Homeless	Progress Targets NJ ASK Math NJ ASK LAL Student Growth Percentiles Rocket Math Benchmark Assessments Classroom assessments	The population of homeless students has been too small to be able to draw any conclusions based upon that particular population.
Students with Disabilities	Progress Targets NJ ASK Math NJ ASK LAL Student Growth Percentiles Rocket Math Benchmark Assessments Classroom assessments Survey results	State and local data demonstrate that students with disabilities are performing at a far lower level than their general education peers. Students with disabilities are making growth on local assessments such as the DRA2 and benchmark assessments but not at the same rate as the general education population. Survey results demonstrate that teachers need more work in areas of co-teaching and differentiation.
English Language Learners	N/A	N/A (ELL students attend the Jordan Road School)
Economically Disadvantaged	Progress Targets NJ ASK Math NJ ASK LAL Student Growth Percentiles	The multiple measures analyzed demonstrate that our economically disadvantaged students are performing at lower levels of proficiency then their more affluent peers. Economically disadvantaged students are demonstrating growth but at a lower rate. Attendance rates and reading logs demonstrate that our economically

SCHOOLWIDE COMPONENT: Reform Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Rocket Math Benchmark Assessments Classroom assessments Attendance rates Reading logs	disadvantaged students are not reading at home nor are their parents attending events at the same rate as non-economically disadvantaged peers.
School Climate and Culture	Student focus groups Survey results Activity logs Sign in sheets Discipline reports	The multiple measures analyzed demonstrate that our economically disadvantaged students are performing at lower levels of proficiency then their more affluent peers. Economically disadvantaged students are demonstrating growth but at a lower rate. Attendance rates and reading logs demonstrate that our economically disadvantaged students are not reading at home nor are their parents attending events at the same rate as non-economically disadvantaged peers.
Leadership	Progress Targets NJ ASK Math NJ ASK LAL Survey results Sign-in sheets	The multiple measures analyzed demonstrate that our economically disadvantaged students are performing at lower levels of proficiency then their more affluent peers. Economically disadvantaged students are demonstrating growth but at a lower rate. Attendance rates and reading logs demonstrate that our economically disadvantaged students are not reading at home nor are their parents attending events at the same rate as non-economically disadvantaged peers.
School-Based Youth Services	Group and Team rosters Activity logs Sign-in sheets Student focus groups	The multiple measures analyzed demonstrate that our economically disadvantaged students are performing at lower levels of proficiency then their more affluent peers. Economically disadvantaged students are demonstrating growth but at a lower rate. Attendance rates and reading logs demonstrate that our economically disadvantaged students are not reading at home nor are their parents attending events at the same rate as non-economically disadvantaged peers.

2014-2015 Needs Assessment Process

Narrative

1. What process did the school use to conduct its needs assessment? **The district gathered data from multiple sources and then presented the data in a gallery format at a School Improvement Committee meeting. Parents, teachers, staff members, administrators took a gallery walk to look and the data and record comments or questions about what the data. From this data and analysis the district identified needs.**

2. What process did the school use to collect and compile data for student subgroups? **The school disaggregated the data for all subgroups of students with at least 20 students.**

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? [1] **The school uses a mixed methods design to gather data and uses multiple measures to analysis each area insuring that no one piece of data is the only consideration.**

4. What did the data analysis reveal regarding classroom instruction? **The analysis demonstrated that many students enter the year performing below grade level. Students are making growth in the classroom however this growth is often not enough to get them on grade level by the end of the year. Data revealed that classroom instruction is increasing use of best practices in ELA and Math, Common Core standards, and assessment to drive instruction and differentiation. Classroom instruction can be continually enhanced as teachers add strategies to their practice.**

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? **Data revealed that the addition of common planning time for teachers was very beneficial. Additionally, teachers reported that workshops focused on instruction through the Marzano lens were well received. Time continues to be an issue and as a result the district has increased the number of professional development days.**

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

6. How does the school identify educationally at-risk students in a timely manner? **Data collected in the spring and summer from both state and local sources is used to identify at-risk students prior to the start of the school year.**

7. How does the school provide effective interventions to educationally at-risk students? **The district has developed a master schedule that includes a daily intervention/enrichment period to allow teachers to work with at-risk students. Additionally, identified students receive interventions throughout the school day in addition to their ELA and math periods. Extended school day programs including Morning math and Project read provide students with extra practice and/or acceleration in reading and math. Finally, at-risk students are provided with a summer learning program.**

8. How does the school address the needs of migrant students? **The school does not have any migrant students at this time.**

9. How does the school address the needs of homeless students? **The school offers homeless students the interventions and supports needed based on the individual needs of the student and family. They are bused into district.**

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 work in grade level teams to analyze data and then develop plans for instruction based on the needs of students.**

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school? **Students who transition from preschool to kindergarten attend a kindergarten orientation prior to the start of the school year. Additionally, teachers collaborate for articulation as part of the Early Childhood Advisory Committee. Individualized transition plans are developed and shared for at-risk preschool students prior to entering kindergarten. Sixth grade students transitioning to middle school meet up during their sixth grade year at a trip to Stokes State Forest. Activities allow students an opportunity to build relationships prior to entering the middle school. At the end of the sixth grade year, students take part in a orientation day. Sixth grade teachers collaborate with middle school teachers in vertical articulation meetings.**

SCHOOLWIDE COMPONENT: Reform Strategies

12. How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan? **The school selected the priority problems after conducting the needs assessment analysis as part of the work of the School Improvement Committee.**

2014-2015 Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

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

	#1	#2
Name of priority problem	ELA	Math
Describe the priority problem using at least two data sources	Too few students are scoring proficient in the area of ELA on the NJ ASK Assessment. Many students are reading below grade level as assessed on the DRA2 assessment.	Too few students are scoring proficient in the area of Math on the NJ ASK Assesments. District benchmark data shows that although students are making growth they are not scoring demonstrating mastery of grade level standards.
Describe the root causes of the problem	Students are beginning the school year below grade level. Teachers need to continue to use formative assessment data to individualize reading instruction to the specific needs of students. Teacher must continue to enhance their practices and add new strategies to their repertoire.	Students are beginning the school year below grade level. Teachers must continue to implement research-based best practices in math instruction. Students in grades K-4 need to gain automaticity with basic math facts. Teachers need to continually enhance practices and add new strategies to instruction. Finally, assessment data must be used to individualize instruction.
Subgroups or populations addressed	All students	All students
Related content area missed	N/A	N/A
Name of scientifically research based intervention to address priority problems	Research-based interventions Targeted professional development Balanced Literacy Use of Formative Assessment Data Extended Day and School Opportunities	Research-based interventions Targeted professional development Use of Formative Assessment Data Extended Day and School Opportunities
How does the intervention align with the Common Core State Standards?	All instruction is aligned to the Common Core standards.	All instruction is aligned to the Common Core standards.

SCHOOLWIDE COMPONENT: Reform Strategies

2014-2015 Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Closing the Achievement Gap	
Describe the priority problem using at least two data sources	The disaggregated NJ ASK data and district data shows that students in the Black, Hispanic, Special Education, and Economically Disadvantaged populations are not performing at the same levels of proficiency as their grade-level peers.	
Describe the root causes of the problem	Students are beginning the school year below grade level. Teachers need to continue to use formative assessment data to individualize instruction to the specific needs of students. Teacher must continue to enhance their practices and add new strategies to their repertoire. Finally, more work must be done in the social and emotional and non-cognitive realms to help these students successfully negotiate school.	
Subgroups or populations addressed	Economically Disadvantaged, Hispanic, Black, Special Education	
Related content area missed	LAL and Math	
Name of scientifically research based intervention to address priority problems	Research-based interventions Targeted professional development Balanced Literacy Use of Formative Assessment Data Extended Day and School Opportunities Mentoring Program	
How does the intervention align with the Common Core State Standards?	All instruction and curriculum is aligned to Common Core standards	

SCHOOLWIDE COMPONENT: Reform Strategies

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

2014-2015 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
Basic Skills Teachers for In-Class Support and Targeted Interventions	ELA	All	Principals Director of Curriculum	100% of students in each subgroup will meet NJ ASK progress targets by June 2015. 100% of students will achieve grade level target or make targeted growth levels on the DRA2 by June 2015.	**Shanahan**, et al. (2010). Improving Reading Comprehension in Kindergarten Through 3rd Grade. **Graham, S., et al. (2012).** Teaching Elementary School Students to Be Effective Writers. **Gersten, R. (2009).** Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades.
Basic Skills Teachers for In-Class Support and Targeted Interventions	Mathematics	All	Principals Director of Curriculum	100% of students in each subgroup will meet NJ ASK progress targets by June 2015. 100% of Students will achieve required fluencies on district benchmarks by June 2015.	**Woodward, J., et.al. (2012).** Improving Mathematical Problem Solving in Grades 4 Through 8. **Gersten, R., et.al. (2009).** Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

2014-2015 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

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

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Summer School	ELA & Math	At Risk Students	Dir. Of Curr	100% of students in each subgroup will meet NJ ASK progress targets by June 2015.	**Beckett**, M., et.al. 2009). Structuring Out-of-School Time to Improve Academic Achievement
Extended School Day Options	ELA and Math	At Risk Students	Dir. Of Curr	100% of students in each subgroup will meet NJ ASK progress targets by June 2014.	**Beckett**, M., et.al. 2009). Structuring Out-of-School Time to Improve Academic Achievement
		Homeless Migrant			
		ELLs			
		Students with Disabilities			

*Use an asterisk to denote new programs.

2014-2015 Professional Development to Address Student Achievement and Priority Problems

SCHOOLWIDE COMPONENT: Reform Strategies

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

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Balanced Literacy	ELA	All	Dir. Of Curr	100% of students in each subgroup will meet NJ ASK progress targets by June 2015. 100% of students will achieve grade level target or make targeted growth levels on the DRA2 by June 2015.	**Shanahan**, et al. (2010). Improving Reading Comprehension in Kindergarten Through 3rd Grade. **Graham, S., et al. (2012).** Teaching Elementary School Students to Be Effective Writers. **Gersten, R. (2009).** Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades.
Common Core Math Instruction	Mathematics	All	Dir. Of Curr	100% of students in each subgroup will meet NJ ASK progress targets by June 2014.	**Woodward, J., et.al. (2012).** Improving Mathematical Problem Solving in Grades 4 Through 8. **Gersten, R., et.al. (2009).** Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools
Mentoring	Social/Emotional Math ELA	At-Risk Students	Principal AIM Coordinator	100% of students in the mentoring program will demonstrate typical or High growth as measured by the SGP by June 2015. 100% of students in the mentoring program will demonstrate a 30% reduction in behavioral referrals from prior year by June 2015.	**Epstein, M., et.al. (2008).** Reducing Behavior Problems in the Elementary School Classroom **Pashler, H., et. al. (2007)** Organizing Instruction and Study to Improve Student Learning.

SCHOOLWIDE COMPONENT: Reform Strategies

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
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.					
				100% of students in the mentoring program will demonstrate one grade improvement on final grade by June 2015.	
Math/Reading Coaches	ELA and Math	All	Admin Team	100% of students in each subgroup will meet NJ ASK progress targets by June 2014.	Garet, M., Porter, A., Desimone, L., Birman, B., & Yoon, S. (2001). What makes professional development effective? Results from a national sample of teachers. _American Educational Research Journal, 38_(4), 915–945.
Teacher Leaders	ELA, Math, Social/Emotional	All	Admin Team	100% of students in each subgroup will meet NJ ASK progress targets by June 2015. 100% of teachers will meet SGO by June 2015	Herman, R., et.al. (2008). Turning Around Chronically Low-Performing Schools. **BOOK]**Developing **teacher leaders**: How **teacher leadership** enhances school success F Crowther, M Ferguson, L Hann – 2008 Hamilton, L., et. al. (2009). Using Student Achievement Data to Support Instructional Decision Making.

SCHOOLWIDE COMPONENT: Reform Strategies

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

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Instructional Rounds	ELA/Math	All	Adm. Team	100% of students in each subgroup will meet NJ ASK progress targets by June 2015.	Hamilton, L., et. al. (2009). Using Student Achievement Data to Support Instructional Decision Making.

*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 2014-2015 school year)

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

1. Who will be responsible for evaluating the schoolwide program for 2014-2015? Will the review be conducted internally (by school staff), or externally? **The Administrative Team - Internally**

2. What barriers or challenges does the school anticipate during the implementation process? **Low student attendance.**

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

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

SCHOOLWIDE COMPONENT: Reform Strategies

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

6. How will the school structure interventions? **Before, During and After School.**

7. How frequently will students receive instructional interventions? **Students can receive from 2-5 days depending on need.**

8. What resources/ technologies will the school use to support the schoolwide program? **Computer Programs and IPads Apps.**

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? **Benchmarks Testing, DRA**

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

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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

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

2014-2015 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Parental Connection Committee	ELA/Math	All	PCC Executive Council	By June 2015, the number of parents participating in school events will increase by 30% from prior year as evidenced by sign-in sheets.	The Evidence Continues to Grow: Parent Involvement Improves Student Achievement. An Annotated Bibliography. National Committee for Citizens in Education Special Report. Henderson, Anne T., Ed.
Family Math and Literacy Night	ELA/Math	All	Principals	By June 2015, the number of parents participating in school events will increase by 30% from prior year as evidenced by sign-in sheets.	The Evidence Continues to Grow: Parent Involvement Improves Student Achievement. An Annotated Bibliography. National Committee for Citizens in Education Special Report. Henderson, Anne T., Ed.
Mentoring Program	Social/Emotional; ELA/Math	At-risk students	Admin Team	100% of students in the mentoring program will demonstrate typical or High growth as measured by the SGP by June 2015. 100% of students in the mentoring program will demonstrate a 30% reduction in behavioral referrals from prior year by June 2015.	The Evidence Continues to Grow: Parent Involvement Improves Student Achievement. An Annotated Bibliography. National Committee for Citizens in Education Special Report. Henderson, Anne T., Ed.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
				100% of students in the mentoring program will demonstrate one grade improvement on final grade by June 2015.	

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2014-2015 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? **Parent involvement activities will center on the areas of ELA and math. Additionally, parents of students experiencing the achievement gap will be targeted for professional development.**

2. How will the school engage parents in the development of the written parent involvement policy? **The district will provide the parent involvement policy to all parents in draft format. A meeting will be held for interested parents/guardians to share input.**

3. How will the school distribute its written parent involvement policy? **The school will distribute the policy to students and post on the web page.**

4. How will the school engage parents in the development of the school-parent compact? **The district will provide the school-parent compact to all parents in draft format. A meeting will be held for interested parents/guardians to share input.**

5. How will the school ensure that parents receive and review the school-parent compact? **The school will distribute the compact to all parents and post on the web page.**

6. How will the school report its student achievement data to families and the community? **The school reports achievement data at a public board of education meeting, posts it on the web site, and invites parents to become members of School Improvement Committee.**

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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

8. How will the school inform families and the community of the school's disaggregated assessment results**? The school reports achievement data at a public board of education meeting, posts it on the web site, and invites parents to become members of School Improvement Committee.**

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? **Parents are involved through the Parental Connection Committee and invited to join our School Improvement Committee.**

10. How will the school inform families about the academic achievement of their child/children? **Progress reports, report cards, assessment results, conferences, parent portal.**

11. On what specific strategies will the school use its 2013-2014 parent involvement funds? N/A

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

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

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

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	35	Teachers are provided with training and opportunities to become involved in the school community.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	12	
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	0	

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

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The school advertises for positions in a variety of formats.	**Admin. Team**