

# NEW JERSEY DEPARTMENT OF EDUCATION

## OFFICE OF TITLE I



## 2016-2017 TITLE I SCHOOLWIDE PLAN\*

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

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: BLOOMFIELD	School: BLOOMFIELD HIGH SCHOOL
Chief School Administrator: MR. SALVATORE GONCALVES	Address: 160 BROAD STREET
Chief School Administrator's E-mail: SGONCALVES@BLOOMFIELD.K12.NJ.US	Grade Levels: 9-12
Title I Contact: JOANNE DECKER	Principal: MR. CHRISTOPHER JENNINGS
Title I Contact E-mail: JDECKER@BLOOMFIELD.K12.NJ.US	Principal's E-mail: CJENNINGS@BLOOMFIELD.K12.NJ.US
Title I Contact Phone Number: 973	Principal's Phone Number: 973-680-8600

### 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.

\_\_\_\_\_ MR. CHRISTOPHER JENNINGS \_\_\_\_\_  
**Principal's Name (Print)**

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

\_\_\_\_\_ JUNE 6, 2016 \_\_\_\_\_  
**Date**

**SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114**

**Critical Overview Elements**

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

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

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

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

### Stakeholder/Schoolwide Committee

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

**Note:** For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

*\*Add lines as necessary.*

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Christopher Jennings	Administrator	Y	Y	Y	
Cynthia Schirm	Administrator	Y	Y	Y	
Lou Cappello	Supervisor	Y	Y	Y	
Breanne Farrell	Instructional Staff	Y	Y		
Elizabeth Kennedy	Community Member	Y		Y	
Kevin Agnew	Instructional Staff		Y		
Adrienne Feraco	Counselor	Y	Y	Y	

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

**Stakeholder/Schoolwide Committee Meetings**

**Purpose:**

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
April 4, 2016	BHS	Comprehensive Needs Assessment	Y		Y	
June 14, 2016	BHS	Schoolwide Plan Development	Y		Y	
June 6, 2016	BHS	Program Evaluation	Y		Y	

*\*Add rows as necessary.*

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

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

### Evaluation of 2015-2016 Schoolwide Program \*

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

1. Did the school implement the program as planned?

The program was implemented as planned. Since students were attaining their graduation requirement we were able to alter the program and include juniors as well.

2. What were the strengths of the implementation process?

The strength of the program lies in that we were able to access the students throughout the program.

3. What implementation challenges and barriers did the school encounter?

The largest obstacle was space within the building for small pull out classes throughout the day.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

One of the largest issues in controlling the number of hours people are actually working compared to what has been approved.

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

Teachers and all stakeholders are very receptive when they participate in the planning.

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

Small group meetings with staff allow them to voice their opinions as well as having an open dialogue.

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

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

Emails and social media lend itself for community opinion.

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

The methods of delivery were one-to-one, individualized instruction, whole group instruction.

9. How did the school structure the interventions?

The interventions were incorporated throughout the school day, after school and summer programs

10. How frequently did students receive instructional interventions?

The instruction ranged from every day to weekly.

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

Multiple technologies were used especially online and diagnostic programs.

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

The technology software was extremely helpful in Accuplacer. It allowed the teachers to access the students' knowledge and plan their instruction accordingly.

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

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

**Evaluation of 2015-2016 Student Performance**

***State Assessments-Partially Proficient***

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

<b>English Language Arts</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12			Accuplacer Course Summer and year/After school tutoring/Wednesday Schedule	The interventions resulted in 95% proficiency in language arts for the graduation Class of 2016.

<b>Mathematics</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12			Accuplacer Course Summer and year/After school tutoring/Wednesday Schedule	The interventions resulted in 100% proficiency in mathematics for the graduation Class of 2016.



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

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

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

<b>English Language Arts</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

<b>Mathematics</b>	<b>2014 - 2015</b>	<b>2015 - 2016</b>	<b>Interventions Provided</b>	<b>Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).</b>
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

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

**Evaluation of 2015-2016 Interventions and Strategies**

***Interventions to Increase Student Achievement*** – Implemented in 2015-2016

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	ESL Cafe	yes		Access scores indicate grade 9 9/20 above 4.5 Access scores indicate grade10 10/21 above 4.5 Access scores indicate grade 11 8/25 above 4.5 Access scores indicate grade 123/9 above 4.5
Math	ELLs	ESL cafe	yes		Access scores indicate grade 9 9/20 above 4.5 Access scores indicate grade10 10/21 above 4.5 Access scores indicate grade 11 8/25 above 4.5 Access scores indicate grade 123/9 above 4.5
ELA	Economically Disadvantaged	After school tutoring Testing Strategies Freshmen mentors	yes	The number of students attaining credit for the next level has increased.	

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Economically Disadvantaged	After school tutoring Testing Strategies Freshmen mentors	yES	The number of students attaining credit for the next level has increased.	
ELA					
Math					

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				

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

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

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

**Evaluation of 2015-2016 Interventions and Strategies**

***Professional Development – Implemented in 2015-2016***

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

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

***Family and Community Engagement Implemented in 2015-2016***

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA		Newsletter	Partially		Difficult to quantify
Math		Newsletter	Partially		Difficult to quantify

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

**Principal's Certification**

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

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

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**Principal's Name (Print)**

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**Principal's Signature**

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**Date**

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

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

### 2016-2017 Comprehensive Needs Assessment Process Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)															
Academic Achievement – Reading	PARCC, PSAT, SAT, STAR BENCHMARK ASSESSMENTS	<p>PARCC RESULTS: English 9 Level 1 : Did not yet Meet 27%, Level 2: Partially Met 23%, Level 3: Approached 25%, Level 4: Met 18%, Level 5: Exceeded 6%</p> <p>PARCC RESULTS: English 10 Level 1 : Did not yet Meet 46%, Level 2: Partially Met 20%, Level 3: Approached 18%, Level 4: Met 12%, Level 5: Exceeded 4%</p> <p>PARCC RESULTS: English 11 Level 1 : Did not yet Meet 27%, Level 2: Partially Met 21%, Level 3: Approached 22%, Level 4: Met 22%, Level 5: Exceeded 8%</p> <p>PSAT : Grade 10 Mean ERW Score:438 Met College and Career Readiness Benchmark 39%/ State 53%</p> <p>PSAT : Grade 11 Mean ERW Score:459 Met College and Career Readiness Benchmark 27%/ State 45%</p>															
Academic Achievement - Writing		<p>PARCC Writing Results:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Expression</th> <th style="text-align: center;">Conventions</th> </tr> </thead> <tbody> <tr> <td>English 9</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Below expectations</td> <td style="text-align: center;">49%</td> <td style="text-align: center;">43%</td> </tr> <tr> <td style="text-align: center;">Nearly Meets</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">23%</td> </tr> <tr> <td style="text-align: center;">Meets/exceeds</td> <td style="text-align: center;">28%</td> <td style="text-align: center;">35%</td> </tr> </tbody> </table>		Expression	Conventions	English 9			Below expectations	49%	43%	Nearly Meets	23%	23%	Meets/exceeds	28%	35%
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**SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)**

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																				
		<p>PARCC Writing Results: <span style="float: right;">Expression    Conventions</span></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="3" style="vertical-align: middle;">English 10</td> <td>Below expectations</td> <td>66%</td> <td>61%</td> </tr> <tr> <td>Nearly Meets</td> <td>12%</td> <td>18%</td> </tr> <tr> <td>Meets/exceeds</td> <td>21%</td> <td>21%</td> </tr> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="3" style="vertical-align: middle;">English 11</td> <td>Below expectations</td> <td>47%</td> <td>49%</td> </tr> <tr> <td>Nearly Meets</td> <td>20%</td> <td>17%</td> </tr> <tr> <td>Meets/exceeds</td> <td>33%</td> <td>34%</td> </tr> </table>	English 10	Below expectations	66%	61%	Nearly Meets	12%	18%	Meets/exceeds	21%	21%	English 11	Below expectations	47%	49%	Nearly Meets	20%	17%	Meets/exceeds	33%	34%
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Academic Achievement - Mathematics		<p>PARCC RESULTS: Algebra 1                      Level 1 : Did not yet Meet 22%, Level 2: Partially Met 45%, Level 3: Approached 27%, Level 4: Met 6%, Level 5: Exceeded 0%</p> <p>PARCC RESULTS: Geometry                      Level 1 : Did not yet Meet 19%, Level 2: Partially Met 45%, Level 3: Approached 21%, Level 4: Met 14%, Level 5: Exceeded 1%</p> <p>PARCC RESULTS: Algebra II                      Level 1 : Did not yet Meet 37%, Level 2: Partially Met 32%, Level 3: Approached 21%, Level 4: Met 10%, Level 5: Exceeded 0%</p> <p>PSAT : Grade 10 Mean ERW Score:448 Met College and Career Readiness Benchmark 40%/ State 53%</p> <p>PSAT : Grade 11 Mean ERW Score:455 Met College and Career Readiness Benchmark 27%/ State 45%</p>																				
Family and Community Engagement	Naviance Back to School Nite Signature	We are able to tally the number of parents accessing their students grades and classroom performance through Powerschool. This year will provide as																				

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)														
	Powerschool School Newsletter	a baseline for information.														
Professional Development	Various PD presentations surveyed															
Leadership	Enrollment in leadership class Numbers of students being reached by leadership for RAFT	The numbers of students who would like to enroll in our leadership classes on their course selection sheets has more than doubled. Numbers of students reached by leadership 386.														
School Climate and Culture		<p align="center"><b>Crisis Counselor Visits: 419</b></p> <table border="0"> <tr> <td><b>PARENTS</b></td> <td align="right"><b>16</b></td> </tr> <tr> <td><b>STUDENT</b></td> <td align="right"><b>225</b></td> </tr> <tr> <td><b>STAFF</b></td> <td align="right"><b>123</b></td> </tr> <tr> <td><b>PRINCIPALS</b></td> <td align="right"><b>36</b></td> </tr> <tr> <td><b>GUIDANCE</b></td> <td align="right"><b>14</b></td> </tr> <tr> <td><b>NURSE</b></td> <td align="right"><b>5</b></td> </tr> <tr> <td><b>TOTALS</b></td> <td align="right"><b>419</b></td> </tr> </table> <p>An increase over last year.</p>	<b>PARENTS</b>	<b>16</b>	<b>STUDENT</b>	<b>225</b>	<b>STAFF</b>	<b>123</b>	<b>PRINCIPALS</b>	<b>36</b>	<b>GUIDANCE</b>	<b>14</b>	<b>NURSE</b>	<b>5</b>	<b>TOTALS</b>	<b>419</b>
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School-Based Youth Services		<p>For individual counseling sessions we have met with 51 students for 390 sessions and 341.33 hours.</p> <p>For group counseling we have had 326 students participate for 258 sessions and 476.75 hours. 356 unduplicated students have participated in group and individual counseling and we have had 1529 students attend events. There are 854 active students in our system, meaning they have attended something in the past year.</p>														

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

<b>Areas</b>	<b>Multiple Measures Analyzed</b>	<b>Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)</b>
Students with Disabilities	ESEA Accountability Profile	3.3% Meet Standard in Mathematics 8.1% Meet standard in Language Arts
Homeless Students	N/A	
Migrant Students	N/A	
English Language Learners	Access	Access scores indicate grade 9 9/20 above 4.5 Access scores indicate grade10 10/21 above 4.5 Access scores indicate grade 11 8/25 above 4.5 Access scores indicate grade 123/9 above 4.5
Economically Disadvantaged	ESEA Accountability Profile	9.8% meet the Standard in Mathematics 8.1% Meet the Standard in Language Arts

**2016-2017 Comprehensive Needs Assessment Process\***  
***Narrative***

1. What process did the school use to conduct its Comprehensive Needs Assessment?
  - a. Review of current vision and mission statements; projection for 2016-17
  - b. Collection of data --- all standardized tests, PARCC, surveys,.
  - c. Review of multiple programs currently used for intervention..
  - d. Identified goals for school in terms of academic performance.
  - e. Identified and reviewed professional development programs used in 2015.
  - f. Identified parent involvement strategies/programs
  - g. Began selection of priority problems

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

2. What process did the school use to collect and compile data for student subgroups? All of the stakeholders were asked the type of data they wanted to review. Data was collected to be reviewed. Plans for future data collection were made.
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)?
  - a. Data is compiled from direct reporting of test scores, grades, discipline, attendance
  - b. Survey responses were analyzed for participation and totals are reflective of population, demographics
  - c. Report assessments of student counts are generated by demographics.
  - d. Meeting agendas define participants.
4. What did the data analysis reveal regarding classroom instruction?
  - a. The data suggests that we need to improve classroom instruction to reflect the Common Core and to adjust the pacing of the courses being taught.
  - b. The data suggests there is a great need for differentiation among the various subgroups throughout the classes.
  - c. The data suggests that we need to work on college and career readiness. Our students' scores on standardized tests show that need to increase their scores to be competitive for colleges and scholarships.
  - d. The data suggests that we need to work on common core as the SAT, PSAT and ACT moved to them. Improving their scores is important to meet graduation requirements.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?
  - a. The data reveals that teachers want professional development in their content area and specific to instruction.
  - b. The data reveals teachers need alternate ways of providing differentiated instruction.
  - c. The data reveals that teachers want more information on the various technology software that they have to interact with on a daily basis. Also, the technology involved in PARCC.

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

6. How does the school identify educationally at-risk students in a timely manner?
  - a. Through benchmarks given quarterly in core content areas.
  - b. Through standardized assessments- HSPA, SAT, PSAT, PARCC, STAR
  - c. Through teacher recommendation.
  - d. Through parent recommendation.
  - e. Through counselor recommendation.
7. How does the school provide effective interventions to educationally at-risk students?
  - a. The school provides RAFT program - Re-assessment for Transfer for 9<sup>th</sup> grade students.
  - b. After school tutoring
  - c. Bilingual tutoring
  - d. Before school media center hours
  - e. Wednesday activity period schedule- teachers having office hours for tutoring and review for all students.
  - f. I&Rs committee
8. How does the school address the needs of migrant students? N/A
9. How does the school address the needs of homeless students? N/A

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 are engaged through the various Professional Learning Communities within the high school. Teachers are encouraged to participate in their content area PLC as well as another.

Various committees are created to encourage teacher engagement: Professional development, assessments, exams, grading, report cards.

Monkey surveys are distributed to faculty to elicit honest responses.

- a. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? We have instituted various programs for transition to the high school:  
Ninth grade JUMPSTART- this program allows for incoming freshmen who did not get recommended for Honors to complete a summer program in the core content areas and move into Honors in September.  
The Den- a summer program for identified high risk incoming freshmen in the academics and as well as counseling.

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

b. RAFT- Re-assessment for Transfer is our freshmen program.

We created teams for all freshmen so teachers have greater communication.

Students are allowed to re-test providing they have met with their teacher to review material.

All struggling freshmen meet with administrators to work on issues.

Wednesday activity period allows all students time to meet with all faculty for tutoring.

Peer Leadership class- a class of seniors who work with small groups of freshmen throughout the year to resolve issues.

Freshmen teachers PLCs to work on academics, social and counseling issues of freshmen.

**10.** How did the school select the priority problems and root causes for the 2016-2017 schoolwide plan?

a. The committee carefully reviewed all of the data presented: PARCC results, PSAT results, SAT results, Performance reports, marking period failure reports, etc. We reviewed surveys and emails of suggestions by staff.

b. Each member was asked to prioritize the priority problems they felt needed to be addressed. Discussion lead to collaboration of items.

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

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

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

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

	#1	#2
Name of priority problem	Having our students perform at established proficiency levels especially in the subgroups on standardized tests.	College and Career Readiness Preparation and awareness of college for our students and the importance of a college degree.
Describe the priority problem using at least two data sources	Our students are performing below their peers on standardized tests. The New Jersey performance reports indicate a lack of college and career readiness with a score of 21%. As indicated on the Performance reports less than 22% of our student population achieve higher than a 1550 on the SAT.. Our peer average is 1394 and our state average is 1508 and our score is 1318..	Our students are not attending four year colleges and/or not attending college. Naviance numbers: 2 year college/127 out of 459 4 year college/232 out of 459 Non-college graduation/ 100 out of 459 Performance Report: 21%in college and career readiness
Describe the root causes of the problem	Lack of funds for tutoring. Curriculum alignment to SAT now that Sat is aligned to common core. Lack of college and career readiness.	Lack of information and knowledge for our students as well as family. Lack of exposure/ funding availability.
Subgroups or populations addressed	All	All especially economically disadvantaged.
Related content area missed (i.e., ELA, Mathematics)	Reading, math and writing	Math, Language Arts, Writing, Science
Name of scientifically research based intervention to address priority problems	Co-Teaching & Inclusion Reduce class size Assistive technology Extended day/year support program Differentiated Training Sheltered Instruction	Counseling College Fairs Instant decision days SAT, ACT preparation AP exposure and classes
How does the intervention align with the Common Core State Standards?	The SAT, PARCC and Act will be aligned to the common core in the fall.	All common core standards will need to be addressed to have students proficient and ready for standardized assessments.

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

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

	<b>#3</b>	<b>#4</b>
Name of priority problem	Staff to identify student needs and to address them especially in language arts.	Students dealing with issues preventing them from concentrating on academics.
Describe the priority problem using at least two data sources	Number of students identified at 504 increased 50% Number of cases being referred to INRS increased by 20% 5% of the population graduating through the alternative high school assessment in language arts.	Our suspension rates due to lateness has increased. <b>Out of School</b> 109 students 5% of population 13-14 Asian 1 Black 58 Hispanic 34 white 18 <b>In school</b> suspension 190 students 13% of population Asian 6 black 84 Hispanic 72 white 28 The number of students reaching out for counseling and services: 381/1956 which represents 20% of our population.
Describe the root causes of the problem	N/A	Students are distracted by outside issues. Many times students attendance and being late to school is greatly.
Subgroups or populations addressed	All	All
Related content area missed (i.e., ELA, Mathematics)	All	All
Name of scientifically research based intervention to address priority problems	Co-Teaching & Inclusion Reduce class size Assistive technology Extended day/year support program Differentiated Training Sheltered Instruction	National Center on Domestic violence, Trauma and Mental Health U.S. Dept. of Health and Human Services
How does the intervention align with the Common Core State Standards?	Will allow for earlier intervention for students after assessment.	Helping students cope will allow students to be successful in all academics.



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

	#5
Name of priority problem	The number of minority students pursuing math and science classes and professional fields.
Describe the priority problem using at least two data sources	In NJ Performance report only 27% of our students in AP classes are enrolled in a math or a science course. 73% are enrolled in history and English.
Describe the root causes of the problem	There is very little STEM done at the high school yet Middle school offers STEM education. Without the exposure to careers such as engineering, students do not aspire these positions.
Subgroups or populations addressed	All
Related content area missed (i.e., ELA, Mathematics)	All
Name of scientifically research based intervention to address priority problems	Co-Teaching & Inclusion Reduce class size Assistive technology Extended day/year support program Differentiated Training Sheltered Instruction
How does the intervention align with the Common Core State Standards?	Each is aligned to Common Core.

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

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

### 2016-2017 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities	Pull-out/pushin	M. Ross	Number of students attaining 30 credits increases by 2%	Individualized Instruction
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA		Pull out/pushin	B. Farrell	Percent of students attaining 30 credits increases by 5%	Individualized Instruction
		Interventionist	Identified Staff	Number of students being serviced will increase with an alternative intervention.	Individualized instruction

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math		Pull out/pushin	B. Vilalba G. Agnew	Percent of students attaining 30 credits increases by 5%	Individualized instruction

*\*Use an asterisk to denote new programs.*

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	ESL cafe	L. Basile R. Miah	Percent of ELL students attaining 30 credits increases by 3%.	Individualized Instruction

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs	ESL cafe	L. Basile R. Miah	Percent of ELL students attaining 30 credits increases by 3%.	Individualized Instruction
ELA	Economically Disadvantaged	Peer Leadership	Peer Leaders	Number of minority students entering leadership positions	
Math	Economically Disadvantaged	Peer Leadership	Peer Leaders	Number of minority students entering leadership positions	
ELA	Schoolwide	After-school tutoring	Estefanous	Number of students attaining 30 credits a year increases by 3%	Individualized Instruction
Math	Schoolwide	After school tutoring	Estefanous	Number of students attaining 30 credits a year increases by 3%	Individualized Instruction

*\*Use an asterisk to denote new programs.*

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

*\*Use an asterisk to denote new programs.*

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

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

### Evaluation of Schoolwide Program\*

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

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

1. Who will be responsible for evaluating the schoolwide program for 2016-2017? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? The Schoolwide Committee will be responsible for evaluating the program. The Interventionist will oversee Title programs and lead the evaluation. At the end of each marking period, the committee will meet with the program supervisor to review number of students in need of remediation and programming. The Interventionist will track students for number of credits attained.
2. What barriers or challenges does the school anticipate during the implementation process? Scheduling is the only foreseen obstacle.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?  
All stakeholders will be involved in regular meetings to ensure participation in the planning.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?  
An online survey usually works best as teachers can be honest with their comments.
5. What measurement tool(s) will the school use to gauge the perceptions of the community?  
We will reach out to parents periodically to get their opinions and comments.
6. How will the school structure interventions?  
The interventions will range from daily to weekly, after school and before school. Interventions will go throughout the summer.

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

7. How frequently will students receive instructional interventions?

Students will receive services ranging from daily to weekly.

8. What resources/technologies will the school use to support the schoolwide program?

Several software programs will help to identify the needs of students as well as teacher recommendation and standardized test scores.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

Students will be monitored for the grades and the number of credits they attain in a year . All standardized tests scores are monitored year to year.

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

Through the Bloomfield website, twitter and materials through the mail.

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

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

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

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

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

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	Schoolwide	College Bound	A. Feraco	Number of students applying to various colleges increases	Greater articulation between school, colleges and parents.



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

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
Math	Schoolwide	College Bound	A. Feraco	Number of students applying to various colleges increases	Greater articulation between school, colleges and parents.

*\*Use an asterisk to denote new programs.*

ELA	Schoolwide	Parent Night	B. Jennings	Number of parents participating in information session	Improving parent articulation
Math	Schoolwide	Parent Night	C. Jennings	Number of parents participating in information session	Improving parent articulation

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

### 2016-2017 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

We are going to offer parent information sessions multiple times throughout the year. Each of these sessions will be based on the priority problems. A large number will be dedicated to career and college readiness. Many parents begin the college process after many opportunities have passed them by.

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

A survey will be given to parents for ideas for three open parent sessions throughout the year.

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

The parent involvement policy will be posted on our website which every parent accesses for grades and attendance.

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

- Using social media of various types: website, emails, Naviance, twitter
- Back to school night

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

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

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

- Back to school night, Board of Education meetings, Home and School Meetings, website, emails, twitter

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?

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

Information is disseminated at Board of Education meetings and on the website.

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

Parents will be asked to participate in community meetings.

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

Parents receive all test scores in the mail for their children.

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

We will offer many information sessions for parents.

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

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

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

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

#### Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	186	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	33	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<ul style="list-style-type: none"><li>• Posting at various sites and through various types of media.</li><li>• Acknowledging teacher's successes at staff meetings.</li><li>• Acknowledging teacher's attendance at staff meetings</li><li>• Acknowledging Best Practice of the month.</li><li>• Attending job fairs at local colleges.</li></ul>	C. Jennings Dept. Chairpersons C. Schirm