

# 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: FRANKLIN
Chief School Administrator: SALVATORE GONCALVES	Address: 85 CURTIS STREET
Chief School Administrator's E-mail: sgoncalves@bloomfield.k12.nj.us	Grade Levels: K-6
Title I Contact: Ms. J. Decker	PRINCIPAL: MARIANNE ABBASSO
Title I Contact E-mail: jdecker@bloomfield.k12.nj.us	Principal's E-mail: mabbasso@bloomfield.k12.nj.us
Title I Contact Phone Number:	Principal's Phone Number: 973-680-8560

**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.

\_\_\_\_\_  
Principal's Name (Print)

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

\_\_\_\_\_  
Date

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

### Critical Overview Elements

- The School held **four** 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 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Family Math	1,2,3	ALL		
Family Science	1,2,3	ALL		
Family Literacy	1,2,3	ALL		
After School Skills Enrichment	1,2,3	ALL		
Read With Me	1,2,3	ALL		
Technology Night	1,2,3	ALL		
ELL Night	1,2,3	ALL		

## 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.**

**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
Marianne Abbasso	Principal	X	X	x	
Marion Armenti	Interventionist	X	X	X	
Kristine DeFalco	Special Ed. Teacher	X	X	X	
Lucia Villaluz	Teacher, Montclair State University Liason	X	X	X	
Emily Shaw	Media/Technology Specialist	X	X	X	
Tamara Doll	ESL Teacher	X	X	X	
Barbara Magrath	Nurse	X	X	X	
Soula Olsen Chrissy Nasce	Paraprofessional Parent	X X	X X	X X	

**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
10/20/14	Franklin School, Principals Office	Establish agenda and guidelines	Yes	No	Yes	No
1/16/15	“	Comprehensive Needs Assessment	X		X	
4/17/15	“	Schoolwide Plan Development	X		X	
6/16/15	“	Program Evaluation	X		X	

*\*Add rows as necessary.*

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

**School's Mission**

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

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

<p><b>What is the school's mission statement?</b></p>	<p>Franklin School, through combined efforts of staff, administrators, and parents, is committed to provide a healthy, safe environment in which our culturally diverse population can achieve their fullest academic, social, and emotional potential. This vision was developed by our entire school community including teachers, administration, and parents in an effort to demonstrate the voices of all stakeholders in order to meet student expectations through collaborative effort.</p>
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## 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 2014-2015 Schoolwide Program \*

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

**Yes, students were provided with additional in-class small group instruction, pull out instruction, and were placed in flexible small groups to meet their needs.**

2. What were the strengths of the implementation process?

**The strengths of the implementation process included smaller groups in which students received individualized and differentiated instruction. These small, flexible groupings allowed the teacher (s) to target students identified deficiencies.**

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

**Lack of time and teachers was a challenge. Services were limited at times due to scheduling constraints and the large volume of students. Limited technology availability was sometimes a challenge.**

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

**The greatest program strength was scheduling push-in services during reading/math blocks so students did not miss core subjects. Weaknesses included lack of time spent with students due to the large volume of students and lack of enough teacher interventionists.**

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

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

**Through communication and collaboration between parents, home, and school, stakeholders felt that the data presented warranted ownership of the plan. Updates in data analysis throughout the school year solidified buy-in.**

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

**The staff's perceptions of the plan was positive. Verbal communication on a daily basis was the main tool used to identify perception.**

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

**Community perceptions were also positive. Feedback from teachers, administrators, and the interventionist, supplied the community with information. The use of progress reports, paperless report cards and posting of grades was an additional measurement tool.**

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

**The delivery for each program included small group, individual, and pull out instruction. Co-teaching was implemented often.**

9. How did the school structure the interventions?

**Interventions were structured based on data generated from quarterly assessments.**

10. How frequently did students receive instructional interventions?



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

**Identified students/general education students received interventions twice per week. Special education students received interventions daily in accordance with their IEP's.**

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

**The technologies that supported the program are provided through Renaissance Learning. These include the use of Accelerated Reader which enhances reading comprehension, and the STAR program. The use of Pearson/PARCC preparation websites enhanced student ability to think critically.**

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

**Yes, technology provided valuable data analysis information, growth reports and student progress reports. It also raised the level of student motivation and provided transparency of information to all stakeholders.**

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

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

**Evaluation of 2014-2015 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	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	21	TBD	Interventions included small group instruction; leveled readers, guided reading, and a balanced literacy approach to instruction. After school tutorial programs were instituted to tutor as well as to help students with homework. The STAR programs were utilized.	Our students were identified using NJASK scores, STAR scores, and TCA reading levels.  At least 50% of students increased by 2 reading levels.  Student/interventionist ratio is very high. Time constraints affect interventions.
Grade 5	27	TBD	“	“
Grade 6	23	TBD	“	“
Grade 7				
Grade 8				
Grade 11				

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

Grade 12				
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<b>Mathematics</b>	<b>2013-2014</b>	<b>2014-2015</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	9	TBD	Small group instruction; Pull out replacement instruction; Connected Math student based learning; Math Connects; Star Program; After school math tutorial and homework help was instituted.	Our students were identified based on NJASK scores, STAR scores and teacher recommendation.  Increased student participation in after school math tutorial and homework help.
Grade 5	19	TBD	“	
Grade 6	15	TBD	“	
Grade 7				
Grade 8				
Grade 11				
Grade 12				

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

**Evaluation of 2014-2015 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>2013 - 2014</b>	<b>2014 - 2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).</b>
Pre-Kindergarten				
Kindergarten				
Grade 1	27		Balanced Literacy model of instruction; guided reading; Foundations Program; Small group instruction; Leveled readers	Students STAR scaled scores increased 186 points High teacher/student ratio TCA reading level increased by 2
Grade 2	12		Balanced Literacy model of instruction; guided reading; Small group instruction; Leveled readers	Students STAR scaled scores increased 257 points High teacher/student ratio TCA reading level increased by 1
Grade 9				
Grade 10				

<b>Mathematics</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>	<b>Interventions Provided</b>	<b>Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).</b>
Pre-Kindergarten				
Kindergarten				
Grade 1	6		Small group instruction; Resource room and I&RS; ESL instruction	Students STAR scaled scores increased 280 points High teacher/student ratio 3 Students tested out
Grade 2	12		Small group instruction; Resource Room and I&RS; ESL instruction	Student STAR scaled scores increased 276 points High teacher/student ratio 6 students tested out
Grade 9				
Grade 10				

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

**Evaluation of 2014-2015 Interventions and Strategies**

***Interventions to Increase Student Achievement*** – Implemented in 2014-2015

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	Balanced Literacy model; Accelerated Reader; Small Group Instruction; Resource Room; I&RS		STAR scores , TCA reading levels, teacher unit assessments	STAR scaled scores increased as follows: Gr. 2 - +59      Gr. 5 - +112 Gr. 3 - +17      Gr.6- -13 Gr. 4 - -18 TCA reading levels increased by a minimum of 1.
Math	Students with Disabilities	Connected Math-student based learning; Small group instruction; Resource Room; I&RS;		STAR scores and teacher unit assessments	STAR scaled scores increased as follows: Gr. 1 - +21 Gr.2 - +129      Gr. 5- +37 Gr. 3 - + 68      Gr. 6- +24 Gr. 4- + 47
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	ESL small group instruction;		STAR scores, TCA reading levels; teacher unit assessments	Gr.1 - -6 Gr. 2- + 65 Gr. 4- +105
Math	ELLs	ESL small group instruction		STAR scores; teacher unit assessments	Gr.1 - +110 Gr. 2- + 94 Gr. 4- + 06

**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>
ELA	Economically Disadvantaged	Balanced Literacy model; Leveled readers; guided reading; Small group instruction; Resource Room and I&RS.		STAR scores, TCA levels, teacher unit asesments	STAR scaled scores increased as follows: Gr. 2 +52                      Gr. 5 +22 Gr. 3 +59                      Gr. 6 +47 Gr. 4 +83
Math	Economically Disadvantaged	Small group instruction, Math Connects-student based learning; Resource Room; I&RS		STAR scores; teacher unit assessments	Gr. 2 +64                      Gr. 5 +22 Gr. 3 +19                      Gr. 6 + 47 Gr. 4 +43
ELA		Balanced Literacy model; Accelerated Reader; Small Group Instruction; Resource Room; I&RS		STAR scores , TCA reading levels, teacher unit assessments	STAR scaled scores increased as follows: Gr. 2 + 133                      Gr. 5 +57 Gr. 3 +151                      Gr. 6 +120 Gr.4 +214
Math		Connected Math-student based learning; Small group instruction; Resource Room; I&RS;		STAR scores and teacher unit assessments	Gr.2 +165                      Gr. 5- +100 Gr. 3 + 48                      Gr. 6- +115 Gr. 4 +111

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

***Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies***

<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	After school tutorial and homework programs; Family Reading Nights; Meet the Author Night; Parent-run after school activities.	yes	Participation of students in all programs. Participation by families in after school and evening programs.	Increased attendance of students in all after school programs. Increased attendance by families in all after school and evening programs.
Math	Students with Disabilities	After school tutorial and homework programs; Family Math and Science Night; Parent –run after school activities.	yes	Participation of students in all programs. Participation by families in after school and evening programs.	Increased attendance of students in all after school programs. Increased attendance by families in all after school and evening programs.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Family Reading Night- (Bilingual) Meet the Author Night	yes	Participation of families in all programs.	Increased attendance of families in all evening programs.
Math	ELLs	Family Math Night	yes	Participation of families in all programs.	Increased attendance of families in all evening programs.

**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>
ELA	Economically Disadvantaged	After school tutorial and homework programs; Family Reading Nights; Meet the Author Night; Parent –run after school activities	yes	Participation of students and families in all programs.	Increased attendance of families in all programs.
Math	Economically Disadvantaged	After school tutorial and homework programs; Family Math Nights; Parent-run after school activities.	yes	Participation of students and families in all programs.	Increased attendance of families in all programs.
ELA	General Education Students	After school tutorial and homework programs; Family Reading Nights; Meet the Author Night; Parent-run after school activites	yes	Participation of students and families in all programs.	Increased attendance of families in all programs.
Math	General Education Students	After school tutorial and homework programs; Family Reading Nights; Meet the Author Night; Parent-run after school activites	yes	Participation of students and families in all programs	Increased attendance of families in all programs



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

**Evaluation of 2014-2015 Interventions and Strategies**

***Professional Development – Implemented in 2014-2015***

<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	Balanced Literacy PD; Readers/Writers Workshop PD		Implementation of Programs; TCA Levels; STAR scores	Teachers implemented Balanced Literacy Models in the classroom with guidance from Professional Development specialists.
Math	Students with Disabilities	Connected Math PD; Math In-Services provided by district		STAR scores; Math Assessments	Teachers implemented student based learning techniques in the classroom with guidance from Professional Development specialists.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Writers Workshop PD; NJ TESOL Conference; Bi-lingual ESL Conference		Access Testing	Teachers implemented Balanced Literacy Models in the classroom with guidance from Professional Development specialists
Math	ELLs	NJ TESOL Conference; Bi-lingual ESL Conference		Access Testing	Teachers implemented student based learning techniques in the classroom with guidance from Professional Development specialists.
ELA	Economically Disadvantaged	Balanced Literacy PD; Readers/Writers		Implementation of Programs;	Teachers implemented Balanced Literacy Models in the classroom with guidance from

**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>
		Workshop PD		TCA Levels; STAR scores	Professional Development specialists
Math	Economically Disadvantaged	Connected Math PD; Math In-Services provided by district		STAR scores; Math Assessments	Teachers implemented Balanced Literacy Models in the Professional Development specialists classroom with guidance from
ELA	General Education Students	Balanced Literacy PD; Readers/Writers Workshop PD		Implementation of Programs; TCA Levels; STAR scores	Teachers implemented Balanced Literacy Models in the classroom with guidance from Professional Development specialists
Math	General Education Students	Connected Math PD; Math In-Services provided by district		STAR scores; Math Assessments	Teachers implemented student based learning techniques in the classroom with guidance from Professional Development specialists.

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

***Family and Community Engagement Implemented in 2014-2015***

<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	Family Literacy; Meet the Author; SEPAC	yes	Participation by students and families in after school and evening activities. Participation in Home and School Association	Increased attendance by families in after school and evening programs and Home and School Programs.
Math	Students with Disabilities	Family Math / Science SEPAC	yes	Participation by students and families in after school and evening activities. Participation in Home and School Association	Increased attendance by families in after school and evening programs and Home and School Programs.
ELA	Homeless	Counseling Workshops			
Math	Homeless	“			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Home and School Participation; Bilingual newsletters ,notices, and information.	yes	Participation in Home and School activities and organizations.	Increased attendance in monthly meetings and volunteer activities by ESL parents; Positive feedback.
Math	ELLs	Home and School Participation; Bilingual newsletters ,notices, and information	yes	Participation in Home and School activities and organizations	Increased attendance in monthly meetings and volunteer activities by ESL parents; Positive feedback.

**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>
ELA	Economically Disadvantaged	Family Literacy; Meet the Author;	yes	Participation in Home and School activities and organizations	Increased attendance by families in after school and evening programs and Home and School Programs
Math	Economically Disadvantaged	Family Math / Science	yes	Participation in Home and School activities and organizations	Increased attendance by families in after school and evening programs and Home and School Programs.
ELA	General Education Students	Family Literacy; Meet the Author;	yes	Participation by students and families in after school and evening activities. Participation in Home and School Association	Increased attendance by families in after school and evening programs and Home and School Programs
Math	General Education Students	Family Math / Science	yes	Participation by students and families in after school and evening activities. Participation in Home and School Association	Increased attendance by families in after school and evening programs and Home and School Programs

**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.

\_\_\_\_\_  
**Principal's Name (Print)**

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

\_\_\_\_\_  
**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). ”*

### 2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

#### Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NJASK, STAR, AR, Teacher generated assessments, TCA’s , Wilson Program, work samples	Based on STAR data and TCA results, approximately 25% of our students showed growth and did not require intervention after each round of benchmark testing.  District Professional Development opportunities increased for teachers. Students who did not achieve designated benchmarks continued to receive interventions.
Academic Achievement - Writing	Balanced Literacy <b>on-demand</b> and <b>post writing</b> samples, writers notebooks and portfolios, work samples	District Professional Development opportunities for writer’s workshop was offered.  Balanced Literacy Program implemented for writing PLC’s offered reflection and planning opportunities Increase in writing scores TBD
Academic Achievement - Mathematics	NJASK, STAR, Math Connects, and Connected Math Assessments.	Based on analytical data, students who were identified as not proficient received small group instruction, tutoring opportunities, and/or referral to I &RS and CST.
Family and Community Engagement	Family Literacy Nights, Family Math Nights, Family Science Nights, Family Book Fair Nights, Meet the Author Night, Parent – run after school activities, Back to School Night, Home and School	Increased parental attendance in afterschool and evening programs as compared to previous year.

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Meetings	
Professional Development	Professional Development for implementation of Balanced Literacy.  Professional Development for Guided Reading  Teacher’s College Assessment instruction  STAR training  Articulation Meetings/Monthly Dept. Meetings  PLC’s  Foundations Program Staff Meetings	District provided professional development for the implementation of a Balanced Literacy initiative.  Experts modeled guided reading strategies for all grade levels.  All teachers received training in conducting TCA’s to assess reading and fluency levels of students.  Staff received additional training on Navigating the Renaissance Learning Website for interpreting data, implementing AR360, and delivering STAR assessments effectively.  District-wide meetings were conducted to discuss the implementation of new initiatives and curriculum.  Grade level teachers met weekly to discuss curriculum, planning, and student needs. Teachers in grades K-2 continue to utilize reading program
Leadership	Daily administrative presence and teacher leaders	Daily walk-throughs and consultations conducted by principal and interventionist. Interventionist is available daily for problem solving, planning, and meeting student needs. Common planning times attended by administrator.

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
School Climate and Culture	Teacher Observations, Parent Feedback, Collaborative Work, Grant Writing.	Teacher retention, Family involvement, Teachers collaboratively wrote and received grants from BEF and Montclair State University MSUNER in the amount of \$3,000.00
School-Based Youth Services	K-Kids, Peer Groups, School Patrols	Social skills are taught and practiced through a variety of student clubs. Various leadership opportunities are provided for students.
Students with Disabilities	Inclusion, resource room, CST review, teacher recommendations	Full inclusion model is used in all grades; Resource room is utilized as stated in IEP's, Teachers and interventionist provided support through I&RS and CST members.
Homeless Students	N/A	
Migrant Students	N/A	
English Language Learners	STAR testing, NJASK, Access Testing	ESL teacher attended TESOL conference Increase in parent participation and access through provision of bi-lingual notices and home & school newsletters.
Economically Disadvantaged	Free and reduced breakfast and lunch programs.	Students are provided with nutritious meals.



**2015-2016 Comprehensive Needs Assessment Process\***  
***Narrative***

1. What process did the school use to conduct its Comprehensive Needs Assessment?

**Our needs assessment was conducted by our school staff and faculty by analyzing classroom and grade level data, NJASK scores from 2013-2014. PLC meetings were instrumental for teachers to articulate with grade level partner(s) and interventionist about student needs. The Scip began looking at data to develop programs.**

2. What process did the school use to collect and compile data for student subgroups?

**Data was compiled using NJASK scores, STAR Assessment scores; and classroom teacher documentation of individual and class progress in the areas of literacy and math.**

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 above methods are considered to be reliable because the assessments were consistently given to students in their classrooms under the same conditions. All the students at each grade level were given the same standardized test and same benchmark assessments.**

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

4. What did the data analysis reveal regarding classroom instruction?

**With small group and differentiated instruction, students demonstrated growth and were more motivated.**

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

**Additional Professional Development is needed to correctly implement a Balanced Literacy Program, including guided reading and the various intervention resources available.**

6. How does the school identify educationally at-risk students in a timely manner?

**Teachers and the interventionist use STAR Assessments, NJASK scores, On-Demand Writing Prompts, TCA reading levels, teacher observations, student work samples and report cards to identify at-risk students.**

7. How does the school provide effective interventions to educationally at-risk students?

**Our school provides effective interventions to at-risk students by utilizing small group instruction in and out of the classroom; guided reading groups and strategy groupings are put into place in the classroom, and teachers refer students to the I&RS team for support.**

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**

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

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

**Teachers are able to discuss the needs of students during PLC meetings. Teachers discuss classroom concerns along with solutions and supports for students identified at-risk. At this time, teachers can share strategies, pacing information, and curriculum mapping to ensure that all students are exposed to curriculum aligned with the common core.**

**11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?**

**Kindergarten orientations are provided for all students entering Franklin School. Students transitioning from 6<sup>th</sup> grade to Bloomfield Middle School are provided with orientations by middle school counselors.**

**12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?**

**Priority problems and root causes were selected by using data analysis from NJASK, STAR Assessments, report cards, teacher recommendation, and parental input and involvement from the 2012-2013 school year.**

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

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

**2015-2016 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	Language Arts Literacy	Math
Describe the priority problem using at least two data sources	NJASK STAR AR On-Demand Writing Prompts	NJASK STAR Unit Assessments
Describe the root causes of the problem	Lack of student readiness skills Lack of parental involvement in the educational process Non-English speaking parents Lack of student motivation to complete assignments Lack of technology resources	Lack of student readiness/foundational math skills Lack of parental involvement in the educational process Non-English speaking parents Lack of student motivation to complete assignments Lack of technology resources Lack of reading comprehension skills needed to solve math problems.
Subgroups or populations addressed	All students	All students
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	STAR Reading Assessments Wilson Program Foundations Program Guided Reading NJASK Tutoring Program Scholastic Book Room Balanced Literacy Model/Readers Workshop Writer’s Workshop Accelerated Reader	STAR Math Assessments Connected Math Assessments Math Connects Assessments NJ ASK Tutoring Program Study Island

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

How does the intervention align with the Common Core State Standards?	Language Arts Literacy interventions are all aligned with CCS	Math interventions are all aligned with CCS
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**SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)**

**2015-2016 Comprehensive Needs Assessment Process**  
***Description of Priority Problems and Interventions to Address Them (continued)***

	#3	#4
Name of priority problem	Closing the achievement gap	
Describe the priority problem using at least two data sources	There is a gap in learning between economically disadvantages and minority students and peers within the district as shown by NJASK and STAR Assessment scores.	
Describe the root causes of the problem	Lack of student foundational skills, lack of parental involvement in the educational process, lack of student motivation to complete assignments and lack of real world knowledge to relate to learning.	
Subgroups or populations addressed	All students	
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	Family Literacy Night Family Math Night Family Science Night Meet the Author Night After school tutorial programs After school homework program Differentiating instruction Small group instruction Reading comprehension in content areas Guiding Reading/Leveled Readers Balanced Literacy Model Accelerated Reader Literacy Interventionist	

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

How does the intervention align with the Common Core State Standards?	Programs and strategies are all aligned to the Common Core Standards.	

## 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 . . . “*

### 2015-2016 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	Balanced Literacy Model including Readers Workshop and Writers Workshop Guided Reading Teachers College Assessments Literacy Interventionist Scholastic Leveled Reader Library Leveled Literacy Intervention Kits Wilson Program Foundations Program STAR Reading Programs	All personnel	Scores from STAR Assessments, PARCC, Teacher Unit Assessments	Gay Su Pinnell and Irene Fountas; Guided Readers and Writers  Scholastic Company in conjunction with Fountas and Pinnell  TCA: <a href="http://readingandwritingproject.com/about/overview.html">http://readingandwritingproject.com/about/overview.html</a>
Math	Students with Disabilities	STAR Math Assessments Scholastic Leveled Library Math Connects Connected Math	All Personnel	Scores from STAR Assessments, PARCC, Teacher Unit Assessments	Scholastic Company in Conjunction with Fountas and Pinnell
ELA	Homeless	Balanced Literacy	All	Scores from STAR	Gay Su Pinnell and Irene Fountas; Guided



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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		Model including Readers Workshop and Writers Workshop Guided Reading Teachers College Assessments Literacy Interventionist Scholastic Leveled Reader Library Leveled Literacy Intervention Kits Wilson Program Foundations Program STAR Reading Programs	personnel	Assessments, PARCC, Teacher Unit Assessments	Readers and Writers  Scholastic Company in conjunction with Fountas and Pinnell  TCA: <a href="http://readingandwritingproject.com/about/overview.html">http://readingandwritingproject.com/about/overview.html</a>
Math	Homeless	STAR Math Assessments Scholastic Leveled Library Math Connects Connected Math	All personnel	Scores from STAR Assessments, PARCC, Teacher Unit Assessments	Scholastic Company in Conjunction with Fountas and Pinnell
ELA	Migrant	Balanced Literacy Model including Readers Workshop and Writers Workshop	All personnel	Scores from STAR Assessments, PARCC, Teacher Unit Assessments	Gay Su Pinnell and Irene Fountas; Guided Readers and Writers  Scholastic Company in conjunction with

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		Guided Reading Teachers College Assessments Literacy Interventionist Scholastic Leveled Reader Library Leveled Literacy Intervention Kits Wilson Program Foundations Program STAR Reading Programs			Fountas and Pinnell  TCA: <a href="http://readingandwritingproject.com/about/overview.html">http://readingandwritingproject.com/about/overview.html</a>
Math	Migrant	STAR Math Assessments Scholastic Leveled Library Math Connects Connected Math	All personnel	Scores from STAR Assessments, PARCC, Teacher Unit Assessments	Scholastic Company in Conjunction with Fountas and Pinnell
ELA	ELLs	Balanced Literacy Model including Readers Workshop and Writers Workshop Guided Reading Teachers College Assessments Literacy	All personnel	Scores from STAR Assessments, PARCC, Teacher Unit Assessments	Gay Su Pinnell and Irene Fountas; Guided Readers and Writers  Scholastic Company in conjunction with Fountas and Pinnell  TCA: <a href="http://readingandwritingproject.com/about/overview.html">http://readingandwritingproject.com/about/overview.html</a>

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		Interventionist Scholastic Leveled Reader Library Leveled Literacy Intervention Kits Wilson Program Foundations Program STAR Reading Programs			
Math	ELLs	STAR Math Assessments Scholastic Leveled Library Math Connects Connected Math	All personnel	Scores from STAR Assessments, PARCC, Teacher Unit Assessments	Scholastic Company in Conjunction with Fountas and Pinnell
ELA	Economically Disadvantaged	Balanced Literacy Model including Readers Workshop and Writers Workshop Guided Reading Teachers College Assessments Literacy Interventionist Scholastic Leveled Reader Library Leveled Literacy	All personnel	Scores from STAR Assessments, PARCC, Teacher Unit Assessments	Gay Su Pinnell and Irene Fountas; Guided Readers and Writers  Scholastic Company in conjunction with Fountas and Pinnell  TCA: <a href="http://readingandwritingproject.com/about/overview.html">http://readingandwritingproject.com/about/overview.html</a>

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

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

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
		Intervention Kits Wilson Program Foundations Program STAR Reading Programs			
Math	Economically Disadvantaged	STAR Math Assessments Scholastic Leveled Library Math Connects Connected Math	All personnel	Scores from STAR Assessments, PARCC, Teacher Unit Assessments	Scholastic Company in Conjunction with Fountas and Pinnell
ELA	General Education Students	Balanced Literacy Model including Readers Workshop and Writers Workshop Guided Reading Teachers College Assessments Literacy Interventionist Scholastic Leveled Reader Library Leveled Literacy Intervention Kits Wilson Program Foundations Program	All personnel	Scores from STAR Assessments, PARCC, Teacher Unit Assessments	Gay Su Pinnell and Irene Fountas; Guided Readers and Writers  Scholastic Company in conjunction with Fountas and Pinnell  TCA: <a href="http://readingandwritingproject.com/about/overview.html">http://readingandwritingproject.com/about/overview.html</a>

## 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)
		STAR Reading Programs			
Math	General Education Students	STAR Math Assessments Scholastic Leveled Library Math Connects Connected Math		Scores from STAR Assessments, PARCC, Teacher Unit Assessments	Scholastic Company in Conjunction with Fountas and Pinnell

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

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

### 2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	After School Tutorial Program; After School Homework Program; Family Literacy Nights	Principal and teachers	Scores from PARCC, STAR Assessments, Teacher recommendation	The Center for Comprehensive School Reform and Improvement <a href="http://www.centerforcsri.org">http://www.centerforcsri.org</a>  National Coalition for Parent Involvement in Education <a href="http://www.ncpie.org/">http://www.ncpie.org/</a>
Math	Students with Disabilities	After School Tutorial Program; After School Homework Program; Family Literacy Nights	Principal and teachers	Scores from PARCC, STAR Assessments, Teacher recommendation	The Center for Comprehensive School Reform and Improvement <a href="http://www.centerforcsri.org">http://www.centerforcsri.org</a>  National Coalition for Parent Involvement in Education <a href="http://www.ncpie.org/">http://www.ncpie.org/</a>
ELA	Homeless	After School Tutorial Program; After School Homework Program; Family Literacy Nights	Principal and teachers	Scores from PARCC, STAR Assessments, Teacher recommendation	The Center for Comprehensive School Reform and Improvement <a href="http://www.centerforcsri.org">http://www.centerforcsri.org</a>  National Coalition for Parent Involvement in Education <a href="http://www.ncpie.org/">http://www.ncpie.org/</a>
Math	Homeless	After School Tutorial Program; After School Homework Program; Family	Principal and teachers	Scores from PARCC, STAR Assessments, Teacher recommendation	The Center for Comprehensive School Reform and Improvement <a href="http://www.centerforcsri.org">http://www.centerforcsri.org</a>

## 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)
		Literacy Nights			National Coalition for Parent Involvement in Education <a href="http://www.ncpie.org/">http://www.ncpie.org/</a>
ELA	Migrant	After School Tutorial Program; After School Homework Program; Family Literacy Nights	Principal and teachers	Scores from PARCC, STAR Assessments, Teacher recommendation	The Center for Comprehensive School Reform and Improvement <a href="http://www.centerforcsri.org">http://www.centerforcsri.org</a>  National Coalition for Parent Involvement in Education <a href="http://www.ncpie.org/">http://www.ncpie.org/</a>
Math	Migrant	After School Tutorial Program; After School Homework Program; Family Literacy Nights	Principal and teachers	Scores from PARCC, STAR Assessments, Teacher recommendation	The Center for Comprehensive School Reform and Improvement <a href="http://www.centerforcsri.org">http://www.centerforcsri.org</a>  National Coalition for Parent Involvement in Education <a href="http://www.ncpie.org/">http://www.ncpie.org/</a>
ELA	ELLs	After School Tutorial Program; After School Homework Program; Family Literacy Nights	Principal and teachers	Scores from PARCC, STAR Assessments, Teacher recommendation	The Center for Comprehensive School Reform and Improvement <a href="http://www.centerforcsri.org">http://www.centerforcsri.org</a>  National Coalition for Parent Involvement in Education <a href="http://www.ncpie.org/">http://www.ncpie.org/</a>
Math	ELLs	After School Tutorial Program; After School Homework Program; Family	Principal and teachers	Scores from PARCC, STAR Assessments, Teacher recommendation	The Center for Comprehensive School Reform and Improvement <a href="http://www.centerforcsri.org">http://www.centerforcsri.org</a>  National Coalition for Parent

## 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)
		Literacy Nights			Involvement in Education <a href="http://www.ncpie.org/">http://www.ncpie.org/</a>
ELA	Economically Disadvantaged	After School Tutorial Program; After School Homework Program; Family Literacy Nights	Principal and teachers	Scores from PARCC, STAR Assessments, Teacher recommendation	The Center for Comprehensive School Reform and Improvement <a href="http://www.centerforcsri.org">http://www.centerforcsri.org</a>  National Coalition for Parent Involvement in Education <a href="http://www.ncpie.org/">http://www.ncpie.org/</a>
Math	Economically Disadvantaged	After School Tutorial Program; After School Homework Program; Family Literacy Nights	Principal and teachers	Scores from PARCC, STAR Assessments, Teacher recommendation	The Center for Comprehensive School Reform and Improvement <a href="http://www.centerforcsri.org">http://www.centerforcsri.org</a>  National Coalition for Parent Involvement in Education <a href="http://www.ncpie.org/">http://www.ncpie.org/</a>
ELA	General Education Students	After School Tutorial Program; After School Homework Program; Family Literacy Nights	Principal and teachers	Scores from PARCC, STAR Assessments, Teacher recommendation	The Center for Comprehensive School Reform and Improvement <a href="http://www.centerforcsri.org">http://www.centerforcsri.org</a>  National Coalition for Parent Involvement in Education <a href="http://www.ncpie.org/">http://www.ncpie.org/</a>
Math	General Education students	After School Tutorial Program; After School Homework Program; Family Literacy Nights	Principal and teachers	Scores from PARCC, STAR Assessments, Teacher recommendation	The Center for Comprehensive School Reform and Improvement <a href="http://www.centerforcsri.org">http://www.centerforcsri.org</a>  National Coalition for Parent Involvement in Education



**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)
					<a href="http://www.ncpie.org/">http://www.ncpie.org/</a>

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

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

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

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

<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	Balanced Literacy PD; Readers,Writers Workshop Models; AR 360 Training	All teachers	Scores from STAR Assessments	Renaissance Learning
Math	Students with Disabilities	Connected Math training	All teachers utilizing the Connected Math Program	Scores from STAR Assessments	Renaissance Learning
ELA	Homeless	Balanced Literacy PD; Readers,Writers Workshop Models; AR 360 Training	All teachers	Scores from STAR Assessments	Renaissance Learning
Math	Homeless	Connected Math training	All teachers utilizing the Connected Math Program	Scores from STAR Assessments	Renaissance Learning

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	Balanced Literacy PD; Readers,Writers Workshop Models; AR 360 Training	All teachers	Scores from STAR Assessments	Renaissance Learning
Math	Migrant	Connected Math training	All teachers utilizing the Connected Math Program	Scores from STAR Assessments	Renaissance Learning
ELA	ELLs	Balanced Literacy PD; Readers,Writers Workshop Models; AR 360 Training	All teachers	Scores from STAR Assessments	Renaissance Learning
Math	ELLs	Connected Math training	All teachers utilizing the Connected Math Program	Scores from STAR Assessments	Renaissance Learning
ELA	Economically Disadvantaged	Balanced Literacy PD; Readers,Writers	All teachers	Scores from STAR Assessments	Renaissance Learning

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Workshop Models; AR 360 Training			
Math	Economically Disadvantaged	Connected Math training	All teachers utilizing the Connected Math Program	Scores from STAR Assessments	Renaissance Learning
ELA	General Education Students	Balanced Literacy PD; Readers,Writers Workshop Models; AR 360 Training	All teachers	Scores from STAR Assessments	Renaissance Learning
Math	General Education Students	Connected Math training	All teachers utilizing the Connected Math Program	Scores from STAR Assessments	Renaissance Learning

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

**24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation).** A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic

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

*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 2015-2016 school year)

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

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

**The Scip will evaluate the program internally monthly.**

2. What barriers or challenges does the school anticipate during the implementation process?

**The school anticipates the transiency and poor attendance of student body, and lack of time and scheduling constraints. Large volume of students to teacher can impede implementation.**

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

**The school will obtain buy in through communication and collaboration between parents, home & school.**

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

**Tools used to gauge perceptions are surveys, PLC's and verbal communication on a daily basis to identify any potential problems and or issues.**

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

**Tools used to gauge perceptions are attendance at school sponsored functions, participation in H&S Association.**

6. How will the school structure interventions?

**Small group instruction based on data generated from benchmark assessments.**

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

7. How frequently will students receive instructional interventions?

**Students will receive instruction daily due to balanced literacy model and differentiated instruction.**

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

**Small group instruction, tutorial programs, Family programs aligned with CCS, Smartboards, laptops, media specialists, AR 360 and Renaissance Learning.**

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

**STAR Assessments, PARCC, TCA Assessments, Accelerated Reader**

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

**Teachers will be provided data to discuss during PLC meetings. Scip committee meetings will be held quarterly.**

*\*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.

#### 2015-2016 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	SEPAC, Home and School Meetings, Annual Review Meetings, Parent Teacher Conferences, Back to School Night	Principal, CST, Teachers, H&S	Participation of parents in after school and evening programs. Participation in H&S and Parent-teacher conferences.	
Math	Students with Disabilities	SEPAC, Home and School Meetings, Annual Review Meetings, Parent Teacher Conferences, Back to School Night	Principal, CST, Teachers, H&S	Participation of parents in after school and evening programs. Participation in H&S and Parent teacher conferences.	
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Home and School Meetings, Annual Review Meetings, Parent Teacher Conferences, Back to School Night, communication with ESL teacher	Principal, Teachers, H&S	Participation of parents in after school and evening programs. Participation in H&S and Parent-teacher conferences.	

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs	Home and School Meetings, Annual Review Meetings, Parent Teacher Conferences, Back to School Night, communication with ESL teacher	Principal, Teachers, H&S	Participation of parents in after school and evening programs. Participation in H&S and Parent-teacher conferences.	
ELA	Economically Disadvantaged	Home and School Meetings, Annual Review Meetings, Parent Teacher Conferences, Back to School Night	Principal, Teachers, H&S	Participation of parents in after school and evening programs. Participation in H&S and Parent-teacher conferences.	
Math	Economically Disadvantaged	Home and School Meetings, Annual Review Meetings, Parent Teacher Conferences, Back to School Night	Principal, Teachers, H&S	Participation of parents in after school and evening programs. Participation in H&S and Parent-teacher conferences.	
ELA	General Education Students	Home and School Meetings, Annual Review Meetings, Parent Teacher Conferences, Back to School Night	Principal, Teachers, H&S	Participation of parents in after school and evening programs. Participation in H&S and Parent-teacher conferences.	
Math	General Education Students	Home and School Meetings, Annual Review Meetings, Parent Teacher Conferences, Back to School Night	Principal, Teachers, H&S	Participation of parents in after school and evening programs. Participation in H&S and Parent-teacher conferences.	

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



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

### **2015-2016 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?

**Providing opportunities for parents to attend programs after school or in the evening increases their involvement in their child's educational experience. Since parental involvement is a major contributor to student success in school, these programs allow parents to learn about the school community and aid in the communication between parent and child regarding school.**

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

**Our district provides parent policy.**

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

**The parent involvement policy is printed on the district calendar and is available on our district web-site.**

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

**A district committee, including a parent representative, reviews the school-parent compact annually.**

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

**Students, parents and teachers sign the compact during parent-teacher conferences.**

**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?

**Student achievement is reported to the public at the Board of Education meetings through presentations, on the district websites, at BTSN during classroom presentations, Utilization of Power School, Parent Portals, and through the “School Report Card” which is available on-line. Standardized test scores for individual students are mailed directly to the home.**

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? **Staff meetings, H&S Meetings**

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

**The school will inform parents of assessment results at parent/teacher conferences. Attending parents will review student test results from the previous spring on an individual basis.**

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

**We have a parent representative on our committee. Our Home and School meetings afford us the opportunity to inform parents about the process and invite their contributions.**

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

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

**All parents are able to utilize the parent portals provided to them by the district on our district website. Parent-teacher conferences are scheduled at the parent's convenience for purposes of sharing academic achievement. Teachers communicate with parents through e-mail or telephone.**

**11.** On what specific strategies will the school use its 2015-2016 parent involvement funds?

**We would like to use parent involvement funds for Family Literacy, Math, and Science Nights.**

*\*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	18	Professional Development Opportunities, Collaborative work environment, communication, recognition of accomplishments and participation.
	95%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	1	
	5%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	5	Professional Development Opportunities, Collaborative work environment, communication, recognition of accomplishments and participation.
	100%	
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
<b>Communication and participation in Montclair State University Program and the co-teaching cohort</b> <b>Annual job fair</b> <b>Employment postings on Appitrac</b>	<b>Principal and Administration</b>