

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: Trenton Public Schools	School: Parker Elementary School
Chief School Administrator: LUCY FERIA	Address: 820 South Warren Street
Chief School Administrator's E-mail:	Grade Levels: K-5
Title I Contact:	Principal: Jeannette Harris
Title I Contact E-mail:	Principal's E-mail: jharris@trenton.k12.nj.us
Title I Contact Phone Number:	Principal's Phone Number: 609-656-4883

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 7 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 3,753,862.00, which comprised 97.02 % of the school's budget in 2015-2016.
- State/local funds to support the school will be \$ 3,627,901, which will comprise 96.86 % of the school's budget in 2016-2017.
- 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
ELA Professional Development	1 and 2	Literacy Collaborative		
Literacy Leader	1 and 2			\$115,000
I-PAD Professional Development	1 and 2			\$5,000
Parent Involvement	1 and 2			\$3,000

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
Jeanette Harris	Principal	X	X	X	
Lorcha Lewis	Assistant Principal	X	X	X	
Teresa DeSanctis	ESL Teacher	X	X	X	
Gail Chamberlain	Kindergarten Teacher	X	X		
Claire Becerra	First Grade Teacher	X	X	X	
Jacqlyn Spurrier Howland	Second Grade Teacher	X	X		
Nicole Gresko	Third Grade Teacher	X	X		
Kathryn Flowers	Fourth Grade Teacher	X	X	X	
Darrell Moody	Fifth Grade Teacher	X	X	X	
Gloria Lituma	Specialist	X	X	X	
Natasha Page	Community/Parent	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
10-1-15, 11-19-15, 12-10-15, 1-21-16, 2-4-16, 3-3-16, 5-5-16	Parker School- Main Office, Conference Room	Comprehensive Needs Assessment	X		X	
6-2-16	Parker School- Main Office, Principal’s Office	Schoolwide Plan Development				
	Parker School- Main Office, Principal’s Office	Program Evaluation				

**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?

Yes, Parker School implemented the program as planned.

During the 2015-2016 school year, Parker Elementary School implemented the following Programs:

- Balanced Literacy (Readers and Writers Workshop)
- I-Ready Reading and Mathematics
- Common Core LAL and Math Standards
- Reading Intervention Support
- Academic Support afterschool program
- Student Motivation and Recognition Programs (Student of the Month, Perfect Attendance, Golden Tickets, Honor Roll)
- Parent of the Month Program
- Monthly Parental Involvement Workshops

2. What were the strengths of the implementation process?

- Instructional practices were researched based
- Student progress was monitored weekly
- Daily monitoring of instructional practices

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

- Teachers received job embedded training
- Improved student achievement (Reading and Writing)
- Increased parental involvement

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

- Financial- Implementing programs with reduced budget allocations
- Staffing- Several teachers were out on extended medical leaves. Students were either instructed by substitute teachers, or split amongst other classrooms.
- Assessments- Numerous assessments are required by both the District and the State. These assessments take time away from instruction.

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

Strengths:

- Data driven instructional decisions
- Deeper understanding of root cause analysis
- Continued school wide focus on literacy
- Weekly coaching/job embedded training
- Increase student reading achievement per the DRA and weekly assessments

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

- Increased grade level collaboration
- Increased student self-academic awareness
- Increased student motivation
- Increased parental involvement

Weakness:

- Additional professional develop needed for teaching staff.
- School was not fully staffed. Several teachers were out on extended medical leaves.
- Absenteeism for both students and staff
- Student behavior issues
- High percentage of students reading below grade level
- Lack of funding

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

- A School Climate and Culture survey was given to staff, students, and parents. Results were analyzed in order to determine the needs of the school community. All stakeholders were informed of programs that were being implemented. Concerns of all stakeholders were always addressed by building administrators/ building staff.

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

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
 - A School Climate and Culture Survey was given to all staff members. The following four domains were assessed: physical environment, teaching and learning, morale in the school community, and relationships. Overall results were positive. Any issues that were indicated in the survey were addressed by the school administrators, and the School Leadership Team.
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
 - A School Climate and Culture Survey was given to all parents. The following four domains were assessed: physical environment, teaching and learning, morale in the school community, and relationships. Overall results were positive. Any issues that were indicated in the survey were addressed by the school administrators, school staff, and the School Leadership Team.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
 - One to one
 - Small group instruction
 - Whole group instruction
9. How did the school structure the interventions?
 - Interventions (academic and behavioral) were provided to the students based on data obtained from the classroom teacher, parents and I&RS.

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

10. How frequently did students receive instructional interventions?

- The students received daily interventions.

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

- Interactive overhead projectors
- Desktops
- i-Pads
- Laptops
- Raz-Kids (Grade 3)

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

- There was a significant increase in the use of technology. Teachers were able to deliver more engaging lessons through the use of the overhead projectors. Student engagement was high through use of i-Pads and laptops. Students in grades 3-5 were more equipped to take the PARCC assessment due to daily use of technology. We piloted the use of the online reading program Raz-Kids in Grade 3. Those students were more engaged during the reading workshop and were also able to have access to reading materials at home.

****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.

English Language Arts	2014-2015	2015-2016	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	PARCC- 65 students did not meet or exceed expectations	PARCC- Data not available yet DRA data indicated that 100% of students in grade 4 made 1 years growth	Class Support, Push-in and Pull-out (Intervention Teacher, ESL, Resource Room, Guidance) Implementation of Balanced Literacy Strategies i-Ready Daily Lessons Academic Support After School Program	Class Pull out-Intervention Teacher provided support that was designed to meet the individual needs of the students. Class Support- The teacher conducted guided reading groups daily to meet the specific needs of the students. I-Ready lessons were individualized to meet the targeted needs of the students. Academic Support program- Teachers provided individualized support to the students.
Grade 5	PARCC- 41 students did not meet or exceed expectations	PARCC- Data not available yet DRA data indicated that 60% of students	Class Support, Push-in and Pull-out (Intervention Teacher, ESL, Resource Room, Guidance) Implementation of Balanced Literacy Strategies i-Ready Daily Lessons Academic Support After School Program	Class Pull out-Intervention Teacher provided support that was designed to meet the individual needs of the students. Class Support- The teacher conducted guided reading groups daily to meet the specific needs of the students. I-Ready lessons were individualized to meet the targeted needs of the students.

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

		are reading on grade level		Academic Support program- Teachers provided individualized support to the students.
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2014-2015	2015-2016	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	PARCC- 71 students did not meet or exceed expectations	PARCC- Data not available yet I ready showed a 42% increase.	Class Support, Push-in and Pull-out i-Ready Daily Lessons Academic Support After School Program Resource Room Support	Class Support- The teacher conducted guided math groups daily to meet the specific needs of the students. I-Ready lessons were individualized to meet the targeted needs of the students.
Grade 5	PARCC- 47 students did not meet or exceed expectations	PARCC- Data not available yet I-ready	Class Support, Push-in and Pull-out i-Ready Daily Lessons Academic Support After School Program Resource Room Support	Class Support- The teacher conducted guided math groups daily to meet the specific needs of the students. I-Ready lessons were individualized to meet the targeted needs of the students.

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

		diagnostic test show a 25% increase		
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

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

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

English Language Arts	2014-2015	2015-2016	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten		40%	Class Support, Push-in and Pull-out (Intervention Teacher, ESL, Resource Room, Guidance) Implementation of Balanced Literacy Strategies Literacy Centers	Class Pull out-Intervention Teacher provided support that was designed to meet the individual needs of the students. Class Support- The teacher conducted guided reading groups daily to meet the specific needs of the students. I-Ready lessons were individualized to meet the targeted needs of the students.
Grade 1	64%	45%	Class Support, Push-in and Pull-out (Intervention Teacher, ESL, Resource Room, Guidance)	Class Pull out-Intervention Teacher provided support that was designed to meet the individual needs of the students.

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

			Implementation of Balanced Literacy Strategies Literacy Centers	<p>Class Support- The teacher conducted guided reading groups daily to meet the specific needs of the students.</p> <p>I-Ready lessons were individualized to meet the targeted needs of the students.</p>
Grade 2	70%	60%	<p>Class Support, Push-in and Pull-out (Intervention Teacher, ESL, Resource Room, Guidance)</p> <p>Implementation of Balanced Literacy Strategies Literacy Centers</p>	<p>Class Pull out-Intervention Teacher provided support that was designed to meet the individual needs of the students.</p> <p>Class Support- The teacher conducted guided reading groups daily to meet the specific needs of the students.</p> <p>I-Ready lessons were individualized to meet the targeted needs of the students.</p> <p>Academic Support program- Teachers provided individualized support to the students.</p>
Grade 9				
Grade 10				

Mathematics	2014 - 2015	2015 -2016	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten		I-ready diagnostic showed a 43% increase	Mathematics Centers, I-ready , small group instruction	Class Support- The teacher conducted guided math groups daily to meet the specific needs of the students.

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

				I-Ready lessons were individualized to meet the targeted needs of the students.
Grade 1		I-ready diagnostic showed a 25%increase	Mathematics Centers, I-ready , small group instruction	Class Support- The teacher conducted guided math groups daily to meet the specific needs of the students. I-Ready lessons were individualized to meet the targeted needs of the students.
Grade 2		I-ready diagnostic showed a 20% increase	Mathematics Centers, I-ready , small group instruction	Class Support- The teacher conducted guided math groups daily to meet the specific needs of the students. I-Ready lessons were individualized to meet the targeted needs of the students.
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

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	Class Support, Push-in and Pull-out (Paraprofessional, Resource Room, Guidance, Speech) Implementation of Balanced Literacy Strategies i-Ready Daily Lessons Academic Support After School Program	Yes	DRA Scores i-Ready Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA Progress Reports Report Cards	DRA indicated the following Grade K- 55% on Level Grade 1- 54% on Level Grade 2- 40% on Level Grade 3- 55% on Level Grade 4- 92% on Level Grade 5- 65% on Level
Math	Students with Disabilities	Class Support, Push-in and Pull-out i-Ready Daily Lessons Academic Support After School Program	Yes	Weekly Assessments i-Ready Scores District Benchmarks Walk Through DATA Progress Reports Report Cards	Data from I- Ready Diagnostic indicated the following: Grade K-I-Ready diagnostic Showed a 43% increase Grade 1- I Ready diagnostic showed a 25% increase. Grade 2- I Ready diagnostic showed a 20% Increase Grade 3- I-Ready diagnostic showed 41% increase Grade 4- I-Ready diagnostic showed 42% increase Grade 5- I-Ready diagnostic showed 25% increase

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)
ELA	Homeless	Class Support, Push-in and Pull-out (Paraprofessional, Resource Room, Guidance, Speech) Implementation of Balanced Literacy Strategies i-Ready Daily Lessons Academic Support After School Program	Yes	DRA Scores i-Ready Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA Progress Reports Report Cards	DRA indicated the following Grade K- 55% on Level Grade 1- 54% on Level Grade 2- 40% on Level Grade 3- 55% on Level Grade 4- 92% on Level Grade 5- 65% on Level
Math	Homeless	Class Support, Push-in and Pull-out i-Ready Daily Lessons Academic Support After School Program	Yes	Weekly Assessments i-Ready Scores District Benchmarks Walk Through DATA Progress Reports Report Cards	Data from I- Ready Diagnostic indicated the following: Grade K-I-Ready diagnostic Showed a 43% increase Grade 1- I Ready diagnostic showed a 25% increase. Grade 2- I Ready diagnostic showed a 20% Increase Grade 3- I-Ready diagnostic showed 41% increase Grade 4- I-Ready diagnostic showed 42% increase Grade 5- I-Ready diagnostic showed 25% increase

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)
ELA	Migrant	Class Support, Push-in and Pull-out (Paraprofessional, Resource Room, Guidance, Speech) Implementation of Balanced Literacy Strategies i-Ready Daily Lessons Academic Support After School Program Raz-Kids	Yes	DRA Scores i-Ready Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA Progress Reports Report Cards	DRA indicated the following Grade K- 55% on Level Grade 1- 54% on Level Grade 2- 40% on Level Grade 3- 55% on Level Grade 4- 92% on Level Grade 5- 65% on Level
Math	Migrant	Class Support, Push-in and Pull-out i-Ready Daily Lessons Academic Support After School Program	Yes	Weekly Assessments i-Ready Scores District Benchmarks Walk Through DATA Progress Reports Report Cards	Data from I- Ready Diagnostic indicated the following: Grade K-I-Ready diagnostic Showed a 43% increase Grade 1- I Ready diagnostic showed a 25% increase. Grade 2- I Ready diagnostic showed a 20% Increase Grade 3- I-Ready diagnostic showed 41% increase Grade 4- I-Ready diagnostic showed 42% increase Grade 5- I-Ready diagnostic showed 25% increase

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)
ELA	ELLs	Class Support, Push-in and Pull-out (Paraprofessional, Resource Room, Guidance, Speech) Implementation of Balanced Literacy Strategies i-Ready Daily Lessons Academic Support After School Program Raz-Kids	Yes	DRA Scores i-Ready Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA Progress Reports Report Cards	DRA indicated the following Grade K- 55% on Level Grade 1- 54% on Level Grade 2- 40% on Level Grade 3- 55% on Level Grade 4- 92% on Level Grade 5- 65% on Level
Math	ELLs	Class Support, Push-in and Pull-out i-Ready Daily Lessons Academic Support After School Program	Yes	Weekly Assessments i-Ready Scores District Benchmarks Walk Through DATA Progress Reports Report Cards	Data from I- Ready Diagnostic indicated the following: Grade K-I-Ready diagnostic Showed a 43% increase Grade 1- I Ready diagnostic showed a 25% increase. Grade 2- I Ready diagnostic showed a 20% Increase Grade 3- I-Ready diagnostic showed 41% increase Grade 4- I-Ready diagnostic showed 42% increase Grade 5- I-Ready diagnostic showed 25% increase
ELA	Economically	Class Support, Push-in	Yes	DRA Scores	DRA indicated the following

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)
	Disadvantaged	and Pull-out (Paraprofessional, Resource Room, Guidance, Speech) Implementation of Balanced Literacy Strategies i-Ready Daily Lessons Academic Support After School Program		i-Ready Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA Progress Reports Report Cards	Grade K- 55% on Level Grade 1- 54% on Level Grade 2- 40% on Level Grade 3- 55% on Level Grade 4- 92% on Level Grade 5- 65% on Level
Math	Economically Disadvantaged	Class Support, Push-in and Pull-out i-Ready Daily Lessons Academic Support After School Program	Yes	Weekly Assessments i-Ready Scores District Benchmarks Walk Through DATA Progress Reports Report Cards	Data from I- Ready Diagnostic indicated the following: Grade K-I-Ready diagnostic Showed a 43% increase Grade 1- I Ready diagnostic showed a 25% increase. Grade 2- I Ready diagnostic showed a 20% Increase Grade 3- I-Ready diagnostic showed 41% increase Grade 4- I-Ready diagnostic showed 42% increase Grade 5- I-Ready diagnostic showed 25% increase
ELA					
Math					

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Afterschool Academic Support Program		DRA Scores i-Ready Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA Progress Reports Report Cards	DRA indicated the following Grade K- 55% on Level Grade 1- 54% on Level Grade 2- 40% on Level Grade 3- 55% on Level Grade 4- 92% on Level Grade 5- 65% on Level
Math	Students with Disabilities	Afterschool Academic Support Program		Weekly Assessments i-Ready Scores District Benchmarks Walk Through DATA Progress Reports Report Cards	Data from I- Ready Diagnostic indicated the following: Grade K-I-Ready diagnostic Showed a 43% increase Grade 1- I Ready diagnostic showed a 25% increase. Grade 2- I Ready diagnostic showed a 20% Increase Grade 3- I-Ready diagnostic showed 41% increase Grade 4- I-Ready diagnostic showed 42% increase Grade 5- I-Ready diagnostic showed 25% increase

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)
ELA	Homeless	Afterschool Academic Support Program		DRA Scores i-Ready Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA Progress Reports Report Cards	DRA indicated the following Grade K- 55% on Level Grade 1- 54% on Level Grade 2- 40% on Level Grade 3- 55% on Level Grade 4- 92% on Level Grade 5- 65% on Level
Math	Homeless	Afterschool Academic Support Program		Weekly Assessments i-Ready Scores District Benchmarks Walk Through DATA Progress Reports Report Cards	Data from I- Ready Diagnostic indicated the following: Grade K-I-Ready diagnostic Showed a 43% increase Grade 1- I Ready diagnostic showed a 25% increase. Grade 2- I Ready diagnostic showed a 20% Increase Grade 3- I-Ready diagnostic showed 41% increase Grade 4- I-Ready diagnostic showed 42% increase Grade 5- I-Ready diagnostic showed 25% increase
ELA	Migrant	Afterschool Academic Support Program		DRA Scores i-Ready Scores	DRA indicated the following

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)
				Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA Progress Reports Report Cards	Grade K- 55% on Level Grade 1- 54% on Level Grade 2- 40% on Level Grade 3- 55% on Level Grade 4- 92% on Level Grade 5- 65% on Level
Math	Migrant	Afterschool Academic Support Program		Weekly Assessments i-Ready Scores District Benchmarks Walk Through DATA Progress Reports Report Cards	Data from I- Ready Diagnostic indicated the following: Grade K-I-Ready diagnostic Showed a 43% increase Grade 1- I Ready diagnostic showed a 25% increase. Grade 2- I Ready diagnostic showed a 20% Increase Grade 3- I-Ready diagnostic showed 41% increase Grade 4- I-Ready diagnostic showed 42% increase Grade 5- I-Ready diagnostic showed 25% increase
ELA	ELLs	Afterschool Academic Support Program		DRA Scores i-Ready Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA	

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)
				Progress Reports Report Cards	
Math	ELLs	Afterschool Academic Support Program		Weekly Assessments i-Ready Scores District Benchmarks Walk Through DATA Progress Reports Report Cards	Data from I- Ready Diagnostic indicated the following: Grade K-I-Ready diagnostic Showed a 43% increase Grade 1- I Ready diagnostic showed a 25% increase. Grade 2- I Ready diagnostic showed a 20% Increase Grade 3- I-Ready diagnostic showed 41% increase Grade 4- I-Ready diagnostic showed 42% increase Grade 5- I-Ready diagnostic showed 25% increase
ELA	Economically Disadvantaged	Afterschool Academic Support Program		DRA Scores i-Ready Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA Progress Reports Report Cards	DRA indicated the following Grade K- 55% on Level Grade 1- 54% on Level Grade 2- 40% on Level Grade 3- 55% on Level Grade 4- 92% on Level Grade 5- 65% on Level
Math	Economically Disadvantaged	Afterschool Academic Support Program		Weekly Assessments	Data from I- Ready Diagnostic indicated the following:

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)
				i-Ready Scores District Benchmarks Walk Through DATA Progress Reports Report Cards	Grade K-I-Ready diagnostic Showed a 43% increase Grade 1- I Ready diagnostic showed a 25% increase. Grade 2- I Ready diagnostic showed a 20% Increase Grade 3- I-Ready diagnostic showed 41% increase Grade 4- I-Ready diagnostic showed 42% increase Grade 5- I-Ready diagnostic showed 25% increase
ELA					
Math					

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

Evaluation of 2015-2016 Interventions and Strategies

Professional Development – Implemented in 2015-2016

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	During the 2015-2016 school year the teachers were provided with the following professional development opportunities: Close Reading Instruction Text Dependent Questioning Guided Reading Instruction Grade Level Standard Setting DRA Technology Implementation		DRA Scores i-Ready Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA Progress Reports Report Cards	DRA indicated the following Grade K- 55% on Level Grade 1- 54% on Level Grade 2- 40% on Level Grade 3- 55% on Level Grade 4- 92% on Level Grade 5- 65% on Level
Math	Students with Disabilities			Weekly Assessments i-Ready Scores District Benchmarks Walk Through DATA Progress Reports Report Cards	Data from I- Ready Diagnostic indicated the following: Grade K-I-Ready diagnostic Showed a 43% increase Grade 1- I Ready diagnostic showed a 25% increase. Grade 2- I Ready diagnostic showed a 20% Increase

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)
					Grade 3- I-Ready diagnostic showed 41% increase Grade 4- I-Ready diagnostic showed 42% increase Grade 5- I-Ready diagnostic showed 25% increase
ELA	Homeless	During the 2015-2016 school year the teachers were provided with the following professional development opportunities: Close Reading Instruction Text Dependent Questioning Guided Reading Instruction Grade Level Standard Setting DRA Technology Implementation		DRA Scores i-Ready Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA Progress Reports Report Cards	DRA indicated the following Grade K- 55% on Level Grade 1- 54% on Level Grade 2- 40% on Level Grade 3- 55% on Level Grade 4- 92% on Level Grade 5- 65% on Level
Math	Homeless			Weekly Assessments i-Ready Scores District Benchmarks	Data from I- Ready Diagnostic indicated the following: Grade K-I-Ready diagnostic Showed a 43%

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)
				Walk Through DATA Progress Reports Report Cards	increase Grade 1- I Ready diagnostic showed a 25% increase. Grade 2- I Ready diagnostic showed a 20% Increase Grade 3- I-Ready diagnostic showed 41% increase Grade 4- I-Ready diagnostic showed 42% increase Grade 5- I-Ready diagnostic showed 25% increase
ELA	Migrant	During the 2015-2016 school year the teachers were provided with the following professional development opportunities: Close Reading Instruction Text Dependent Questioning Guided Reading Instruction Grade Level Standard Setting DRA Technology		DRA Scores i-Ready Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA Progress Reports Report Cards	DRA indicated the following Grade K- 55% on Level Grade 1- 54% on Level Grade 2- 40% on Level Grade 3- 55% on Level Grade 4- 92% on Level Grade 5- 65% on Level

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)
		Implementation			
Math	Migrant			Weekly Assessments i-Ready Scores District Benchmarks Walk Through DATA Progress Reports Report Cards	Data from I- Ready Diagnostic indicated the following: Grade K-I-Ready diagnostic Showed a 43% increase Grade 1- I Ready diagnostic showed a 25% increase. Grade 2- I Ready diagnostic showed a 20% Increase Grade 3- I-Ready diagnostic showed 41% increase Grade 4- I-Ready diagnostic showed 42% increase Grade 5- I-Ready diagnostic showed 25% increase
ELA	ELLs	During the 2015-2016 school year the teachers were provided with the following professional development opportunities: Close Reading Instruction Text Dependent Questioning Guided Reading		DRA Scores i-Ready Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA Progress Reports Report Cards	DRA indicated the following Grade K- 55% on Level Grade 1- 54% on Level Grade 2- 40% on Level Grade 3- 55% on Level Grade 4- 92% on Level Grade 5- 65% on Level

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)
		Instruction Grade Level Standard Setting DRA Technology Implementation			
Math	ELLs			Weekly Assessments i-Ready Scores District Benchmarks Walk Through DATA Progress Reports Report Cards	Data from I- Ready Diagnostic indicated the following: Grade K-I-Ready diagnostic Showed a 43% increase Grade 1- I Ready diagnostic showed a 25% increase. Grade 2- I Ready diagnostic showed a 20% Increase Grade 3- I-Ready diagnostic showed 41% increase Grade 4- I-Ready diagnostic showed 42% increase Grade 5- I-Ready diagnostic showed 25% increase
ELA	Economically Disadvantaged	During the 2015-2016 school year the teachers were provided with the following professional development opportunities:		DRA Scores i-Ready Scores Weekly Assessments District Benchmarks ACCESS Assessment Walk Through DATA	DRA indicated the following Grade K- 55% on Level Grade 1- 54% on Level Grade 2- 40% on Level Grade 3- 55% on Level

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)
		Close Reading Instruction Text Dependent Questioning Guided Reading Instruction Grade Level Standard Setting DRA Technology Implementation		Progress Reports Report Cards	Grade 4- 92% on Level Grade 5- 65% on Level
Math	Economically Disadvantaged			Weekly Assessments i-Ready Scores District Benchmarks Walk Through DATA Progress Reports Report Cards	
ELA					
Math					

Family and Community Engagement Implemented in 2015-2016

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)
ELA	Students with Disabilities	Monthly Workshops covering literacy and mathematics strategies Meetings, as needed, to address behavioral and academic needs Parent communication in English and Spanish		Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	DRA indicated the following Grade K- 55% on Level Grade 1- 54% on Level Grade 2- 40% on Level Grade 3- 55% on Level Grade 4- 92% on Level Grade 5- 65% on Level
Math	Students with Disabilities	Monthly Workshops covering literacy and mathematics strategies Meetings, as needed, to address behavioral and academic needs Parent communication in English and Spanish		Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	Data from I- Ready Diagnostic indicated the following: Grade K-I-Ready diagnostic Showed a 43% increase Grade 1- I Ready diagnostic showed a 25% increase. Grade 2- I Ready diagnostic showed a 20% Increase Grade 3- I-Ready diagnostic showed 41% increase Grade 4- I-Ready diagnostic showed 42% increase Grade 5- I-Ready diagnostic showed 25% increase
ELA	Homeless	Monthly Workshops covering literacy and mathematics strategies Meetings, as needed,		Sign In Sheets from the following events: Monthly Literacy Meetings Math Night	DRA indicated the following Grade K- 55% on Level Grade 1- 54% on Level

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)
		to address behavioral and academic needs Parent communication in English and Spanish		Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	Grade 2- 40% on Level Grade 3- 55% on Level Grade 4- 92% on Level Grade 5- 65% on Level
Math	Homeless	Monthly Workshops covering literacy and mathematics strategies Meetings, as needed, to address behavioral and academic needs Parent communication in English and Spanish		Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	Data from I- Ready Diagnostic indicated the following: Grade K-I-Ready diagnostic Showed a 43% increase Grade 1- I Ready diagnostic showed a 25% increase. Grade 2- I Ready diagnostic showed a 20% Increase Grade 3- I-Ready diagnostic showed 41% increase Grade 4- I-Ready diagnostic showed 42% increase Grade 5- I-Ready diagnostic showed 25% increase
ELA	Migrant	Monthly Workshops covering literacy and mathematics strategies Meetings, as needed, to address behavioral and academic needs Parent communication in English and Spanish		Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	DRA indicated the following Grade K- 55% on Level Grade 1- 54% on Level Grade 2- 40% on Level Grade 3- 55% on Level Grade 4- 92% on Level Grade 5- 65% on Level

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	Migrant	<p>Monthly Workshops covering literacy and mathematics strategies Meetings, as needed, to address behavioral and academic needs</p> <p>Parent communication in English and Spanish</p>		<p>Sign In Sheets from the following events:</p> <p>Monthly Literacy Meetings</p> <p>Math Night</p> <p>Back to School Night</p> <p>Parent Teacher Conferences</p> <p>I&RS Meetings</p> <p>CST Meetings</p>	<p>Data from I- Ready Diagnostic indicated the following:</p> <p>Grade K-I-Ready diagnostic Showed a 43% increase</p> <p>Grade 1- I Ready diagnostic showed a 25% increase.</p> <p>Grade 2- I Ready diagnostic showed a 20% Increase</p> <p>Grade 3- I-Ready diagnostic showed 41% increase</p> <p>Grade 4- I-Ready diagnostic showed 42% increase</p> <p>Grade 5- I-Ready diagnostic showed 25% increase</p>
ELA	ELLs	<p>Monthly Workshops covering literacy and mathematics strategies Meetings, as needed, to address behavioral and academic needs</p> <p>Parent communication in English and Spanish</p>		<p>Sign In Sheets from the following events:</p> <p>Monthly Literacy Meetings</p> <p>Math Night</p> <p>Back to School Night</p> <p>Parent Teacher Conferences</p> <p>I&RS Meetings</p> <p>CST Meetings</p>	<p>DRA indicated the following</p> <p>Grade K- 55% on Level</p> <p>Grade 1- 54% on Level</p> <p>Grade 2- 40% on Level</p> <p>Grade 3- 55% on Level</p> <p>Grade 4- 92% on Level</p> <p>Grade 5- 65% on Level</p>
Math	ELLs	<p>Monthly Workshops covering literacy and mathematics strategies Meetings, as needed,</p>		<p>Sign In Sheets from the following events:</p> <p>Monthly Literacy Meetings</p> <p>Math Night</p>	<p>Data from I- Ready Diagnostic indicated the following:</p> <p>Grade K-I-Ready diagnostic Showed a 43% increase</p>

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)
		to address behavioral and academic needs Parent communication in English and Spanish		Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	Grade 1- I Ready diagnostic showed a 25% increase. Grade 2- I Ready diagnostic showed a 20% Increase Grade 3- I-Ready diagnostic showed 41% increase Grade 4- I-Ready diagnostic showed 42% increase Grade 5- I-Ready diagnostic showed 25% increase
ELA	Economically Disadvantaged	Monthly Workshops covering literacy and mathematics strategies Meetings, as needed, to address behavioral and academic needs Parent communication in English and Spanish		Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	DRA indicated the following Grade K- 55% on Level Grade 1- 54% on Level Grade 2- 40% on Level Grade 3- 55% on Level Grade 4- 92% on Level Grade 5- 65% on Level
Math	Economically Disadvantaged	Monthly Workshops covering literacy and mathematics strategies Meetings, as needed, to address behavioral and academic needs Parent communication in English and Spanish		Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	Data from I- Ready Diagnostic indicated the following: Grade K-I-Ready diagnostic Showed a 43% increase Grade 1- I Ready diagnostic showed a 25% increase. Grade 2- I Ready diagnostic showed a 20% Increase

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)
					Grade 3- I-Ready diagnostic showed 41% increase Grade 4- I-Ready diagnostic showed 42% increase Grade 5- I-Ready diagnostic showed 25% increase
ELA					
Math					

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). "

**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	Report Card Data DRA Scores i-Ready Scores District Benchmarks Weekly Common Assessments PARCC 2015-2016 ACCESS Scores	PARCC 2014-15 Third Grade ELA- 9% met or exceeded expectations Fourth Grade ELA- 17.7% met or exceeded expectations Fifth Grade ELA- 28% met or exceeded expectations DRA Data Analysis Fall to Winter 2015-2016 Kindergarten 18% at or above grade level 82% below grade level First Grade 32% at or above grade level 68% below grade level Second Grade 22% at or above grade level 78% below grade level Third Grade 27% at or above grade level

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)
		73% below grade level Fourth Grade 92% at or above grade level 8% below grade level Fifth Grade 22% at or above grade level 78% below grade level
Academic Achievement - Writing	Report Card Data DRA Scores i-Ready Scores District Benchmarks Weekly Common Assessments PARCC 2015-2016 Writing Portfolios ACCESS Scores	PARCC 2014-15 Third Grade ELA- 9% met or exceeded expectations Fourth Grade ELA- 17.7% met or exceeded expectations Fifth Grade ELA- 28% met or exceeded expectations DRA Data Analysis Fall to Winter 2015-2016 Kindergarten 18% at or above grade level 82% below grade level First Grade 32% at or above grade level 68% below grade level Second Grade 22% at or above grade level 78% below grade level Third Grade 27% at or above grade level

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)
		73% below grade level Fourth Grade 92% at or above grade level 8% below grade level Fifth Grade 22% at or above grade level 78% below grade
Academic Achievement - Mathematics	Report Card Data i-Ready Scores District Benchmarks Weekly Common Assessments PARCC 2015-2016	PARCC 2014-15 Third Grade Mathematics- 10% met or exceeded expectations Fourth Grade Mathematics- 15.5% met or exceeded expectations Fifth Grade Mathematics- 17.5% met or exceeded expectations
Family and Community Engagement	Sign In Sheets Parent Surveys	10% Increase in parental involvement
Professional Development	Walk Throughs Report Card Data DRA Scores District Benchmarks Weekly Common Assessments PARCC 2015-2016 Staff Surveys	Administrative Observations and walkthrough's indicate there are two main areas of focus-Student engagement and teacher questioning to elicit higher level thinking.
Leadership		
School Climate and Culture	Parent , Staff , and Student Surveys	Parent Data

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)
		Physical Environment- 85.6 Teaching and Learning- 81.7 Morale in the School Community- 75.4 Relationships- 80.8 Staff Data Physical Environment- 55.9 Teaching and Learning- 61.2 Morale in the School Community- 64.3 Relationships- 66.1 Student Data Physical Environment- 68.9 Teaching and Learning- 80.5 Morale in the School Community- 77.2 Relationships- 56.7
School-Based Youth Services	N/A	N/A
Students with Disabilities	Report Card Data DRA Scores i-Ready Scores District Benchmarks Weekly Common Assessments PARCC 2015-2016 ACCESS Scores	Data indicated that 90 % Of students did not were not proficient in math and LAL
Homeless Students	Report Card Data DRA Scores	N/A

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)
	i-Ready Scores District Benchmarks Weekly Common Assessments PARCC 2015-2016 ACCESS Scores	
Migrant Students	Report Card Data DRA Scores i-Ready Scores District Benchmarks Weekly Common Assessments PARCC 2015-2016 ACCESS Scores	N/A
English Language Learners	Report Card Data DRA Scores i-Ready Scores District Benchmarks Weekly Common Assessments PARCC 2015-2016 ACCESS Scores	PARCC 2014-15 Third Grade ELA- 9% met or exceeded expectations Fourth Grade ELA- 17.7% met or exceeded expectations Fifth Grade ELA- 28% met or exceeded expectations DRA Data Analysis Fall to Winter 2015-2016 Kindergarten 18% at or above grade level 82% below grade level First Grade 32% at or above grade level 68% below grade level

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>Second Grade 22% at or above grade level 78% below grade level</p> <p>Third Grade 27% at or above grade level 73% below grade level</p> <p>Fourth Grade 92% at or above grade level 8% below grade level</p> <p>Fifth Grade 22% at or above grade level 78% below grade level</p> <p>PARCC 2014-15 Third Grade ELA- 9% met or exceeded expectations Fourth Grade ELA- 17.7% met or exceeded expectations Fifth Grade ELA- 28% met or exceeded expectations</p> <p>DRA Data Analysis Fall to Winter 2015-2016 Kindergarten 18% at or above grade level 82% below grade level</p> <p>First Grade 32% at or above grade level 68% below grade level</p> <p>Second Grade</p>

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)
		22% at or above grade level 78% below grade level Third Grade 27% at or above grade level 73% below grade level Fourth Grade 92% at or above grade level 8% below grade level Fifth Grade 22% at or above grade level 78% below grade PARCC 2014-15 Third Grade Mathematics- 10% met or exceeded expectations Fourth Grade Mathematics- 15.5% met or exceeded expectations Fifth Grade Mathematics- 17.5% met or exceeded expectations
Economically Disadvantaged	Report Card Data DRA Scores i-Ready Scores District Benchmarks Weekly Common Assessments PARCC 2015-2016 ACCESS Scores	PARCC 2014-15 Third Grade ELA- 9% met or exceeded expectations Fourth Grade ELA- 17.7% met or exceeded expectations Fifth Grade ELA- 28% met or exceeded expectations DRA Data Analysis Fall to Winter 2015-2016

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)
		Kindergarten 18% at or above grade level 82% below grade level First Grade 32% at or above grade level 68% below grade level Second Grade 22% at or above grade level 78% below grade level Third Grade 27% at or above grade level 73% below grade level Fourth Grade 92% at or above grade level 8% below grade level Fifth Grade 22% at or above grade level 78% below grade level PARCC 2014-15 Third Grade ELA- 9% met or exceeded expectations Fourth Grade ELA- 17.7% met or exceeded expectations Fifth Grade ELA- 28% met or exceeded expectations DRA Data Analysis Fall to Winter 2015-2016 Kindergarten

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)
		18% at or above grade level 82% below grade level First Grade 32% at or above grade level 68% below grade level Second Grade 22% at or above grade level 78% below grade level Third Grade 27% at or above grade level 73% below grade level Fourth Grade 92% at or above grade level 8% below grade level Fifth Grade 22% at or above grade level 78% below grade PARCC 2014-15 Third Grade Mathematics- 10% met or exceeded expectations Fourth Grade Mathematics- 15.5% met or exceeded expectations Fifth Grade Mathematics- 17.5% met or exceeded expectations

2016-2017 Comprehensive Needs Assessment Process*

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

Narrative

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

The SLC team performed an analysis of data from the district benchmarks, common assessments, DRA, ACCESS, and report card data. The data was used to identify needed teacher professional development and student interventions.

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

Data was collected from the district benchmarks, common formative assessments, PARCC, DRA, ACCESS assessments and report cards. Then we disaggregated the information by subgroups.

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)?

Multiple sources of data were used to determine the strengths and weaknesses of the school.

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

The data indicated that additional professional development and student intervention is needed in Language Arts Literacy. A specific emphasis should be placed on literary analysis, academic vocabulary development, and writing critical responses to literature.

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

Additional professional development is needed on teacher close reading strategies and asking text dependent questions/multifaceted questions.

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

Identifying at risk students is an ongoing process. However the primary identification of educationally at risk students takes place the end and start of the new school year. Multiple measures of data are used to determine the needs of the students.

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

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

The students are provided with support in class, out of class, and afterschool. We also provide parental support.

8. How does the school address the needs of migrant students?

Migrant students are provided with the same academic supports as the other students.

9. How does the school address the needs of homeless students?

Homeless students are provided with the same academic supports as the other students.

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?

Grade level meetings are conducted weekly. During the grade level meetings, the team discusses the appropriate types of assessment to use. The data from the assessments are analyzed and used to guide our instructional practices.

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

Kindergarten teachers host an open house for all incoming kindergarten students. Fifth grade teachers would like to take their students to the middle schools for a visit, in order to acclimate the students to the new environment. Budget issues will most likely prevent this from occurring.

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

The Priority problems and root causes were based on the data received from the DRA, District Benchmarks, WalkThrough's and Weekly Common Assessment.

****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	ELA- Instructional skills and strategies to improve independent reading levels	ELA- Develop academic vocabulary to improve reading and writing
Describe the priority problem using at least two data sources	The DRA data shows that a large percentage of students are not reading at grade level. Interventions need to be provided at each grade to help students catch up and stay on level. Also, there continues to be a lack of students achieving or exceeding grade level reading benchmarks. Students need to be able to respond with text evidence when asked to read at grade level.	The DRA data shows that a large percentage of students are not reading at grade level. Interventions need to be provided at each grade to help students catch up and stay on level. Also, there continues to be a lack of students achieving or exceeding grade level reading benchmarks. Development of vocabulary is a critical component in reading comprehension and writing.
Describe the root causes of the problem	<ol style="list-style-type: none"> 1. Lack of (early) interventions. 2. Transient population moves in and out at a high rate. 3. Student attendance issues. 4. Many of our students are ELL’s, so they have a natural delay in mastery of English language and writing skills. In addition, there is a gap in background knowledge and life experience which research indicates results in a gap in all ELA skills. 5. Economically disadvantaged students often have a gap in background knowledge and life experiences which research indicates results in a gap all ELA skills. 6. Many of the parents of our Economically Disadvantaged and ELL students have difficulty supporting their children’s education as we need them to in terms’ of helping them with homework, studying, and making school a priority. 	<ol style="list-style-type: none"> 1. Lack of (early) interventions. 2. Transient population moves in and out at a high rate. 3. Student attendance issues. 4. Many of our students are ELL’s, so they have a natural delay in mastery of English language and writing skills. In addition, there is a gap in background knowledge and life experience which research indicates results in a gap in all ELA skills. 5. Economically disadvantaged students often have a gap in background knowledge and life experiences which research indicates results in a gap all ELA skills. 6. Many of the parents of our Economically Disadvantaged and ELL students have difficulty supporting their children’s education as we need them to in terms’ of helping them with homework, studying, and making school a priority.

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

Subgroups or populations addressed	All	All
Related content area missed (i.e., ELA, Mathematics)	ELA	ELA
Name of scientifically research based intervention to address priority problems	Close reading Balanced Literacy model including Read Aloud with Accountable Talk to model comprehension strategies. Additionally, teachers will conduct one to one conferences and small group instruction in the form of guided reading/ strategy groups. This will provide students with the guidance necessary so that they will be able to use comprehension/close reading strategies independently in order to respond proficiently to grade level text.	Close reading Academic vocabulary building Balanced Literacy model including Read Aloud with Accountable Talk to model comprehension/ vocabulary strategies. Additionally, teachers will conduct one to one conferences and small group instruction in the form of guided reading/ strategy groups. This will provide students with the guidance necessary so that they will be able to use comprehension/vocabulary strategies independently in order to respond proficiently to grade level text.
How does the intervention align with the Common Core State Standards?	Effective instructional skills and strategies are needed to address the CCSS. Comprehension is critical and gains in this area should increase performance across all content areas.	Effective instructional skills and strategies are needed to address the CCSS. Comprehension, deepened through vocabulary development, is critical and gains in this area should increase performance across all content areas.

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)

	#3	#4
Name of priority problem		
Describe the priority problem using at least two data sources		
Describe the root causes of the problem		
Subgroups or populations addressed		
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems		
How does the intervention align with the Common Core State 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 . . . “

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	Close Reading Guided Reading Scaffolded Writing Writing Across Disciplines	Administration Literacy Leader Classroom Teachers ESL Teachers Resource Room Teacher CST	10% increase in student achievement on measured by the PARCC. Average of one year’s reading growth	Research shows that through differentiation via one to one conferences and small group instruction in the form of strategy groups teachers will provide students with the guidance necessary so that students will learn to use taught comprehension/close reading strategies independently so that they are able to respond proficiently to grade level text.
Math	Students with Disabilities				
ELA	Homeless	Close Reading Guided Reading Scaffolded Writing Writing Across Disciplines	Administration Literacy Leader Classroom Teachers ESL Teachers Resource Room Teacher CST	10% increase in student achievement on measured by the PARCC. Average of one year’s reading growth	Research shows that through differentiation via one to one conferences and small group instruction in the form of strategy groups teachers will provide students with the guidance necessary so that students will learn to use taught comprehension/close reading strategies independently so that they are able to respond proficiently to grade level text.

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>					
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	Homeless				
ELA	Migrant	Close Reading Guided Reading Scaffolded Writing Writing Across Disciplines	Administration Literacy Leader Classroom Teachers ESL Teachers Resource Room Teacher CST	10% increase in student achievement on measured by the PARCC. Average of one year's reading growth	Research shows that through differentiation via one to one conferences and small group instruction in the form of strategy groups teachers will provide students with the guidance necessary so that students will learn to use taught comprehension/close reading strategies independently so that they are able to respond proficiently to grade level text.
Math	Migrant				
ELA	ELLs	Close Reading Guided Reading Scaffolded Writing Writing Across Disciplines	Administration Literacy Leader Classroom Teachers ESL Teachers Resource Room Teacher CST	10% increase in student achievement on measured by the PARCC. Average of one year's reading growth	Research shows that through differentiation via one to one conferences and small group instruction in the form of strategy groups teachers will provide students with the guidance necessary so that students will learn to use taught comprehension/close reading strategies independently so that they are able to respond proficiently to grade level text.
Math	ELLs				

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)
ELA	Economically Disadvantaged	Close Reading Guided Reading Scaffolded Writing Writing Across Disciplines	Administration Literacy Leader Classroom Teachers ESL Teachers Resource Room Teacher CST	10% increase in student achievement on measured by the PARCC. Average of one year's reading growth	Research shows that through differentiation via one to one conferences and small group instruction in the form of strategy groups teachers will provide students with the guidance necessary so that students will learn to use taught comprehension/close reading strategies independently so that they are able to respond proficiently to grade level text.
Math	Economically Disadvantaged				
ELA					
Math					

**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)
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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)
ELA	Students with Disabilities	Academic Support Program	Administration Extended Day Teacher	10% increase in student achievement on measured by the PARCC. Average of	Research shows that through differentiation via one to one conferences and small group instruction in the form of strategy groups teachers will provide students with the guidance necessary so that students will learn to use taught comprehension/close reading strategies independently so that they are able to respond proficiently to grade level text.
Math	Students with Disabilities	Academic Support Program			
ELA	Homeless	Academic Support Program	Administration Extended Day Teacher	10% increase in student achievement on measured by the PARCC. Average of	Research shows that through differentiation via one to one conferences and small group instruction in the form of strategy groups teachers will provide students with the guidance necessary so that students will learn to use taught comprehension/close reading strategies independently so that they are able to respond proficiently to grade level text.
Math	Homeless	Academic Support Program			

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)
ELA	Migrant	Academic Support Program	Administration Extended Day Teacher	10% increase in student achievement on measured by the PARCC. Average of	Research shows that through differentiation via one to one conferences and small group instruction in the form of strategy groups teachers will provide students with the guidance necessary so that students will learn to use taught comprehension/close reading strategies independently so that they are able to respond proficiently to grade level text.
Math	Migrant	Academic Support Program			
ELA	ELLs	Academic Support Program	Administration Extended Day Teacher	10% increase in student achievement on measured by the PARCC. Average of	Research shows that through differentiation via one to one conferences and small group instruction in the form of strategy groups teachers will provide students with the guidance necessary so that students will learn to use taught comprehension/close reading strategies independently so that they are able to respond proficiently to grade level text.
Math	ELLs	Academic Support Program			

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)
ELA	Economically Disadvantaged	Academic Support Program	Administration Extended Day Teacher	10% increase in student achievement on measured by the PARCC. Average of	Research shows that through differentiation via one to one conferences and small group instruction in the form of strategy groups teachers will provide students with the guidance necessary so that students will learn to use taught comprehension/close reading strategies independently so that they are able to respond proficiently to grade level text.
Math	Economically Disadvantaged	Academic Support Program			
ELA					
Math					

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

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.

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

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	Close Reading Guided Reading 6+1 Trait Writing Weekly Grade Level Meetings Staff Meetings	Administrators Literacy Leader Teachers	10% increase in student achievement on measured by the PARCC. Average of one year's reading growth. Walk Throughs Observations Sign-In Sheets	Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also

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)
					<p>enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. (PARCC, 2011, p. 7)</p>

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)
Math	Students with Disabilities				
ELA	Homeless	<p>Close Reading Guided Reading 6+1 Trait Writing Weekly Grade Level Meetings Staff Meetings</p> <p>Literacy Collaborative is a researched-based instructional model for literacy teaching and learning. Our language and literacy framework for literature and content areas (K-8) is student centered and provides many opportunities for authentic reading and writing, as well as focused work on the essential elements of phonics, word study, and oral language development. It consists of language and word study , reading workshop (including guided reading), and writing workshop. This flexible, conceptual tool for organizing instruction allows for:</p> <ul style="list-style-type: none"> • variation in content; • differentiation through whole group, small group and individual instruction informed by systematic documentation of student progress; and • a balance of teacher-directed instruction with inquiry learning. <p>- See more at: http://www.literacycollaborative.org/model/instructional/#implementation</p>	Administrators Literacy Leader	10% increase in student achievement on measured by the PARCC. Average of one year's reading growth.	Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers

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)
					students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an

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)
					understanding of the text as a whole. (PARCC, 2011, p. 7)
Math	Homeless				
ELA	Migrant	<p>Close Reading Guided Reading 6+1 Trait Writing Weekly Grade Level Meetings Staff Meetings</p> <p>Literacy Collaborative is a researched-based instructional model for literacy teaching and learning. Our language and literacy framework for literature and content areas (K-8) is student centered and provides many opportunities for authentic reading and writing, as well as focused work on the essential elements of phonics, word study, and oral language development. It consists of language and word study , reading workshop (including guided reading), and writing workshop. This flexible, conceptual tool for organizing instruction allows for:</p> <ul style="list-style-type: none"> • variation in content; • differentiation through whole group, small group and individual instruction informed by systematic documentation of student progress; and • a balance of teacher-directed instruction with inquiry learning. 	Administrators Literacy Leader	10% increase in student achievement on measured by the PARCC. Average of one year's reading growth.	Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately.

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)
		- See more at: http://www.literacycollaborative.org/model/instructional/#implementation			Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of

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)
					the text, which ultimately leads students to arrive at an understanding of the text as a whole. (PARCC, 2011, p. 7)
Math					
ELA	ELLs	<p>Close Reading Guided Reading 6+1 Trait Writing Weekly Grade Level Meetings Staff Meetings</p> <p>Literacy Collaborative is a researched-based instructional model for literacy teaching and learning. Our language and literacy framework for literature and content areas (K-8) is student centered and provides many opportunities for authentic reading and writing, as well as focused work on the essential elements of phonics, word study, and oral language development. It consists of language and word study , reading workshop (including guided reading), and writing workshop. This flexible, conceptual tool for organizing instruction allows for:</p>	Administrators Literacy Leader	10% increase in student achievement on measured by the PARCC. Average of one year's reading growth.	Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically,

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)
		<ul style="list-style-type: none"> • variation in content; • differentiation through whole group, small group and individual instruction informed by systematic documentation of student progress; and • a balance of teacher-directed instruction with inquiry learning. <p>- See more at: http://www.literacycollaborative.org/model/instructional/#implementation</p>			<p>encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences</p>

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)
					unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. (PARCC, 2011, p. 7)
Math					
ELA	Economically Disadvantaged	Close Reading Guided Reading 6+1 Trait Writing Weekly Grade Level Meetings Staff Meetings Literacy Collaborative is a researched-based instructional model for literacy teaching and learning. Our language and literacy framework for literature and	Administrators Literacy Leader	10% increase in student achievement on measured by the	Close, analytic reading stresses engaging with a text of sufficient complexity directly and

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)
		<p>content areas (K-8) is student centered and provides many opportunities for authentic reading and writing, as well as focused work on the essential elements of phonics, word study, and oral language development. It consists of language and word study , reading workshop (including guided reading), and writing workshop. This flexible, conceptual tool for organizing instruction allows for:</p> <ul style="list-style-type: none"> • variation in content; • differentiation through whole group, small group and individual instruction informed by systematic documentation of student progress; and • a balance of teacher-directed instruction with inquiry learning. <p>- See more at: http://www.literacycollaborative.org/model/instructional/#implementation</p>		<p>PARCC. Average of one year's reading growth.</p>	<p>examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual</p>

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)
					words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. (PARCC, 2011, p. 7)
Math					
ELA					
Math					

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

**Use an asterisk to denote new programs.*

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

Evaluation of Schoolwide Program*

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

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

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?
 - Administrators will monitor and evaluate classroom instruction daily.
 - The School Leadership Team will monitor and evaluate the progress of the school wide program monthly.
 - Classroom teachers/ grade level teams will work to evaluate student progress weekly.
2. What barriers or challenges does the school anticipate during the implementation process?
 - Time for administrators to conduct walk-throughs and formal observations
 - Time for staff to meet weekly
 - Funding to support current programs and to implement new ones
 - Parental support and involvement
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
 - Opportunities for suggestions and feedback on the various programs will be offered to all stakeholders.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
 - Staff Climate and Culture Survey
 - Feedback during grade level and staff meetings
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
 - Parent Climate and Culture Survey
 - Feedback during parent/ teacher conferences
 - Feedback during administrator/ parent conferences

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

6. How will the school structure interventions?

- Classroom teachers will create a learning environment that will be conducive for holding one-on-one conferences, and small group guided reading/ strategy groups.
- Specialist teachers will provide push-in and pull-out support to students
- ESL teachers will provide push-in and pull-out support to students
- Resource room teacher will provide push-in and pull-out support to students
- Inclusion teachers will provide push-in and pull-out support to students
- Guidance counselor will provide necessary support to students, teachers, and parents
- Literacy Leader will provide necessary support to students, teachers, and parents

7. How frequently will students receive instructional interventions?

- Interventions will be provided daily

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

- Support Staff
- Devices (iPads, laptops, projectors, etc.)
- Funding for programs, materials, incentives

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

- PARCC Data
- ACCESS Data
- DRA Data
- District Benchmarks

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

- I-Ready Data
- Sign-In Sheets

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

- Results of the school wide program evaluation will be communicated at staff meetings, grade level meetings, and monthly workshops.

- **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

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	Monthly Workshops covering literacy and mathematics strategies Meetings, as needed, to address behavioral and academic needs Parent communication in English and Spanish Back-to-School Night Parent/ Teacher Conferences	Parent Liaison Administrators Teachers CST Guidance Counselor	Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, school wide plans must contain strategies to involve families and the communities, especially in helping children do well in school.
Math	Students with Disabilities	Monthly Workshops covering literacy and mathematics strategies Meetings, as needed, to address behavioral and academic needs Parent communication in English and Spanish Back-to-School Night Parent/ Teacher Conferences	Parent Liaison Administrators Teachers CST Guidance Counselor	Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, school wide plans must contain strategies to involve families and the communities, especially in helping children do well in school.
ELA	Homeless	Monthly Workshops covering literacy and	Parent Liaison	Sign In Sheets from the	Research continues to show that

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)
		mathematics strategies Meetings, as needed, to address behavioral and academic needs Parent communication in English and Spanish Back-to-School Night Parent/ Teacher Conferences	Administrators Teachers CST Guidance Counselor	following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	successful schools have significant and sustained levels of family and community engagement. As a result, school wide plans must contain strategies to involve families and the communities, especially in helping children do well in school.
Math	Homeless	Monthly Workshops covering literacy and mathematics strategies Meetings, as needed, to address behavioral and academic needs Parent communication in English and Spanish Back-to-School Night Parent/ Teacher Conferences	Parent Liaison Administrators Teachers CST Guidance Counselor	Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, school wide plans must contain strategies to involve families and the communities, especially in helping children do well in school.
ELA	Migrant	Monthly Workshops covering literacy and mathematics strategies Meetings, as needed, to address behavioral and academic needs Parent communication in English and Spanish Back-to-School Night Parent/ Teacher Conferences	Parent Liaison Administrators Teachers CST Guidance Counselor	Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, school wide plans must contain strategies to involve families and the communities, especially in helping children do well in school.

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	Migrant	Monthly Workshops covering literacy and mathematics strategies Meetings, as needed, to address behavioral and academic needs Parent communication in English and Spanish Back-to-School Night Parent/ Teacher Conferences	Parent Liaison Administrators Teachers CST Guidance Counselor	Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, school wide plans must contain strategies to involve families and the communities, especially in helping children do well in school.
ELA	ELLs	Monthly Workshops covering literacy and mathematics strategies Meetings, as needed, to address behavioral and academic needs Parent communication in English and Spanish Back-to-School Night Parent/ Teacher Conferences	Parent Liaison Administrators Teachers CST Guidance Counselor	Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, school wide plans must contain strategies to involve families and the communities, especially in helping children do well in school.
Math	ELLs	Monthly Workshops covering literacy and mathematics strategies Meetings, as needed, to address behavioral and academic needs Parent communication in English and Spanish Back-to-School Night Parent/ Teacher	Parent Liaison Administrators Teachers CST Guidance Counselor	Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, school wide plans must contain strategies to involve families and the communities, especially in helping children do well in school.

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)
		Conferences			
ELA	Economically Disadvantaged	Monthly Workshops covering literacy and mathematics strategies Meetings, as needed, to address behavioral and academic needs Parent communication in English and Spanish Back-to-School Night Parent/ Teacher Conferences	Parent Liaison Administrators Teachers CST Guidance Counselor	Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, school wide plans must contain strategies to involve families and the communities, especially in helping children do well in school.
Math	Economically Disadvantaged	Monthly Workshops covering literacy and mathematics strategies Meetings, as needed, to address behavioral and academic needs Parent communication in English and Spanish Back-to-School Night Parent/ Teacher Conferences	Parent Liaison Administrators Teachers CST Guidance Counselor	Sign In Sheets from the following events: Monthly Literacy Meetings Math Night Back to School Night Parent Teacher Conferences I&RS Meetings CST Meetings	Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, school wide plans must contain strategies to involve families and the communities, especially in helping children do well in school.
ELA					
Math					

**Use an asterisk to denote new programs.*

2016-2017 Family and Community Engagement Narrative

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

Research indicates that parent involvement improves student achievement. Parker Elementary school will continue to engage parents with monthly workshops (mathematics, language arts literacy). The information and strategies provided during these meetings will better equip parents to understand and support their child's needs.

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

The school will actively solicit the participation of parents during Back-to-School Night and additional monthly workshops.

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

Parents will be given the parental involvement policy at Back to School Night. The principal will provide an overview of the document. In addition, copies of the parental involvement policy will be mailed home. Additional copies will also be available in the parent center.

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

The school will solicit parent input through the use of the parent survey and during monthly workshops.

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

The Principal will review the compact and provide a brief overview during Back-to-School Night.

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?

Parents will receive a report of their child's academic progress during parent-teacher conference and on an as need basis. Parents will also receive progress reports and report cards during each semester.

- 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?

The parents will receive a letter during the first quarter of the school year.

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

The parents will receive a letter during the first quarter of the school year.

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

Members of the PTO will participate in the data review, needs assessment and in the selection of appropriate strategies to address the areas in need of improvement.

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

Parents receive interim reports and report cards. In addition, parents have online access to student grades and the teachers communicate with the parents on a regular basis.

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

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

The parental involvement funds will be used to provide parents with workshops on how they can assist and support student achievement at home.

**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	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

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

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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