

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2016-2017 TITLE I SCHOOLWIDE PLAN*

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



DISTRICT INFORMATION	SCHOOL INFORMATION
District: BLOOMFIELD SCHOOL DISTRICT	School: Berkeley Elementary School
Chief School Administrator: SALVATORE GONCALVES	Address: 351 Bloomfield Ave. Bloomfield, NJ 07003
Chief School Administrator's E-mail: sgoncalves@bloomfield.k12.nj.us	Grade Levels: K-6
Title I Contact: Joanne Decker	Principal: Dr. Natasha Baxter
Title I Contact E-mail: jdecker@bloomfield.k12.nj.us	Principal's E-mail: nbaxter@bloomfield.k12.nj.us
Title I Contact Phone Number: 973-680-8500	Principal's Phone Number: 973-680-8540

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

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

Natashia Baxter, Ed.D
Principal's Name (Print)

Dr. Natasha Baxter
Principal's Signature

6/17/16
Date



Critical Overview Elements

- The School held 3 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 99%, which comprised 99% of the school’s budget in 2014-2015.
- State/local funds to support the school will be \$, which will comprise 99% % of the school’s budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2016-2017 include the following:

Provide books, materials for parents to support ELA and Math	1, 2, 3		200-600 Supply	\$2000
Parent Workshops on reading, math, emotional and social well-being, and tecnologia infusion	1,2,3		200-600 Supply	\$8000
Refreshments parent workshops	1,2,3,	ELA, Math, PARCC	Other	\$2000
Afterschool/Summer School Programs	1,2,3,	ELA, Math		

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

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan. Parents/Families and Community Members cannot be affiliated with the school.
Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan. **Add lines as necessary.*

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Natashia Baxter, Ed. D.	Principal	yes	Yes	yes	<i>Dr. Natashia Baxter</i>
Grace Goncalves	Interventionist	yes	Yes	yes	<i>G. Goncalves</i>
Karen Vazquez	Teacher-Lower	yes	Yes	yes	<i>K. Vazquez</i>
Jenna Cardone	Guidance	yes	Yes	yes	<i>Jenna Cardone</i>
Mary Morarity	Media Specialist	yes	Yes	yes	<i>M. Morarity</i>
Isabella Campece	Special Education	yes	Yes	yes	<i>I. Campece</i>
Audrene Rowe	Parent	yes	Yes	yes	<i>A. Rowe</i>



Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program’s annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
5/23/16	Media Center	Comprehensive Needs Assessment	X		X	
6/3/16	Media Center	Schoolwide Plan Development	X		X	
6/10/16	Media Center	Program Evaluation	X		X	

**Add rows as necessary.*

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

Evaluation of 2015-2016 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2015-2016, or earlier)

1. Did the school implement the program as planned? Yes, we followed the 2015-2016 Title I Plan. As we reviewed student performance and implemented new state mandates (i.e., Achieve NJ-SGO's) some modifications were made.
2. What were the strengths of the implementation process? Collaboration at Berkeley School continues to be a strength. Administration, interventionist, and teachers work together to implement intervention and program strategies throughout all grade levels and the Reader's Workshop reading model with interventions identified in the work period. Study Island was used as a support for LAL. Consultants were provided to support LAL. Grade level meetings (PLC's) time is used to support implementation of Common Core Curriculum and model curriculum components. Renaissance, SGO process, and PARCC was also utilized.
3. What implementation challenges and barriers did the school encounter? We continue to make strides from traditional NJ CCCS to common core. Increased amount of assessments was a challenge- Renaissance- 3X; TCA-3X's, benchmarks, NJASK-Science, PARCC, etc.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Collaboration of staff and grade level meetings (PLC's) enabled staff to address the interventions to improve LAL and Math. The interventionist continued to do an effective job of modeling reading strategies, text-dependent questions, and identifying ways to differentiate instruction to support learners in LAL and Math. PARCC preparation and implementation was time consuming.



5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Interventionist and teachers collaborate to implement program initiatives. Continued to use consultant for LAL that has established a level of trust and rapport with staff.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? The Title I Contact provided one survey to all teachers involved with Title programs during the 2015-2016 school year. In addition, continued to have informal conversations with staff during grade level and staff meetings. Teacher Administrative Liaison Committee meetings again did not present too many concerns. Concerns dealt with time, number of assessments, redundancy of paperwork associated with programs.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? Parents continue to attend monthly workshops related to program topics. Surveys were provided to all parents at the conclusion of all workshops. Data from the surveys was used to provide next steps at future workshops such as change of time, additional supplemental materials, and/or additional topics of interest.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? Combination of individual, small group, and large group.
9. How did the school structure the interventions? Interventions continue to be a combination of after school program; in-school tutoring; tier III interventions; computer-based-home/in-school, summer school program.



- 10. How frequently did students receive instructional interventions? Identified students received LAL small group tutoring. Afterschool program was offered two days per week for one hundred eighty minutes over the course of two sessions. (Fall session: Oct-Dec.) (Winter session: Feb-April). Tier II interventions were implemented for identified students on daily basis; computer programs- Study Island used two times per week.
- 11. What technologies did the school use to support the program? Teachers used document cameras and Smart Boards to present information to reinforce skills/concepts for students. We use Study Island, Renaissance, Ten Marks, and XL to reinforce math. The interventionist has identified a number of websites to reinforce LAL and Math for teachers.
- 12. Did the technology contribute to the success of the program and, if so, how? Yes, technology offers teachers a method to present instruction to entire class and use live or recorded media clips to reinforce concepts. Computer programs such as, Study Island, XL, Tenmarks, and Brain Pop provide individualized reinforcement of individual student learning. Renaissance provided assessments of student achievement and data that included specific skills students need to acquire in order to move to the next level.

****Provide a separate response for each question.***

Evaluation of 2015-2016 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2014-2015	2015-2016	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	n/a	TBA	After-School Tutoring Programs, Response to Intervention (RTI) daily, Accelerated Reader, Study Island, Star Reading to identify specific skill deficits, TCA to identify student reading levels, guided reading instruction and Leveled Literacy Intervention program.	<ul style="list-style-type: none"> • The number of hours dedicated to interventions needs to be increased. • Teachers received Professional Development in the Reader's and Writer's Workshop model, guided reading and conferencing. • Classroom libraries were supplied with new reading material for independent reading .
Grade 5	19.67%	TBA	After-School Tutoring Programs, Response to Intervention (RTI) daily, Accelerated Reader, Study Island, Star Reading to identify specific skill deficits, TCA to identify student reading levels, guided reading instruction and Leveled Literacy Intervention program	<ul style="list-style-type: none"> • The number of hours dedicated to interventions needs to be increased. • Teachers received Professional Development in the Reader's and Writer's Workshop model, guided reading and conferencing. • Classroom libraries were supplied with new reading material for independent reading .
Grade 6	8.69%	TBA	After-School Tutoring Programs, Response to Intervention (RTI) daily, Accelerated Reader, Study Island, Star Reading to identify specific skill deficits, TCA to identify student reading levels, guided reading instruction, and Leveled Literacy Intervention.	<ul style="list-style-type: none"> • The number of hours dedicated to interventions needs to be increased. • Teachers received Professional Development in the Reader's and Writer's Workshop model, guided reading and conferencing. • Classroom libraries were supplied with new reading material for independent reading .



Mathematics	2014-2015	2015-2016	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	n/a	TBA	After-School Tutoring Programs, Response to Intervention (RTI) daily, Study Island, Star Math to identify specific skill deficits, guided math centers.	<ul style="list-style-type: none"> • The number of hours dedicated to interventions needs to be increased. • The current Math program utilized at Berkeley Elementary School is not Common Core Aligned. The district created a curriculum plan to supplement and skills not covered in the Math Connects program. • Study Island usage is limited and used primarily during school hours. Students have limited technology and internet access at home.
Grade 5	11.47%	TBA	After-School Tutoring Programs, Response to Intervention (RTI) daily, Study Island, Star Math to identify specific skill deficits, guided math centers	<ul style="list-style-type: none"> • The number of hours dedicated to interventions needs to be increased. • The current Math program utilized at Berkeley Elementary School is not Common Core Aligned. The district created a curriculum plan to supplement and skills not covered in the Math Connects program. • Study Island usage is limited and used primarily during school hours. Students have limited technology and internet access at home.
Grade 6	15.94%	TBA	After-School Tutoring Programs, Response to Intervention (RTI) daily, Study Island, Star Math to identify specific skill deficits, guided math centers	<ul style="list-style-type: none"> • The number of hours dedicated to interventions needs to be increased. • The current Math program utilized at Berkeley Elementary School is not Common Core Aligned. The district created a curriculum plan to supplement and skills not covered in the Math Connects program. • Study Island usage is limited and used primarily during school hours. Students have limited technology and internet access at home.

Evaluation of 2015-2016 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2014- 2015	2015- 2016	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Kindergarten	Pre-School data not available	55%	Response to Intervention (RTI) daily, Star Reading to identify specific skill deficits, TCA to identify student reading levels, guided reading instruction and Leveled Literacy Intervention program.	<ul style="list-style-type: none"> ● The number of hours dedicated to interventions needs to be increased. ● Teachers received Professional Development in the Reader’s and Writer’s Workshop model, guided reading and conferencing. ● Classroom libraries were supplied with new reading material for independent reading.
Grade 1	32%	40%	Response to Intervention (RTI) daily, Star Reading to identify specific skill deficits, TCA to identify student reading levels, guided reading instruction and Leveled Literacy Intervention program.	<ul style="list-style-type: none"> ● The number of hours dedicated to interventions needs to be increased. ● Teachers received Professional Development in the Reader’s and Writer’s Workshop model, guided reading and conferencing. ● Classroom libraries were supplied with new reading material for independent reading .
Grade 2	28%	47%	After-school tutoring, Response to Intervention (RTI) daily, Accelerated Reader, Study Island, Star Reading to identify specific skill deficits, TCA to identify student reading levels, guided reading instruction and Leveled Literacy Intervention program.	<ul style="list-style-type: none"> ● The number of hours dedicated to interventions needs to be increased. ● Teachers received Professional Development in the Reader’s and Writer’s Workshop model, guided reading and conferencing. ● Classroom libraries were supplied with new reading material for independent reading .



Mathematics	2014-2015	2015-2016	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Kindergarten	Pre-School data not available	55%	Response to Intervention (RTI) daily, Star Math to identify specific skill deficits, guided math centers	<ul style="list-style-type: none">• The number of hours dedicated to interventions needs to be increased.• The current Math program utilized at Berkeley Elementary School is not Common Core Aligned. The district created a curriculum plan to supplement and skills not covered in the Math Connects program.
Grade 1	47%	41%	Response to Intervention (RTI) daily, Star Math to identify specific skill deficits, guided math centers	<ul style="list-style-type: none">• The number of hours dedicated to interventions needs to be increased.• The current Math program utilized at Berkeley Elementary School is not Common Core Aligned. The district created a curriculum plan to supplement and skills not covered in the Math Connects program.
Grade 2	38%	33%	Response to Intervention (RTI) daily, Study Island, Star Math to identify specific skill deficits, guided math centers	<ul style="list-style-type: none">• The number of hours dedicated to interventions needs to be increased.• The current Math program utilized at Berkeley Elementary School is not Common Core Aligned. The district created a curriculum plan to supplement and skills not covered in the Math Connects program.



Evaluation of 2015-2016 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2015-2016

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	-Leveled Literacy Intervention Program	Yes	TCA Running Records Renaissance scores	Student achievement outcomes on LLI weekly test, Renaissance scores in Oct-Jan-April-June
Math	Students with Disabilities	Implemented differentiated instruction; implemented reteaching and targeted review; tutoring for identified students	Yes	Chapter tests, Study Island, and Renaissance	Student achievement outcomes on math test, Renaissance scores in Oct-Jan-April-June
ELA	Homeless	n/a			
Math	Homeless	n/a			
ELA	Migrant	n/a			
Math	Migrant	n/a			
ELA	ELLs	Afterschool tutoring for students in grades 1-6, Rosetta Stone	Yes	Teacher observations; student achievement results	Renaissance reading scores, pre/post test for afterschool tutoring program
Math	ELLs	Reteaching and targeted review; multiple methods to introduce math skills.concepts, afterschool tutoring	Yes	Teacer observations; studnet achievement results	Renaissance math scores, pre/post test for afterschool tutoring program



		for students in grades 1-6			
ELA	Economically Disadvantaged	All of the above		All of the above	All of the above
Math	Economically Disadvantaged	All of the above		All of the above	All of the above
ELA		Differentiated instruction; small group tutoring; in class support (interventionist) hands-on manipulatives	Yes	All of the above for general education students	All of the above Afterschool program (Both sessions: Winter and Spring) pre/post test results
Math		Differentiated instruction; small group tutoring; in class support (interventionist) hands-on manipulatives	Yes	All of the above for general education students	All of the above Afterschool program (Both sessions: Winter and Spring) pre/post test results



Extended Day/Year Interventions – Implemented in 2015-2016 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Afterschool program Summer Enrichment	Yes	Pre/Post writing samples, Renaissance	Increased TCA results, final writing scores, Renaissance- change in scores from Septemeber to June
Math	Students with Disabilities	Afterschool Program Summer Enrichment	Yes	Pre/Post math assessments Renaissance	Renaissance-change in scores from September to June Identify achievement scores in students grades 2-5
ELA	Homeless	n/a			
Math	Homeless	n/a			
ELA	Migrant	n/a			
Math	Migrant	n/a			
ELA	ELLs	Afterschool Program for students in grades 1-6 in ELA	Yes	Pre/post writing samples; Renaissance	Renaissance-change in scores from Septemeber to June Increased TCA results
Math	ELLs	Afterschool program for students in grades 1-6 in Math	Yes	Pre/post math assessments	Renaissance-change in scores from Sept-June Identify achievement scores in students grades 1-6
ELA	Economically Disadvantaged	Same as above	Yes	Same as above	Same as above
Math	Economically Disadvantaged	Same as above	Yes	Same as above	Same as above



Evaluation of 2015-2016 Interventions and Strategies

Professional Development – Implemented in 2015-2016

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Special education teachers-self contained, ICS, and CST attend all staff PD	Yes	Teacher observations, student achievement results	Renaissance scores for ELA; PARCC
Math	Students with Disabilities	Special education teachers- self contained, ICS, and CST attend all staff PD	Yes	Teacher observations, student achievement results	Renaissance scores for Math; PARCC
ELA	Homeless	n/a			
Math	Homeless	n/a			
ELA	Migrant	n/a			
Math	Migrant	n/a			
ELA	ELLs	All of the above plus Rosetta Stone	Yes	Teacher observations, student achievement results, Rosetta Stone results	All of the above plus WIDA and Rosetta Stone
Math	ELLs	All of the above	Yes	Teacher observations, student achievement results	All of the above plus WIDA
ELA	Economically Disadvantaged	Same as above	Same as above	Same as above	Same as above
Math	Economically Disadvantaged	Same as above	Same as above	Same as above	Same as above



Family and Community Engagement Implemented in 2015-2016

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	LLD Breakfast Parent Academy 3 Parent Literacy Workshops 2 Family Engagement Parent Workshop	Yes	Survey Sign in sheet Agenda	Provide parents with strategies to reinforce learning at home
Math	Students with Disabilities	LLD Breakfast Parent Academy 3 Parent Literacy Workshops 2 Family Engagement Parent Workshop	Yes	Survey Sign In sheet Agenda	Provide parents with strategies to reinforce learning at home
ELA	Homeless	n/a			
Math	Homeless	n/a			
ELA	Migrant	n/a			
Math	Migrant	n/a			
ELA	ELLs	Same as above	Yes	Same as above	Provided parents with strategies to reinforce learning at home
Math	ELLs	Same as above	Yes	Same as above	Provided parents with strategies to reinforce learning at home
ELA	Economically Disadvantaged	Same as above	Same as above	Same as above	Same as above
Math	Economically Disadvantaged	Same as above	Same as above	Same as above	Same as above



ELA	Common Core Workshops, Measurement and data workshops	Yes	10-15 parents	Sign in sheets Agenda Surveys	Provided parents with strategies to reinforce learning at home
Math	Common Core Workshops, Measurement and data workshops	Yes	15-20 parents	Sign in sheets Agenda Surveys	Provided parents with strategies to reinforce learning at home



Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

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

Notahia Bayle, Ed.D DM. Bayle 6/17/16
Principal's Name (Print) Principal's Signature Date

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

2016-2017 Comprehensive Needs Assessment Process
Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Renaissance Learning Star Reading Results, TCA Running Records,	55% of students at the Kindergarten level are not meeting benchmarks 40% of students at the 1st grade level are not meeting benchmarks 47% of students at the 2nd grade level are not meeting benchmarks 39% of students at the 3rd grade level are not meeting benchmarks 54% of students at the 4th grade level are not meeting benchmarks 51% of students at the 5th grade level are not meeting benchmarks 71% of students at the 6th grade level are not meeting benchmarks
Academic Achievement - Writing	Yearly and Monthly Writing Benchmarks	Average Growth in Narrative Writing (bases on a 4 point holistic rubric) K- .88 1- .94 2- 1.04 3- 1.05 4- .38 5 .98 6- 1.04
Academic Achievement - Mathematics	Renaissance Learning Math Results	41% of students at the 1st grade level are not meeting benchmarks 31% of students at the 2nd grade level are not meeting benchmarks 46% of students at the 3rd grade level are not meeting benchmarks 27% of students at the 4th grade level are not meeting benchmarks 34% of students at the 5th grade level are not meeting benchmarks 30% of students at the 6th grade level are not meeting benchmarks



Family and Community Engagement	Monthly parents workshops; Home and School Meetings; parent attendance at school events; Transition Days, Orientations	Averaged approximately 10-12 parents per workshop; Home and School Attendance ranged 7-14 parents on average; Grandaprents Day, Dr. Seuss Birthday avergaed 65-70 parents.
Professional Development		
Leadership	ScIP, SLT, Teacher Liason, Staff Feedback	Agendas from meetings; program/mandats implemented
School Climate and Culture	Informal observations; HIB incidents; Teacher Liason, Home and School	HIB annual report, EVVRS monthly reports, Home and School agendas, Teacher Liason agendas
School-Based Youth Services	IR&S; Counseling; Student Council	IR&S case reports; counseling logs, student council agendas
Students with Disabilities	2015 PARCC results	3rd ELA - 16% proficient 3rd Math- 16% proficient 4th ELA- 0% proficient 4th Math- 0% proficient 5th ELA- 0% proficient 5th Math- 0% proficient 6th ELA- 0% proficient 6th Math- 0% proficient
Homeless Students	N/A	
Migrant Students	N/A	



English Language Learners	WIDA Results 2015 PARCC results	3rd ELA- 0 % proficient 3rd Math- 0% proficient 4th ELA- 25% proficient 4th Math- 0% proficient 5th ELA- 50% proficient 5th ELA- 50% proficient 6th ELA- 0% proficient 6th Math- 25% proficient
Economically Disadvantaged	Same as above	Same as above

2016-2017 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? The school leadership team reviewed student performance data from multiple sources to identify areas in need of improvement. This includes: NJSMART, Renaissance, Study Island, TCA, NJASK and WIDA.
2. What process did the school use to collect and compile data for student subgroups? Reviewed the data for general education, English Language Learners, and specific education students on state assessments- NJASK; used NJSMART, state reports and reports provided by district test coordinator. Reviewed the data for all subgroups. Reviewed data from Renaissance reports and Study Island.
3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? The data collected from the state is criterion references, standards based and published by ETS. The data from the district tests does not provide the same level of reliability and validity. Renaissance results are based on national norms and are tested for validity and reliability.



4. What did the data analysis reveal regarding classroom instruction? Need to increase student engagement in LAL and Math, Focus on text dependent questioning. Establish a deeper understanding of text as complexity of text increases. Focus on moving from traditional NJCCS to common core state standards instruction. Continue to use the plethora of data available to drill down to prerequisite skills that must be in place in order for students to acquire higher level thinking skills. Although in its third year it appears that the AchieveNJ mandate student growth objectives has had a positive impact on student achievement in LAL and math.
5. How does the school identify educationally at-risk students in a timely manner? Identification can be made by classroom teacher observation and review of student academic/behavioral performance. Interventionist and school leadership team reviews data and identify struggling students for interventions, i.e., tutoring, afterschool and summer programs.
6. How does the school provide effective interventions to educationally at-risk students? Students educationally at-risk are targeted for afterschool program, summer program, and tutoring. Within classroom teachers provide small group and differentiated instruction, lots of repetition, and interventions during the work period of the reader's workshop during the literacy block. Students are provided opportunity to use Study Island that provides differentiated reading at the student's Lexile reading level. Further, we provide a variety of other web-based programs to reinforce skills for struggling students i.e., Brain Pop, Brain Pop, Jr. and Ten marks.
7. How does the school address the needs of migrant students? N/A
8. How does the school address the needs of homeless students? Students are identified by district and/or through I&RS teacher referral. The students are provided with transportation to and from school, and offered to participate in afterschool extended day programs.
9. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? The interventionist and administration work with teachers to analyze student performance data during grade level meetings (PLC's) and discuss rationale for selected tests. Classroom teachers use Study Island to generate assessments to test student understanding of skills/concepts taught in the content areas.



10. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? Transition day activities are offered each school year for grades K-6. Middle School staff work with Berkeley grade 6 teachers to arrange meetings and visits to the middle school. Expectations for each successive grade level are shared with parents and students at these events.
11. How did the school select the priority problems and root causes for the 2016-2017 schoolwide plan? Berkeley Elementary School Leadership/SciP Team conducted a needs assessment to identify levels of performance in a variety of areas. Based on a review of multiple assessment data points we determined our priority problems to be achievement in language arts literacy and mathematics for all groups.

****Provide a separate response for each question.***

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

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2																																																
Name of priority problem	Close the achievement gap for all students	Language Arts Literacy and Reading																																																
Describe the priority problem using at least two data sources	<p>Based on the Renaissance assessment results for LAL/Math student GE-grade level equivalent and GP- grade placement have a discrepancy indicating students were below level.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: left;">LAL</th> <th colspan="3" style="text-align: left;">Math</th> </tr> <tr> <th>Grade</th> <th>GP</th> <th>GE</th> <th>Grade</th> <th>GP</th> <th>GE</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>49.6%</td> <td>2.1</td> <td>1</td> <td>46.3%</td> <td>1.8</td> </tr> <tr> <td>2</td> <td>42.3%</td> <td>2.6</td> <td>2</td> <td>49.3%</td> <td>2.9</td> </tr> <tr> <td>3</td> <td>57%</td> <td>4.4</td> <td>3</td> <td>53%</td> <td>4.0</td> </tr> <tr> <td>4</td> <td>45%</td> <td>4.8</td> <td>4</td> <td>60%</td> <td>5.2</td> </tr> <tr> <td>5</td> <td>44.6%</td> <td>5.9</td> <td>5</td> <td>69%</td> <td>6.8</td> </tr> <tr> <td>6</td> <td>22.6%</td> <td>5.5</td> <td>6</td> <td>54%</td> <td>7.4</td> </tr> </tbody> </table>	LAL			Math			Grade	GP	GE	Grade	GP	GE	1	49.6%	2.1	1	46.3%	1.8	2	42.3%	2.6	2	49.3%	2.9	3	57%	4.4	3	53%	4.0	4	45%	4.8	4	60%	5.2	5	44.6%	5.9	5	69%	6.8	6	22.6%	5.5	6	54%	7.4	<p>TCA Running Records</p> <p>Kindergarten: 1st Grade: Mode: G, H reading level Median: G reading level 2nd Grade: Mode: K reading level Median: J reading level 3rd Grade: Mode: N reading level Median: N reading level 4th Grade: Mode: S reading level Median: R reading level 5th Grade: Mode: T reading level Median: R reading level 6th Grade: Mode: U reading level Median: T reading level</p>
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5	44.6%	5.9	5	69%	6.8																																													
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Describe the root causes of the problem	Below grade reading levels; limited parental involvement; need higher level of effective student engagement; difficulty with complex vocabulary and text; limited fluency and comprehension	Below grade level reading levels; limited parental ; need higher level of effective student engagement; difficulty with complex vocabulary and text; limited fluency and comprehension.																																																
Subgroups or populations addressed	All populations and subgroups	All populations and subgroups																																																
Related content area missed (i.e., ELA, Mathematics)	Language Arts and mathematics	Language Arts																																																
Name of scientifically research based intervention to address priority problems	Investigations 3 Math Program	Improving Reading Comprehension in Kindergarten through 3rd Grade- What Works Clearinghouse																																																



How does the intervention align with the Common Core State Standards?	Journeys resources and Study Island materials are aligned to CCSS in ELA and Math.	All resources and interventions are aligned to CCSS in ELA.
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2016-2017 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Writing	
Describe the priority problem using at least two data sources	Based on writing prompts administered and scored holistically assessment results for Writing have a discrepancy indicating students were below level. Writing Rubric (1-4) Grade 3 4 5 6	
Describe the root causes of the problem	Below grade level reading levels; limited parental involvement; need higher level of effective student engagement	
Subgroups or populations addressed	All populations; subgroups	
Related content area missed (i.e., ELA, Mathematics)	Language Arts	
Name of scientifically research based intervention to address priority problems		
How does the intervention align with the Common Core State Standards?		



ESPA § 111.4(b), Components of a Schoolwide Program: A schoolwide program shall include... schoolwide reform strategies that...

2016-2017 Interventions to Address Student Achievement

ESPA § 111.4(b)(1)(B) strengthen the core academic program in the school					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (e.g., ISS Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	LLI-Kits Implement ELA curriculum aligned to CCSS Focus on text dependent questions Focus on analyzing text Continue to focus on academic vocabulary	Principal Interventionist Classroom teachers	PARCC; Renaissance assessment IN LAL, LLI-weekly test	Improving Reading Comprehension in Kindergarten through 3 rd Grade What Works Clearinghouse
Math	Students with Disabilities	Implement Math curriculum aligned to CCSS. Continue to implement differentiated instruction. Focus on short answer constructed response items.	Principal Interventionist Classroom teachers	Study Island, PARCC, Renaissance assessment in Math	Assisting Students Struggling with Mathematics: response to Intervention (RTI_) for Elementary and Middle Schools- What Works Clearinghouse.

[REDACTED]

		Focus on math academic vocabulary. Continue to Implement re-teaching and targeted review.			
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Same as above			
Math	ELLs	Same as above			
ELA	Economically Disadvantaged	Same as above			
Math	Economically Disadvantaged	Same as above			
ELA	All populations; all subgroups				
Math	All populations; all subgroups				

**Use an asterisk to denote new programs.*



2016-2017 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESPA §1114(2)(b) Increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum.

Content Area/Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (e.g., ESS Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Small group instruction Differentiated Instruction	Classroom teachers	Afterschool program, PARCC results, Renaissance assessment in LAL; pre and post test, Words their Way	Structuring Out-of-School Time to Improve Academic Achievement What Works Clearinghouse
Math	Students with Disabilities	Small Group instruction Differentiated Instruction	Classroom teachers	Afterschool program, PARCC results, Math Investigations weekly tests	Structuring Out-of-School Time to Improve Academic Achievement What Works Clearinghouse
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Same as above			
Math	ELLs	Same as above			
ELA	Economically Disadvantaged	Same as above			
Math	Economically Disadvantaged	Same as above			
ELA					
Math					

**Use an asterisk to denote new programs.*



2016-2017 Professional Development to Address Student Achievement and Priority Problems

ESBA §2114 (b)(2)(D) In accordance with section 11119 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 students in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Populations	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (e.g., HS Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Continue to focus on <ul style="list-style-type: none"> ● Common Core ELA ● Differentiated Instruction ● LLI-Kits ● Subject-articulation meetings 	District Supervisor Principal Interventionist	Observations Walkthroughs Student Achievement Results, Renaissance PARCC	National Institute of Child Health (2000), Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implication for reading instruction: Reports of the subgroups
Math	Students with Disabilities	RL Training in Accelerated Math, Connected Math training, subject articulation meetings	Principal Interventionist	Observations Walkthroughs Student Achievement Results, Renaissance PARCC	RL-see above
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	ELL Program	ELL Teacher	PARCC/STAR/WIDA results	



			District Supervisor Principal		
Math	ELLs	ELL Program	District supervisor Principal ELL Teacher	PARCC/STAR/WIDA results	
ELA	Economically Disadvantaged	Same as above	Same as above	Same as above	
Math	Economically Disadvantaged	Same as above	Same as above	Same as above	
ELA					
Math					

**Use an asterisk to denote new programs.*

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



Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2016-2017 school year)

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

1. Who will be responsible for evaluating the schoolwide program for 2016-2017? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? The building principal along with SLT/ScIP will conduct internally.
2. What barriers or challenges does the school anticipate during the implementation process? Additional unforeseen mandates, ie.- SGO process for the 2014-2015 school year changed from 2013-2014 school year. These mandates take a significant amount of time and effort to implement. Time is always a factor.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? We will continue our approach that has been successful to date. We use the approach that we are all in this together to support our mission/vision to improve student achievement and become a model learning institution. Our interventionist effectively present initiatives focusing on the concept of “What’s in it for me?” It personalizes the initiative and makes it relevant to the stakeholder.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? We have taken one survey generated by the district Title I Coordinator.
5. What measurement tool(s) will the school use to gauge the perceptions of the community? Surveys are conducted after every workshop or school-based activity. In addition, monthly meetings are held with the Home and School discussing the happenings at the school throughout the month and next steps on future activities.
6. How will the school structure interventions? Interventions for improvement of programs will be embedded into the program as possible, i., Reader’s Workshop (guided reading groups based on skill). Some will be implemented afterschool or during tutoring times.



7. How frequently will students receive instructional interventions? Certain interventions are daily others will be based upon the availability of tutors. Afterschool program interventions will be provided two times per week over two sessions (Session I: Fall-Winter) and (Session II: Winter-Spring)
8. What resources/technologies will the school use to support the schoolwide program? Smart boards, ipads, lap tops, web-based programs, Renaissance, Study Island, XL.
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? PARCC disaggregated data, Renaissance data, Study Island data, and XL data.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Grade level meetings (PLC's), SLT (School Leadership Team), SCIP meetings, Home and School Meetings, staff meetings, etc.

****Provide a separate response for each question.***



ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

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

2016-2017 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Parent/Literacy Workshops- assist with learning in the home	Principal Interventionist Media Specialist Guidance Counselor	Attendance at workshops; survey completion, student performance results on Renaissance, PARCC, and Study Island.	Improving Reading Comprehension in Kindergarten through 3 rd Grade What Works Clearinghouse
Math	Students with Disabilities	Parent/Literacy Workshops- assist with learning in the home	Principal Interventionist Media Specialist Guidance Counselor	Attendance at workshops; survey completion, student performance results on Investigations, PARCC, and Study Island.	Assisting Students Struggling with Mathematics What Works Clearinghouse
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Same as above			
Math	ELLs				
ELA	Economically Disadvantaged	Same as above			



Math	Economically Disadvantaged				
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**Use an asterisk to denote new programs.*



2016-2017 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? Administration and interventionist will collaborate to develop a series of parent workshops that will address topics in ELA, mathematics, technology, and emotional and social well-being.
2. How will the school engage parents in the development of the written parent involvement policy? The parent involvement policy is reviewed with the Home and School annually and SCIP Meetings.
3. How will the school distribute its written parent involvement policy? Copies will be sent home to parents, posted on school website.
4. How will the school engage parents in the development of the school-parent compact? School parent compact will be reviewed with SCIP and Home and School. F
5. How will the school ensure that parents receive and review the school-parent compact? Forms will be reviewed with staff and then teachers will read the school-parent compact to students. Students sign form and take home to parents. Parents read and sign, then return to school. Teachers sign and retains form.
6. How will the school report its student achievement data to families and the community? Administration reports out at our Back to School Night, posts on the school website, district discuss results at Board meetings and during various meetings- i.e., Home and School and SLT meetings. Individual student results are reported to parents.



7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? Information is addressed to public at BOE meetings and is accessible at the NJDOE website.
8. How will the school inform families and the community of the school's disaggregated assessment results? Back to School Night presentation, interventionist office has all testing data available, NJDOE website, shared at the Home and School meeting and is available in main Office.
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? Title I plan will be shared with Home and School, SCIP, and parent informational sessions annually.
10. How will the school inform families about the academic achievement of their child/children? Assessment scores are sent home to parents; mid-quarter and cycle report cards are sent home to parents and available on the parent portal. State assessment reports are sent home to parents through the District Testing Coordinator. School Performance report cards are available to parents.
11. On what specific strategies will the school use its 2016-2017 parent involvement funds? For parent workshops, special event days, light refreshments, materials and supplemental resources are provided to increase home-school connections and promote parental involvement to increase student achievement.

****Provide a separate response for each question.***

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



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

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	NNNN	Provide positive working conditions. Involve teachers as stakeholders in decision-making and shared governance.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	NNNN	Provide educational learning opportunities to increase knowledge and proficiency in implemented and support of school/district instructional programs.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

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



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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The district regularly advertises in the Star Ledger, posts advertisements on the District web-site, conducts on-campus recruitment at colleges and universities in the Mid-Atlantic region, participates in recruitment consortiums throughout the Mid-Atlantic region, post vacancies through the NJ Hire and participates in any other appropriate recruitment venues.	Manager of Human Resources