

# 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: Jordan Rd
Chief School Administrator: DR. ROBERT PREVITI, ED.D.	Address: 129 Jordan Rd, Somers Point, NJ 08244
Chief School Administrator's E-mail: rpreviti@somersptschools.org	Grade Levels: K-8
Title I Contact: Kimberly Tucker	Principal: Susan M. Dugan
Title I Contact E-mail: kimtucker@sptsd.org	Principal's E-mail: sdugan@somersptschools.org
Title I Contact Phone Number: 609-927-7167 ext. 1220	Principal's Phone Number: 609-927-7161 EXT 1150

### 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 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.

Susan M. Dugan

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**Principal's Name**

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**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, summer tutoring, summer school teachers and aide salaries	1,2,3	Y	100-100	\$142,730
SY and ESY instructional supplies	1,2,3	Y	100-610	5,777
In-service salaries, Reading and Math Specialist, I&RS meetings, TLC	1,2,3	Y	200-100	47,359
Director/Secretary portion salary		Y	200-100	19,072
Summer Nurse		Y	200-100	2,000
PD	1,2,3	Y	200-100	11,000
Benefits (FICA, DCRP, health)	1,2,3	Y	200-200	67,536
In-service	1,2,3	Y	200-300	18,336
Travel, workshops	1,2,3	Y	200-500	12,530
Summer School Bus	1,2,3	Y	200-800	6,800

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

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

### Stakeholder/Schoolwide Committee

**Select committee members to develop the Schoolwide Plan.**

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

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Susan Dugan	Principal	X	X	X	
Eileen Ward	Assistant Principal	X	X	X	
Adrienne Breitinger	Special Education Teacher	X	X	X	
Jeanette Cellucci	7 <sup>th</sup> Grade Social Studies	X	X	X	
Kristie Leonard	6 <sup>th</sup> Grade Science	X	X	X	
Margie Smock	5 <sup>th</sup> Grade Math	X	X	X	
Jennifer Cruickshank	Supervisor Special Education	X	X	X	
Dawn Bentivegna	Math Coach	X	X	X	
Emily Ford	Special Education Teacher	X	X	X	
Phil Pallitto	8 <sup>th</sup> Grade ELA	X	X	X	
Joe Schmidt	Guidance	X	X	X	
Liz Lichtenstein	7 <sup>th</sup> Science	X	X	X	

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Kim O'Brien	World Language	X	X	X	
Dana Ulasevich	7 <sup>th</sup> Grade ELA	X	X	X	
Michelle Baltz	Reading Specialist	X	X	X	
Joan Timmons	2 <sup>nd</sup> Grade	X	X	X	
Amy Rafferty	3 <sup>rd</sup> Grade	X	X	X	
Kathy Staab	4 <sup>th</sup> Grade	X	X	X	
Robin Wolf-Smith	2 <sup>nd</sup> Grade	X	X	X	
Jeanne Carlson	Board of Education	X	X	X	
Robert Previti	Superintendent	X	X	X	
Laura Keiter	Parent	X	X	X	
Jennifer Luff	Director of Curriculum	X	X	X	
Anthony Distascio	RSC	X	X	X	

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

### Stakeholder/Schoolwide Committee Meetings

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
10/22/13		Needs Assessment				
		Plan Development				
6/17/14		Program Evaluation	x		x	

\*Add rows as necessary.

# SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

## 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?

<p><b>What is the school's mission statement?</b></p>	<p><u>Somers Point Board of Education Mission</u> The mission of the Somers Point Board of Education is to foster life-long learning by encouraging our students to discover their fullest potential to become proactive citizens. This is accomplished through:</p> <ul style="list-style-type: none"><li>➤ Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment;</li><li>➤ Adequate facilities and resources;</li><li>➤ Our students mastering the knowledge and skills needed for success;</li><li>➤ Educational partnership of home, school and community members.</li></ul> <p>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:</p> <ul style="list-style-type: none"><li>• Take academic risks</li><li>• Transfer or extend content area knowledge</li><li>• Are intrinsically motivated life-long learners</li><li>• Are global learners who collaborate beyond the confines of the classroom or school</li><li>• Demonstrate social growth</li><li>• Are meta-cognitive thinkers</li><li>• Solve real-world problems</li></ul>
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## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

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? **Multiple strategies to meet needs based on formative assessment.**
3. What implementation challenges and barriers did the school encounter? **Time and parent involvement**
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? **See above**
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? **Committee meetings, PLC's, surveys, committee meetings**
6. What were the perceptions of the staff? Positive What tool(s) did the school use to measure the staff's perceptions? **Surveys, verbal feedback**
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? **Positive and verbal feedback**
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.) **ICS, small group, pull out and one on one**

## SCHOOLWIDE COMPONENT: EVALUATION

9. How did the school structure the interventions? **ICS, small group, pull out, ESY, and before and after school**
10. How frequently did students receive instructional interventions? **As needed**
11. What technologies did the school use to support the program? **IPADS, Chromebooks, laptops**
12. Did the technology contribute to the success of the program, and if so, how? **Yes, student engagement**

## 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 <i>did</i> or <i>did not</i> result in proficiency.
Grade 4	51%	n/a	ICS, after school tutoring, small group, pull-out	As yet to be determined
Grade 5	52%	n/a	ICS, after school tutoring, small group, pull-out	As yet to be determined
Grade 6	43%	n/a	ICS, after school tutoring, small group, pull-out	As yet to be determined
Grade 7	42%	n/a	ICS, after school tutoring, small group, pull-out	As yet to be determined
Grade 8	38%	n/a	ICS, after school tutoring, small group, pull-out	As yet to be determined
Grade 11				
Grade 12				

Mathematics	2012-2013	2013-2014	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency.
Grade 4	22%	n/a	ICS, after school tutoring, small group, pull-out, morning math	As yet to be determined
Grade 5	47%	n/a	ICS, after school tutoring, small group, pull-out, morning math	As yet to be determined
Grade 6	36%	n/a	ICS, after school tutoring, small group, pull-out, morning math	As yet to be determined
Grade 7	48%	n/a	ICS, after school tutoring, small group, pull-out, morning math	As yet to be determined
Grade 8	48%	n/a	ICS, after school tutoring, small group, pull-	As yet to be determined

## SCHOOLWIDE COMPONENT: EVALUATION

			out, morning math	
Grade 11	n/a			
Grade 12	n/a			

### 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 <i>did</i> or <i>did not</i> result in proficiency.
Pre-Kindergarten	n/a			
Kindergarten		n/a	ICS, BSI, ESY, small group	Students have demonstrated growth
Grade 1		n/a	ICS, BSI, ESY, small group	Students have demonstrated growth
Grade 2		n/a	ICS, BSI, ESY, small group	Students have demonstrated growth
Grade 9				
Grade 10				

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

## SCHOOLWIDE COMPONENT: EVALUATION

## 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)
BSI, ICS, small group, extended day	ELA	y	DRA, Progress Monitoring, PAST	100% students for BSI, ICS, small group . Sp Ed group at a much lower rate.
BSI, ICS, small group, extended day	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		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)
ESY, small group,ICS	ELA	y	Progress Monitoring,	All students showed growth
ESY, small group,ICS	Mathematics	y		Gr. 5-8 all showed measureable growth
			DRA, Progress Monitoring,	
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

## SCHOOLWIDE COMPONENT: EVALUATION

	2	3	4	5
ESY, small group,ICS	ELLs	Y	WIDA, Access tests	A few demonstrated greater growth than gen ed

## 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)
Readers/Writers Workshop, Lead Learner Academies and Job embedded coaching	ELA	Y	Student increased in reading volume/ reading logs	Monthly PLC's
Vocal highlights within Common Core	Mathematics	Y	Classroom rubrics demonstrated progress	100% of classroom monitoring of vocab knowledge using a rubric.
	Students with Disabilities			Based on Student data and surveys teachers need help in differentiation
	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)
Reading Night	ELA	Y	Logs	Parent attendance showed growth
STEM Fair, Common Core Family Events	Mathematics	Y	Logs	Parental attendance showed growth
Reading Night	Students with Disabilities	Y	Logs	Parental attendance showed growth
STEM Fair, Common Core Family Events	Disabilities			
STEM Fair, Common	Homeless/Migrant			



## SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
Core Family Events				
	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.

Susan M. Dugan

\_\_\_\_\_  
**Principal's Name**

\_\_\_\_\_  
**Principal's Signature**

\_\_\_\_\_  
**Date**

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

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

### 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 3-8 at the Jordan Road School in the White and Black subgroups met the progress target with confidence interval applied. However, students in the schoolwide, Hispanic, Students with Disabilities, and Economically Disadvantaged did not meet the targets. This demonstrates an achievement gap in reading that is also evident in district DRA2 and Benchmark Data. Student growth in Language arts as reported on the school performance report shows that students are making typical growth. Though students demonstrate growth, economically disadvantaged and special education students are starting each year behind their white, non-economically disadvantaged, general education peers. The data does demonstrate that the rate of growth is increasing for all populations. 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 3-8 at the Jordan Road School in the White and Black subgroups met the progress target with confidence interval applied. However, students in the schoolwide, Hispanic, Students with Disabilities, and Economically Disadvantaged did not meet the targets. This demonstrates an achievement gap in reading that is also evident in district DRA2 and Benchmark Data. Student growth in Language arts as reported on the school performance

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		report shows that students are making typical growth. 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	As measured by the standardized NJ ASK assessment, students in grades K-8 at the Jordan Road School in the White subgroup met the progress target with the confidence interval applied. However, the Schoolwide, Black, Hispanic, Students with Disabilities, and Economically Disadvantaged subpopulations did not meet targets. Student growth on math as reported on the School Performance report demonstrates that students are growing at a typical growth rate. 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. Under new leadership, we are experiencing a renewed interest in the Parents Group. Both parental attendance and involvement in schoolwide events has increased significantly. The Parent Connection Committee also has a group of committed parents that help to organize events that involve parents into the school academic programs.
Professional Development	See Above, student measures, surveys	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, 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

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		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	AMOs NJ ASK Math NJ ASK LAL Student Growth Percentiles Rocket Math Benchmark Assessments Classroom assessments	Our ELL students have reached AMOs each year. ELL students perform at lower levels of proficiency than native English speakers. However, DRA2 and ACCESS data demonstrate that ELL students are making growth.

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Economically Disadvantaged	See Above	The multiple measures analyzed demonstrate that our economically disadvantaged students are performing at lower levels of proficiency than 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 Climate and Culture	Student focus groups Survey results Activity logs Sign in sheets Discipline reports	Student report that they feel safe at school. Activity logs show the recent implementation of the Renaissance Program and Positive Behavior Supports. Schedules demonstrate that students participate in weekly advisory groups or classroom meetings. However, the number of discipline incidents went from 2,673 in 12-13 to 1,936 in 13-14. Out of school suspensions went from 100 in 12-13 to 68 in 13-14. Thirty-three percent of teachers are involved in 3- 5 committees. After school workshops are not well attended.
Leadership	Progress Targets NJ ASK Math NJ ASK LAL Survey results Sign-in sheets	Student achievement is lagging as measured by standardized tests. However, students are displaying typical growth in ELA and Math. District data demonstrates that students are making growth at higher rates than previous years. Sign-in sheets demonstrate that principals attend committee meetings. Teachers report that their administrative team fosters a school culture that is focused on instructional improvement: 6.8% always, 48.6% frequently, 33.8% sometimes, 10.8% never. Forty-eight percent agree or strongly agree that administrators are more involved in instruction than ever before.
School-Based Youth Services	Attendance	Students are offered the opportunity to participate in various sports and clubs. Over 100 students participate in band or chorus. Students report they like sports and clubs.

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

### 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. 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**
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)? <sup>1</sup> **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 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.**
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? **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.**

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

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

6. How does the school identify educationally at-risk students in a timely manner? **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.**
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 district currently does not have any migrant students.**
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.**
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: NEEDS ASSESSMENT

**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.**

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

### 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 Assessments. 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 PLC Collaboration with Reading Specialist	Research-based interventions Targeted professional development Use of Formative Assessment Data Extended Day and School Opportunities PLC Collaboration with Math Specialist
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: NEEDS ASSESSMENT

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

### 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 PLC Collaboration	
How does the intervention align with the Common Core State Standards?	All instruction and curriculum is aligned to Common Core standards	

## SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

## 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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
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.	<b>Shanahan, et al. (2010).</b> Improving Reading Comprehension in Kindergarten Through 3rd Grade. <b>Graham, S., et al. (2012).</b> Teaching Elementary School Students to Be Effective Writers. <b>Gersten, R. (2009).</b> 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.	<b>Woodward, J., et.al. (2012).</b> Improving Mathematical Problem Solving in Grades 4 Through 8. <b>Gersten, R., et.al. (2009).</b> Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools
		ELLs	Principals Director of Curriculum		
		Students	Supervisor	100% of students in each subgroup will	<b>Woodward, J., et.al. (2012).</b> Improving Mathematical Problem

## SCHOOLWIDE COMPONENT: Reform Strategies

### *ESEA §1114(b)(1)(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)
		with Disabilities	of Special Ed	meet NJ ASK progress targets by June 2015. 100% of Students will achieve required fluencies on district benchmarks by June 2015.	Solving in Grades 4 Through 8. <b>Gersten, R., et.al. (2009).</b> Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools

\*Use an asterisk to denote new programs.

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

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

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

\*Use an asterisk to denote new programs.

## SCHOOLWIDE COMPONENT: Reform Strategies

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

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

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



## SCHOOLWIDE COMPONENT: Reform Strategies

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

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
				from prior year by June 2015. 100% of students in the mentoring program will demonstrate one grade improvement on final grade by June 2015.	
Math and Reading Coaches	ELA and Math	All	Admin Team	100% of students in each subgroup will meet NJ ASK progress targets by June 2015.	Garet, M., Porter, A., Desimone, L., Birman, B., & Yoon, S. (2001). What makes professional development effective? Results from a national sample of teachers. <i>American Educational Research Journal</i> , 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.  <b>BOOK]</b> <a href="#">Developing teacher leaders: How teacher leadership enhances school success</a>  F Crowther, M Ferguson, L Hann – 2008  <b>Hamilton, L., et. al. (2009).</b> Using Student Achievement Data to Support Instructional Decision Making.

## SCHOOLWIDE COMPONENT: Reform Strategies

\*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? Kim Tucker, Supervisor of Curriculum and Instruction and Stakeholders on the Schoolwide Committee

## SCHOOLWIDE COMPONENT: Reform Strategies

2. What barriers or challenges does the school anticipate during the implementation process? **Time, Scheduling and certified teacher resources.**
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? **Through professional development, surveys and stakeholder meetings.**
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? **Staff surveys**
5. What measurement tool(s) will the school use to gauge the perceptions of the community? **Parental surveys, and meetings**
6. How will the school structure interventions? **Both in class support, pull-out, small group, and before and after school**
7. How frequently will students receive instructional interventions? **As needed**
8. What resources/ technologies will the school use to support the schoolwide program? **IPADS, Chromebooks, MacBooks, and laptops**
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? **Progress Monitoring and benchmark testing, and ongoing formative assessment**
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? **Through Bd meetings, parental letters home and on website**

## 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	LAL/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	LAL/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.	
		Homeless Migrant			
		ELL			
Mentoring Program	Social/Emotional; ELA, Math	At-risk students	Admin Team	<p>100% of students in the mentoring program will demonstrate typical or High growth as measured by the SGP by June 2015.</p> <p>100% of students in the mentoring program will demonstrate a 30% reduction in behavioral referrals from prior year by June 2015.</p> <p>100% of students in the mentoring program will demonstrate one grade improvement on final grade by June 2015.</p>	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.

\*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.**
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.**

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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? **Parents are involved through the Parental Connection Committee and invited to join our School Improvement Committee.**
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	61	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)	5	
	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
Through networking in area colleges and local advertisements	Administrative Team