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: WOODROW WILSON ELEMENTARY
Chief School Administrator: MRS. LUCY FERIA	Address: 175 GIRARD AVENE, TRENTON, NJ 08638
Chief School Administrator's E-mail: lferia@trenton.k12.nj.us	Grade Levels: PK-5
Title I Contact: MRS. EVERENE DOWNING	Principal: MRS. JANET NICODEMUS
Title I Contact E-mail: edowning@trenton.k12.nj.us	Principal's E-mail: jnicodemus@trenton.k12.nj.us
Title I Contact Phone Number: 609-656-4900	Principal's Phone Number: 609-656-4970

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.

X❑ 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.

___Janet Nicodemus_____ _____ _____

Principal's Name (Print) **Principal's Signature** **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held _____14_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ 2,420,443, which comprised 96.9% of the school's budget in 2015-2016.
- State/local funds to support the school will be $ 2,329M,242, which will comprise 96.66% 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
Literacy Leader	SMART Goal 1- Academic achievement in English Language Arts and Professional Development support	Professional development that is systemic, continuous, and job-embedded	200-100	$96,687
Parent Involvement workshops and activities	SMART Goal 3-Engagement of Parents, Families and Community	Parental involvement in helping their child/ren achieve in school	200-100 Stipends 200-600 Supplies 200-800 Refreshments	$660 $520 $1560

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
Len Mitnaul	Building Union TEA Rep	X	X	X	See Attached Sign In Sheets
Rujay Curry	Building Union TEA Rep	X	X	X	See Attached Sign In Sheets
Zoraida Hernandez	Building Union Rep	X			See Attached Sign In Sheets
Elizabeth Gomez	Paraprofessionals				
Irene Colon	Grades - PreK- Kinder	X	X	X	See Attached Sign In Sheets
Irene Clayton	Grades - 1 - 2				
Hugh Donaghy	Grades - 3 -5				
Frances Willever	Specialist	X	X	X	See Attached Sign In Sheets
Jenifer Castillo	PTO President	X			See Attached Sign In Sheets
Janet Nicodemus	Principal	X	X	X	See Attached Sign In Sheets

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
Monthly 3rd Wednesday	Wilson School	Comprehensive Needs Assessment	X		X	
6/21/16	Wilson School	Schoolwide Plan Development	X		X	
Monthly 3rd Wednesday	Wilson School	Program Evaluation	X		X	

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?

   In the area of ELA, staff implemented close reading strategies in science and social studies with additional supports during guided reading to increase student engagement and ability to unlock meaning and to gain a deeper understanding of complex texts. Additionally, a student's ability to master complex texts decreases the number of students who read below grade level. In the area of mathematics students applied close reading strategies to math problem solving K-5. Additionally teachers applied the concepts of concrete, iconic/pictorial and pictorial representations of numbers toward improving number sense to gain a deeper understanding of basic math facts.

2. What were the strengths of the implementation process?

   Teachers received embedded professional development through grade level PLCs and whole school staff meetings. Common planning time was created to allow grade level teachers to analyze data and plan instruction to meet the needs of diverse student populations. Students were actively engaged in close reading strategies and engaged in accountable talk using academic language when discussing complex text as was evidenced during walkthroughs. Close reading strategies were applied across all content areas. In mathematics the close reading strategies better prepared students to closely read directions and analyze and answer all parts of short constructed response questions. Furthermore, we applied number talks in order to enhance math skills as well as flexible thinking about numeracy.

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

   Based on the deeper analysis data, a change in leadership mid-year shifted the focus toward a back to basics approach when it was determined through DRA assessments for ELA and I-Ready assessment for math that students were making marginal progress. English language learners and students enrolled in dual language programs were not making adequate progress. One kindergarten bilingual teacher and one first grade bilingual teacher were out on extended medical leave. One fourth grade semi-

departmentalized teacher was on medical leave for the entire 2016-2015 school year. Various substitutes were used for a maximum of 20 days each as replacement teachers.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Weaknesses tended to be related to consistent implementation of the identified strategies, inconsistent staffing in one class, teacher absences and inability to support consistent student gains within Looping and Dual Language programs. The school schedule did not maximize supports for students at risk or performing under grade level. Currently some of the strengths consist of the school schedule being fully maximized allowing for additional supports for students as well as literacy instruction occurring throughout the building first thing in the morning. Consistent feedback related to classroom management and instruction occurs throughout the day during classroom visits, during PLCs and via regular principal bulletins outlining district initiatives, key dates, district policy, etc.

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

   Staff engaged in data analysis early in the school year and continued to look closely at the data during the second half of the school year. The strong focus initially on evidence from data provided stakeholders the ability to focus on student achievement as a whole as a result of deep data analysis during PLC's.

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

   Staff understood the root causes of low student achievement were related to weakness in key foundational skills and proceeded to support related initiatives set forth Principal Nicodemus after many opportunities to engage in data analysis and adjusting their instruction accordingly during PLCs, individual staff confernces and staff meetings/professional development sessions.

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

The community leaders and residents understand and embrace the culture of learning as was evidenced in the reduction of chronic absenteeism during the latter half of the school year. Parents were encouraged to participate in a number of extended learning opportunities on several evenings throughout the school year. Parent volunteers were utilized for March Madness and Fun Day celebrations of learning. Sign in sheets were used to measure participation rates for all events. PTO also held official meetings and provided feedback with regards to overall school matters (facilities, protocols and Title 1 Plan.)

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

   The methods of delivery for each of the programs implanted during the 2015-2016 school year varied from small group to whole group to one-to-one learning activities. Centers were used to provide enrichment and extended practices. Additionally, research based online learning programs were implemented during the school day.

9. How did the school structure the interventions?

   The I&RS team met monthly through April 2016 to provide teachers with academic and behavioral interventions. Case managers were assigned to follow-up with classroom teachers and students who were experiencing challenges that interfered with learning. Accommodations and modifications to programs were provided to students eligible for pull-out and push-in support programs. Approximately the lowest 3% of students were identified per classroom, in order to progress monitor as well as to target our efforts to this groups

10. How frequently did students receive instructional interventions?

    Students received daily instructional interventions embedded into instructional programs and through the built-in intervention and enrichment period. Evidence of intervention is recorded in teacher created lesson plans.

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

    Students in grades 3-5 used laptops and IPads to access EdConnect and online assessment programs modeled after PARCC released test samples. Most staff use laptops, document cameras and projectors to differentiate learning for various learning modalities. Students have access to researched based online programs such as RAZ Kids, Brain POP, Lexia, Waterford, Reflex Math and IReady and Pebbles Go Informational Data Base.

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

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

Using technology daily allowed students easier access and mobility for PARCC assessment. Online programs assisted in differentiating learning for all students. Additionally, teachers were able to readily access student data immediately after assessing student knowledge which was used for planning and evaluating prior teaching and learning.

Provide a separate response for each question.

Evaluation of 2015-2016 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2014-2015	2015-2016	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Grade 4			In class support, Intervention and Enrichment support, RAZ kids, Waterford, Lexia, Readers and writers workshop provided opportunities for students to engage in Tier 2 interventions during small group instruction.	This is preliminary data reflects that students did not progress as anticipated due in part to teacher vacancies and multiple substitutes. The overall number of students scoring partially proficient decreased, however, the number of students reading on grade level increased by only 2% over 5 months of instruction.
Grade 5			In class support, Intervention and Enrichment support, RAZ kids, Waterford, Lexia, Readers and writers workshop provided opportunities for students to engage in Tier 2 interventions during small group instruction.	This preliminary data reflects all of the students that were administered the assessment made some gains. More professional development is needed in the area of Balanced Literacy and the use of data to drive instruction.
Grade 6			N/A	
Grade 7			N/A	
Grade 8			N/A	

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

Grade 11			N/A	
Grade 12			N/A	

Mathematics	2014-2015	2015-2016	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Grade 4			In class support, Intervention and Enrichment support, Reflex Math, Khan Academy, Number Talks	The number of students who scored proficient on benchmarks increased from the previous year. During the year we discovered that common academic vocabulary needed to be used in mathematics for improved clarity and execution and a focus on problem solving skills will benefit all students. Additionally, the use of close reading strategies for math problems should continue during the next academic school year.
Grade 5			In class support, Intervention and Enrichment support, Reflex Math, Study Island, Khan Academy, Number Talks	The number of students who scored proficient increased from the previous year. During the year we discovered that common academic vocabulary needed to be used in mathematics for improved clarity and execution and a focus on problem solving skills will benefit all students. Additionally, the use of close reading strategies for math problems should continue during the next academic school year.
Grade 6			N/A	
Grade 7			N/A	
Grade 8			N/A	
Grade 11			N/A	
Grade 12			N/A	

Evaluation of 2015-2016 Student Performance

Non-Tested Grades – Alternative Assessments (Below Level)

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

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 *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten			N/A	
Kindergarten			In class support phonics and phonemic awareness instruction, Shared Reading, RAZ Kids,	The students who are identified within this group were students in need of more extended learning opportunities. Some students entered school for the first time in kindergarten and did not attend school regularly. Lack of funding prevented the implementation of an extended school day program.
Grade 1			In class support phonics and phonemic awareness instruction, Shared Reading, Guided Reading, RAZ Kids,	Some students in this group were entering school for the first time in grade one and did not have the benefit of pre-kindergarten programs. Students experiencing delays in learning were referred to the I&RS Team and more rigorous interventions were implemented, however, more extended learning opportunities are needed for significant growth. Lack of funding prevented the implementation of an extended school day program.
Grade 2			In class support phonics and phonemic awareness instruction, Shared Reading, Guided Reading, RAZ Kids,	The team looked at the trend data and determined that more time for extended learning opportunities including, but not exclusively, the Intervention and Enrichment periods had to be added to the school day and the school.
Grade 9			N/A	
Grade 10			N/A	

Mathematics	2014 - 2015	2015 - 2016	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten			N/A	
Kindergarten			Reflex Math was implemented to provide students with increased knowledge in basic	This focus has resulted in the majority percentage of students not having foundational skills necessary to

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

			math facts.	complete advanced math in upper school.
Grade 1			Reflex Math was implemented to provide students with increased knowledge in basic math facts.	This focus has resulted in the majority percentage of students not having foundational skills necessary to complete advanced math in upper school.
Grade 2			Reflex Math was implemented to provide students with increased knowledge in basic math facts.	This focus has resulted in the majority percentage of students not having foundational skills necessary to complete advanced manth in upper school.
Grade 9			N/A	
Grade 10			N/A	

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	Waterford, RAZ Kids, Teaching Common Core, Houghton Mifflin Series	partially	An increase of students reading on grade level as measured by the DRA2	DRA2, Unit Assessments, Benchmarks
Math	Students with Disabilities	Reflex Math Number Talks Teaching students how to ask questions	partially	An increase in the number of students responding to open-ended questions on unit, state, and teacher made assessments.	Benchmark, I-Ready, Unit assessments
ELA	Homeless	Waterford, RAZ Kids, Teaching Common Core, Houghton Mifflin Series	partially	A decrease in attendance and of students improving reading fluency and comprehension and meeting their targets measured by the DRA2	DRA2, Unit Assessments, Benchmarks
Math	Homeless	Reflex Math Number Talks Teaching students how to ask questions	partially	A increase in the number of students responding to open-ended questions on unit, state, and teacher made assessments.	Benchmark, I-Ready, Unit assessments
ELA	Migrant	N.A.			
Math	Migrant	N.A.			
ELA	ELLs	Lexia, RAZ Kids, Brain Pop Teaching Common	Yes	DRA, SMI, Student Engagement as measured in	Access testing, district benchmark, EDL

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)
		Core, Houghton Mifflin Series		Domain Three and District Walk Through Data	
Math	ELLs	Number Talks /Differentiated Strategies/Reflex Math	partially	Level of student engagement as measured in Domain Three District Walk-Through data	Students improved in math fluency and number sense as measured by the SMI, Unit Assessments and Benchmark Assessments
ELA	Economically Disadvantaged	Lexia, RAZ Kids, Brain Pop Teaching Common Core, Houghton Mifflin Series		DRA, Student Engagement as measured in Domain Three and District Walk Through Walk Through Data	Students who participated in the Waterford, Lexia and RAZ Kids showed gains in the area of reading. Preliminary data from the PARCC also suggests that students gained improvements toward reading on grade level.
Math	Economically Disadvantaged	Number Talks /Differentiated Strategies/Reflex Math	partially	Level of student engagement as measured in Domain Three District Walk-Through data	Students improved in math fluency and number sense as measured by IReady, Reflex math, Unit Assessments and Benchmark Assessments.

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	NA- students did not participate in ESY program			
Math	Students with Disabilities	NA-Students were not eligible for extended year.			
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	NA			
Math	ELLs	NA			
ELA	Economically Disadvantaged	NA			
Math	Economically Disadvantaged	NA			
ELA					
Math					

Evaluation of 2015-2016 Interventions and Strategies

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

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	Lexia, Waterford, Small Group Resource, RAZ kids, Brain POP Close Reading	partially	DRA, Benchmarks, Student Engagement as measured in Domain Three and District Walk Through Walk Through Data	Students improved their scores and moved toward grade level reading proficiency by the end of the school year. The number of students scoring two or more years below decreased as measured by the DRA and district benchmarks.
Math	Students with Disabilities	Number Talks /Differentiated Strategies/Reflex Math	partially	IReady, Level of student engagement as measured in Domain Three District Walk-Through data	Students improved in math fluency and number sense as measured by the SMI, Unit Assessments and Benchmark Assessments
ELA	Homeless	Lexia, Waterford, Small Group Resource, RAZ kids, Close Reading	partially	DRA, Benchmarks, Student Engagement as measured in Domain Three and District Walk Through Walk Through Data	Students who participated in Waterford and Lexia improved at least one level in the area of reading. Preliminary data from PARCC also suggests that reduced reading gaps as measured by DRA.
Math	Homeless	Number Talks /Differentiated Strategies/Reflex Math	partially	IReady, Level of student engagement as measured in Domain Three District Walk-Through data	Students improved in math fluency and number sense as measured by the SMI, Unit Assessments and Benchmark Assessments
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Lexia, Waterford, Small Group Resource, RAZ kids, Brain Pop, Close Reading	Partially	DRA, Benchmarks, Student Engagement as measured in Domain Three and District Walk Through Walk Through Data	Students improved their scores and moved toward grade level reading proficiency by the end of the school year. The number of students scoring two or more years below decreased as measured by the DRA and

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)
					district benchmarks.
Math	ELLs	Number Talks /Differentiated Strategies/Reflex Math	Yes	IReady, Level of student engagement as measured in Domain Three District Walk-Through data	Students improved in math fluency and number sense as measured by the SMI, Unit Assessments and Benchmark Assessments
ELA	Economically Disadvantaged	Lexia, Waterford, Small Group Resource, RAZ kids, Close Reading	Yes	DRA, Benchmarks, Student Engagement as measured in Domain Three and District Walk Through Walk Through Data	Students improved their scores and moved toward grade level reading proficiency by the end of the school year. The number of students scoring two or more years below decreased as measured by the DRA and district benchmarks.
Math	Economically Disadvantaged	Number Talks /Differentiated Strategies/Reflex Math	Yes	SMI, Level of student engagement as measured in Domain Three District Walk-Through data	Students improved in math fluency and number sense as measured by Unit Assessments and Benchmark Assessments. Students in Grades 4 and 5 exceeded district averages on unit 2 Benchmark.
ELA					
Math					

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Jump Start to Literacy Reading A to Z Brain Pop Waterford, Lexia	Yes	Surveys Sign- In Sheets Conferences Reading Logs	Reading growth measured by DRA Teacher SGOs
Math	Students with Disabilities	Number Talks /Differentiated Strategies/Reflex Math	Yes	Surveys Sign- In Sheets Conferences	Growth on Math EUAs Teacher SGOs
ELA	Homeless	Jump Start to Literacy Reading A to Z Brain Pop Lexia	Yes	Surveys Sign- In Sheets Conferences Reading Logs	Reading growth measured by DRA Teacher SGOs
Math	Homeless	Number Talks /Differentiated Strategies/Reflex Math	Yes	Surveys Sign- In Sheets Conferences	Growth on Math EUAs Teacher SGOs
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Jump Start to Literacy Home Reading Program 100th Day of School	Yes	Surveys Sign- In Sheets Conferences Reading Logs	Reading growth measured by DRA Teacher SGOs

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)
		Reading Challenge			
Math	ELLs	Number Talks /Differentiated Strategies/Reflex Math	Yes	Surveys Sign- In Sheets Conferences	Growth on Math EUAs Teacher SGOs
ELA	Economically Disadvantaged	Jump Start to Literacy Reading A to Z Brain Pop Lexia	Yes	Surveys Sign- In Sheets Conferences Reading Logs	Reading growth measured by DRA Teacher SGOs Teacher Notes
Math	Economically Disadvantaged	Number Talks /Differentiated Strategies/Reflex Math	Yes	Surveys Sign- In Sheets Conferences	Growth on Math EUAs Teacher SGOs Teacher Notes
ELA					
Math					

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

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 Cards, DRA Scores, District Benchmarks	Running records, report cards, attendance data, discipline data
Academic Achievement - Writing	Report Cards, DRA Scores, District Benchmarks	Rubrics, writing portfolios, report cards, attendance data, discipline data
Academic Achievement - Mathematics	Report Cards, DRA Scores, District Benchmarks	Rubrics, assessment scores, attendance data, discipline data
Family and Community Engagement	Event Calendar Sign In Sheets	Event sign in sheets indicate that family events need to be offered at various times to accommodate parent schedules. Sign in sheets also indicate that parent participation does not proportionally represent our student population numbers. There is a need to find new ways to engage parents.
Professional Development	Grade Level Meetings, Turn-key training, Faculty Meetings	Professional development topics during grade level and faculty meetings are driven by district and school administration. Teachers attended professional development sessions outside of the school, but were unable to turn-key during grade level meetings.
Leadership	Principal walkthrough, Superintendents walkthrough, formal evaluations	Professional development topics during grade level and faculty meetings are driven by district and school administration. Teachers attended professional development sessions outside of the school, but were unable to turn-key during grade level meetings.

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
School Climate and Culture	Survey, feedback to committee, discipline referrals	After implementing the positive behavior expectations and supports, faculty is determined to build upon the progress that has been made in the school culture across the student body.
School-Based Youth Services	NA	
Students with Disabilities	Report Cards, DRA Scores, District Benchmarks	Portfolio evaluations of student work might better serve in assessing student growth in math and literacy. Guidelines and rubrics for portfolio evaluations will have to be determined.
Homeless Students	Report Cards, DRA Scores, District Benchmarks	Portfolio evaluations of student work might better serve in assessing student growth in math and literacy. Guidelines and rubrics for portfolio evaluations will have to be determined.
Migrant Students	NA	
English Language Learners	WIDA, classroom assessments, Report Cards, District Benchmarks	Student growth in ELL is noted in WIDA scores and promotion out of the program. There is a need to minimize impact to the ELL push-in instructional program and build capacity between ELL and general education teachers to collaborate for effective delivery of instruction.
Economically Disadvantaged	Free and reduced lunch	Students will receive the same interventions and supports as the general population of the school.

2016-2017 Comprehensive Needs Assessment Process*
Narrative

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

Grade level and PLC (Professional Learning Communities) chairpersons met with the principal to discuss the Literacy and Mathematics Checklists. The checklists were completed by all instructional staff members. The information gathered from these checklists was used to help determine the priority areas for the school for the year of 2016-2017. There was ample time spent at SAW (School as a Whole) meetings, grade level PLC meetings to share and discuss the results, to collaboratively develop a Comprehensive Needs Assessment. A

professional development calendar was written based upon the needs of the staff in this area. This group generally meets in August to review data from District Benchmark tests, State standardized tests and also teacher assessments. All of this data is used to formulate our needs assessment.

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

The results from the standardized assessments for all students is shared, discussed, and analyzed by the 3-5 PLC's. The information is disaggregated relative to the different subgroups and information is collected and disseminated to the teachers at the first SAW meeting in September. All students in grades K thru 5 were administered the District Benchmark five times during the school year; the information from this assessment was analyzed and disaggregated using the Data Protocol Tool established by District administration. Teachers, grade level teams, and the PLCs selected researched based strategies including but not limited to RAZ Kids, Brain Pop, Lexia, and Waterford to address the deficiencies in the area of literacy.

The Developmental Reading Assessment (DRA) is administered to all students in grades K-5 three times throughout the school year. Data from this assessment is analyzed by the individual teachers, grade level PLCs and the building administrator. Discussions are held with the instructors to suggest and implement strategies to support students who are not progressing as expected.

After the grade level PLC's meet and SAW meetings occurred, the information is shared with the SLT. In addition, as the grade level PLC's meet during the year time is spent sharing and discussing data and reviewing student assessment information. This information includes intervention strategies, and discussions with the Intervention and Referral Services Team, guidance counselor, students, parents, and the Behavior Support Team.

The SLT will review the PARCC reports to determine the proficiency levels of sub groups. The sub skills are ranked to determine areas of strengths and areas in need of improvement. This information is used to generate individual student action plans; these are provided to each homeroom teacher at the beginning of each school year.

Discussions among and across grade level PLC's will be ongoing to determine resources that can be provided to at risk and students in need. Vertical Articulation meetings will be scheduled monthly, or more frequently, if needed.

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

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

The collection of assessment data is statistically sound as the results are received from Measurement Inc. and from the NJDOE; all guidelines relative to administration of the assessment are strictly followed. Individuals attend training facilitated by the State Department of Education; information relative to procedures and guidelines are followed as mandated. All individuals (teachers and proctors) who are expected to administer the assessment are given all pertinent information relative to administration of the assessment.

The collection of District Benchmark data is statistically sound as the results are received from the Office of Assessment and Accountability. The directions on the administration of the Benchmark tests are sent from the Office of Assessment and Accountability and followed by all individuals. Individuals who administer the assessment are trained prior to the administration of the assessment.

Teachers were trained on the administration of the DRA, SRI and SMI. Teachers in grades four and five worked collaboratively to develop common formative assessments that were administered to students during the third marking period. Formative assessments based on the current curriculum were provided to the school in the areas of mathematics and literacy by the curriculum department. The teachers administered, scored, and disaggregated the data using data protocols and designed instruction to meet the needs of the students. Staff receives updated training on various assessments as needed.

The data points examined by the school focused on assessments compiled by sources outside of the school and reputed to be valid and reliable. Scores from PARCC, DRA, iReady, Lexia, Reflex Math and state benchmark assessments are created to measure specific achievement in reading and math, with the benchmark assessments being aligned to specific standards.

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

The level of student engagement increased and the random and equitable checks of understanding increased. There is a disconnect between the rigor of instruction and the student data. Although the data from the walk-throughs indicate that student engagement is high the scores on benchmark and district assessments are not aligned to the rigor of instruction within the classroom. Classroom instruction must be rigorous and differentiated to meet the needs of the individual student; academic language must be taught and reinforced with all students beginning in kindergarten, teachers must continually monitor the progress of students, and design instruction to meet the students where they are. Parents must be informed regularly about the progress of students and develop, along with the school, a sense of urgency around teaching and learning.

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

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

Professional development must continue to be job embedded and more consistent within and across grade levels. Additionally, the focus of professional development needs to focus on differentiated instruction, depth of knowledge, and close reading. The data also revealed that although students across the cluster group scored higher in the area of mathematics, a targeted focus for professional development will be number sense, problem solving and academic vocabulary.

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

Results from the state assessments are generally received prior to the end of the summer however, students are further identified as a result of the benchmark assessments, and teacher prepared assessments, the DRA, running records, Johnston Spelling Inventory. Students can then be targeted to participate in I&RS, Lexia and Waterford. In addition, students are also identified by their teachers through the implementation of a balanced literacy frameworks and mathematics program. Students that may be medically at risk are identified by the teacher and the school nurse. The chief medical officer along with the parent, teacher, and the doctor may recommend special accommodations for medically at risk students. Students that are at risk because of social and emotional issues are identified by the teacher as evidenced by academic levels, behavior, and student engagement. These students are referred to the Intervention and Referral Services Committee for appropriate interventions.

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

Students who are educationally at risk are provided assistance in a number of different ways; they are described in greater detail below:

Academic Support: Students who fall below the proficient level on either state or district assessments are identified and offered academic support services during the school year and summer. Students are also referred to the Intervention and Referral Services (I & RS) Committee where rigorous interventions are designed with the assistance of the school staff and the parent. Students are placed in programs such as Lexia, Reading A to Z, Brain Pop, Waterford, and RAZ Kids for academic intervention. These students are also identified to the classroom teacher so that he/she will be prepared to offer any extra help in the regular education classroom. Students also receive small group instruction with reading/math coaches, reading specialists, and early intervention tutors.

Supplemental Educational Services: Students eligible for SES services are identified and the parents are notified of the programs available to them.

Behavioral Services: A behavioral program facilitated by the Behavior Support Team and implemented school-wide consistently rewards students for positive behavior. Those students who are identified as displaying at-risk behaviors through the classroom teacher, or discipline referrals are noted to the BST (Behavior Support Team). Students who are chronic offenders may also be referred to the I & RS team for interventions which may include in school or outside counseling services, and daily monitoring through the use of contracts, incentive programs, and rewards. Students who may be at risk for exhibiting behaviors that may lead to intimidation, harassment or bullying are identified early and referred to the Guidance Counselor and the Anti- Bullying Specialist. Programs and services are offered throughout the year to assist students in making appropriate decisions.
Educationally at risk students will be provided additional assistance during the intervention and enrichment period which has been added to the daily schedule for the upcoming school year.

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

The information received from the needs assessment has helped us to understand that the need of our migrant students is the same or similar to those of our other students. Currently, we do not have any students who have been identified as migrant students.

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

Lists of the students who are homeless are sent to the schools. The district is able to provide services to these students and their families. The goal of the district is to keep the students in the current school to the point of providing transportation. Students who are homeless also receive counseling and support services provided by the school and the district. The guidance counselor along with school principal and parent liaison ensures families have access to wrap around counseling and other related/necessary services.

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?

The School with support of the District's Curriculum Office provided professional development for teachers throughout the district through FEA workshops on a variety of effective classroom strategies across all content areas. The District informed schools as to what specific assessments would be used, who would administer them and when they would be administered. Teachers have opportunities

during grade level PLC meetings to further discuss assessments, their individual class data, grade level data, and plan instruction to meet the challenges of their students. Throughout the year several SAW meetings were held with a focus on data, data analysis, and use of data to guide and monitor instruction

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

Several educational sessions and programs are held throughout the year which involves parents and students; these are specifically geared to meeting the needs of young students and their parents. They are informed of the programs and resources available within the school and the District from which they and their students can benefit. Many incentives are offered to families in an effort to increase parent participation.

The District Early Childhood Office has and will continue to provide a variety of sessions for parents of pre-school students who are serviced by the outside providers. These sessions are held at the neighborhood schools during hours that are conducive to parents' attending. A variety of tools are utilized to inform parents of the events in a timely manner; babysitting services are also provided for the parents.

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

Data was gathered to help determine the percentage of students who are still not reading at grade level; this number increases as the students advance in years. Students are given the DRA (developmental reading assessment) several times each year to determine progress made and to provide students with additional, individualized support as needed. It is well documented that students will not be successful if they are not reading at grade level; this is especially important if students are to be successful as they continue in school.

Data was gathered to help determine the percentage of students who are still not demonstrating specific mathematical abilities at grade level; this number increases as the students advance in years. Data gathered included report card grades, NJ State assessments, District Benchmark information, and teacher made assessments.

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

Writing was assessed through benchmark, teacher prepared prompts, writing assessments included in the curriculum and observation of teachers during the Writer's Workshop. A look at the data from the PARCC and benchmark assessments indicated that students were not scoring well in the areas where writing was a critical component. More practice in the short constructive responses was provided to students to determine their level of proficiency and to provide intervention.

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	Foundational literacy skills/Comprehension	Number Sense Fluency / Problem Solving
Describe the priority problem using at least two data sources	The number of student that demonstrate growth is increasing as the number of students on grade level decreases as you move from grade K-5. With the addition of Dual Language classes, the level of rigor in the instructional program has not been consistent. (DRA data and Benchmark Assessments). The targets set by teachers when writing SGOs could be more rigorous. The students demonstrate growth but all students do not demonstrate significant / statistically different growth during the school year.	Students are not successful on the benchmark assessment due to lack of fluency of basic facts and academic vocabulary and knowing what to do with the facts (i.e. how to solve problems w/basic facts and using and understanding appropriate vocabulary).
Describe the root causes of the problem	Pacing guide—revolving curriculum doesn't support yearlong focus on basic facts/mapping the common core, vertical articulation, following directions, inference, understanding concepts, excessive testing	Pacing guide—revolving curriculum doesn't support yearlong focus on basic facts/mapping the common core, vertical articulation, following directions in word problems, inference, understanding concepts, excessive testing
Subgroups or populations addressed	ELL, transitional bilingual, dual language, Special education-inclusion, self-contained, resource, general education and socio-economic disadvantaged	ELL, transitional bilingual, dual language, Special education-inclusion, self-contained, resource, general education and socio-economic disadvantaged
Related content area missed (i.e., ELA, Mathematics)	Grade Level Reading	Grade Level Math Skills
Name of scientifically research based intervention to address priority problems	Sophisticated Phonics/ Taking Words Apart Skills, Close Reading, Restate, Support, Support, Extend (RSSE)	Number Talks, Reflex Math, Restate, Show, Label (RSL); Five Practices Strategies (Anticipating, Monitoring, Selecting, Sequencing, Connecting); Accuracy, Efficiency, Flexibility
How does the intervention align with the Common Core State Standards?	Comprehension is the central focus of the common core focusing of text complexity and how to unlock meaning and to deepen the understanding of a text.	The focus on math fluency and mastering of academic vocabulary aligns to the CCSS as a result both are sub-skills of mathematical problem solving.

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	Family/Parent Engagement	Professional Development
Describe the priority problem using at least two data sources	Parents report to the school upon request, however, there is limited engagement within the school. Parents receive report cards, correspondence from the school, calendars of events. Some of the concerns include the number of students that are signed out prior to the end of the school day, late arrivals, and excessive absenteeism. Also included as a part of the evidence are the number of parents who come to some events that would improve student achievement is less than the number who report for other activities. The data sources include sign-in sheets, conference notes, and attendance sheets.	Instructional staff and literacy coach will attend professional development activities outside of the regular school day that will focus on enhancing the overall literacy and math student performance across all student populations. The overarching goal is to decrease the number of students not performing on grade level in reading and mathematics.
Describe the root causes of the problem	Parents have also expressed the need for homework support because they are unable to read in English or in their native language or have work schedules that are not conducive to helping their children with homework.	There is a need to provide precise instruction that is guided by various student performance data sets (PARCC, Benchmarks, I-Ready and DRA) to the students in Woodrow Wilson as evidenced by the significant number of students who are currently not performing on grade level in the areas of literacy and math.
Subgroups or populations addressed	Limited attendance by parents at some school sponsored events throughout the school year, and limitation of skills possessed by our parents to help	Instructional staff and literacy coach will attend professional development activities outside of the regular school day that will focus on enhancing the

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

	them facilitate the learning process for their children.	overall literacy and math student performance across all student populations.
Related content area missed (i.e., ELA, Mathematics)	Grades PK-5	Grades PK-5
Name of scientifically research based intervention to address priority problems	Create a mini model of a Parent University so that parents will be able to greater appreciate the role of their own school in the larger community. Communicate with parents using some of the SEI strategies using more symbols and pictures for parents who do not read in English. Families and Students Working Together will also provide incentives for parents to participate in the various programs designed to improve student achievement and to create community.	Teachers will be supported in a differentiated manner based on walk-through data, observation data, SGO data and PLC conversations as well as an analysis of student data.
How does the intervention align with the Common Core State Standards?	The programs/strategies will be aligned with the New Jersey Student Learning Standards (NJSLS) because parents will be provided with information and strategies to use at home that are rooted in the Common Core to assist their children as they move forward toward meeting the standards.	These interventions align to the CCSS as a result of providing precise supports in alignment with the evidence statements that students are having difficulty with taking the PARCC and EUA assessments.

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

ESEA §1114(b)(I)(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	Students with Disabilities	Modifications per IEPs Tier III interventions and progress monitoring Personalized behavior plans	Teacher Teacher/ Administrator Teacher/Child study team	Final scores Anecdotal notes, running records, DRA scores Increased time on task, anecdotal notes, behavior rubrics	Tomlinson, C., & Moon, T. (2013). *Assessment and student success in a differentiated classroom*. Taylor, J.F. (2001) *From defiance to cooperation: real solutions for transforming the angry, defiant, discouraged child.*
Math	Students with Disabilities	MY Math Intervention Program	Teachers Administration	Growth measured by the I Ready and the Benchmark Assessment	What Works Clearinghouse Mathematics Policy Research Standards of Efficacy Research
ELA	Homeless	Lexia, Waterford, RAZ Kids/Close Reading /Houghton Mifflin Looking at Student Work Protocols	Literacy Leader/ Teachers/ Administration	Growth of 10% as measured by the IRLA. DRA, and Benchmark Assessments 10% more students on grade level at the end of the year	National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* National Institute of Child Health and Human Development, Washington, D.C. Offenberg, R. (2005). *Evaluation of American reading* *Olvera, Elkins, and Walkup (2009) DOK in the 21st Century*
Math	Homeless	My Math Intervention Program	Administration	15% growth in the number of	Olvera . Elkins, and Walkup (2009) DOK in the 21st Century What

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

ESEA §1114(b)(I)(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)
		Inquiry using DOK	Math Teacher Leaders	correct responses to open-ended questions on benchmark and unit assessments. 90% of students will attempt to respond to ECR	Works Clearinghouse Mathematics Policy Research Standards of Efficacy Research
ELA	Migrant				
Math	Migrant				
ELA	ELLs	ESL services Literacy/SIOP training SEI strategies implemented in instruction I&RS support made available Bilingual services Limited after school support Newcomers received additional time	Teacher/Bilingual Department Teacher/district Teacher Teacher/Counselor/ Family Bilingual teachers/ Bilingual department Teacher	Growth in WIDA indicators, ACCESS assessment, EUAs, running records and anecdotal notes	Janzen, J. (2008). Teaching English Language Learners in the Content Areas. *Review of Educational Research*, 1010-1038.

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

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
Math	ELLs	ESL services Bilingual services	Teacher Teacher/Bilingual Department	Growth in EUAs, running records and anecdotal notes	Janzen, J. (2008). Teaching English Language Learners in the Content Areas. *Review of Educational Research*, 1010-1038.
ELA	Economically Disadvantaged	Differentiated instruction Tier III interventions and progress monitoring Personalized behavior plans	Teacher Teacher/ Administrator Teacher/Child study team	Final scores Anecdotal notes, running records, DRA scores Increased time on task, anecdotal notes, behavior rubrics	Tomlinson, C., & Moon, T. (2013). *Assessment and student success in a differentiated classroom*. Taylor, J.F. (2001) *From defiance to cooperation: real solutions for transforming the angry, defiant, discouraged child.*
Math	Economically Disadvantaged	Differentiated instruction Tier III interventions and progress monitoring Personalized behavior plans	Teacher Teacher/ Administrator Teacher/Child study team	Final scores Anecdotal notes, running records, DRA scores Increased time on task, anecdotal notes, behavior rubrics	Tomlinson, C., & Moon, T. (2013). *Assessment and student success in a differentiated classroom*. Taylor, J.F. (2001) *From defiance to cooperation: real solutions for transforming the angry, defiant, discouraged child.*
ELA					
Math		*Reflex math— individualized math	Teacher	Progress as tracked on Reflex Math	Response to intervention,

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

ESEA §1114(b)(I)(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)
					https://www.reflexmath.com/RTI

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

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

ESEA §1114(b)(I)(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	Summer and Extended School Year	Literacy Leader, Teachers, Support Staff, Building and CIA Administration	10% growth of students making significant gains toward grade level performance as measured in above mentioned measurement tools.	Cummins,1989; Ortiz,1997; Ortiz & Wilinson, 1991; Stedman, 1987.
Math	Students with Disabilities	Summer and Extended School Year	Literacy Leader, Teachers, Support Staff, Building and CIA Administration	10% growth of students making significant gains toward grade level performance as measured in above mentioned measurement tools.	Cummins,1989; Ortiz,1997; Ortiz & Wilinson, 1991; Stedman, 1987.
ELA	Homeless	Summer School Program	Literacy Leader, Teachers, Support Staff, Building and CIA Administration	10% growth of students making significant gains toward grade level performance as measured in above mentioned measurement tools.	Cummins,1989; Ortiz,1997; Ortiz & Wilinson, 1991; Stedman, 1987.

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Homeless	Summer School Program	Literacy Leader, Teachers, Support Staff, Building and CIA Administration	10% growth of students making significant gains toward grade level performance as measured in above mentioned measurement tools.	Cummins,1989; Ortiz,1997; Ortiz & Wilinson, 1991; Stedman, 1987.
ELA	Migrant	NA			Cummins,1989; Ortiz,1997; Ortiz & Wilinson, 1991; Stedman, 1987.
Math	Migrant	NA			Cummins,1989; Ortiz,1997; Ortiz & Wilinson, 1991; Stedman, 1987.
ELA	ELLs	Summer and After School Support	Literacy Leader, Teachers, Support Staff, Building and CIA Administration	10% growth of students making significant gains toward grade level performance as measured in above mentioned measurement tools.	Cummins,1989; Ortiz,1997; Ortiz & Wilinson, 1991; Stedman, 1987.
Math	ELLs	Summer and After School Support	Literacy Leader, Teachers, Support Staff, Building and CIA Administration	10% growth of students making significant gains toward grade level performance as measured in above mentioned measurement tools.	Cummins,1989; Ortiz,1997; Ortiz & Wilinson, 1991; Stedman, 1987.
ELA	Economically Disadvantaged	Summer School Program	Literacy Leader, Teachers, Support Staff, Building and CIA Administration	10% growth of students making significant gains toward grade level performance as measured in above mentioned measurement tools.	Cummins,1989; Ortiz,1997; Ortiz & Wilinson, 1991; Stedman, 1987.
Math	Economically Disadvantaged	Summer School Program	Literacy Leader, Teachers, Support Staff, Building and	10% growth of students making significant gains toward grade level performance as measured	Cummins,1989; Ortiz,1997; Ortiz & Wilinson, 1991; Stedman, 1987.

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

ESEA §1114(b)(I)(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)
			CIA Administration	in above mentioned measurement tools.	
ELA	All categories of students	Summer School Program	Literacy Leader, Teachers, Support Staff, Building and CIA Administration	10% growth of students making significant gains toward grade level performance as measured in above mentioned measurement tools.	Cummins,1989; Ortiz,1997; Ortiz & Wilinson, 1991; Stedman, 1987.
Math	All categories of students	Summer School Program	Literacy Leader, Teachers, Support Staff, Building and CIA Administration	10% growth of students making significant gains toward grade level performance as measured in above mentioned measurement tools.	Cummins,1989; Ortiz,1997; Ortiz & Wilinson, 1991; Stedman, 1987.

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

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

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

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.					
Content Area Focus	**Target Population(s)**	**Name of Strategy**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Extended School Year	District personnel	As documented on IEP review	
Math	Students with Disabilities	Extended School Year	District personnel	As documented on IEP review	
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	ELL services SEI	ELL extended day teachers	Growth in WIDA indicators, ACCESS assessment, EUAs, running records and anecdotal notes	Janzen, J. (2008). Teaching English Language Learners in the Content Areas. *Review of Educational Research*, 1010-1038.
Math	ELLs	ELL services SEI	ELL extended day teachers	Growth in EUAs, running records and anecdotal notes	Janzen, J. (2008). Teaching English Language Learners in the Content Areas. *Review of Educational Research*, 1010-1038.
ELA	Economically Disadvantaged	Writing Workshop Running Records	Administrator Literacy Leader	Sign in sheets Lesson Plans Walkthroughs Meeting Minutes	Ede, L. (1987). A sourcebook for basic writing teachers. Allington, R.L. (2001). What Really Matters for Struggling Readers.

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)
		Close Reading			
Math	Economically Disadvantaged	Math Centers Project Based Math Teaching and Learning Reflex Math	Administrator Math Lead Teacher	Sign in sheets Lesson Plans Walkthroughs Meeting Minutes	What Works Clearinghouse Mathematics Policy Research
ELA					
Math					

***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)

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.

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

1. Who will be responsible for evaluating the schoolwide program for 2016-2017? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? The review will be conducted by an SLC Sub Committee focused on data analysis as well be point teachers on a monthly basis.
2. What barriers or challenges does the school anticipate during the implementation process? The school is committed to streamlining assessment schedule as well as creating a highly efficient instructional schedule to maximize instructional supports the children receive on a daily basis.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? Teachers are provided with many forums to share their feedback in an effort to encourage their engagement in every aspect of the school. Also PLC and Staff Meeting time will be allocated for the purpose of progress monitoring the implementation of the Title I Plan.
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
   I-Ready, DRA, Johnston, Reflex Math, Lexia as well as writing samples will be used as measurement tools.
5. What measurement tool(s) will the school use to gauge the perceptions of the community? Surveys completed during family events, feedback obtained from PTO meetings, individual meetings with community stakeholders will serve as measurement tools to gauge community perception.
6. How will the school structure interventions? Interventions will be embedded during the course of the regular school day for the most part as well as in some cases after school for ELLs. The technology lab will be reserved for K – 2 teachers' use for student lexia usage time. Media Specialist will implement a flexible schedule in order to provide small group targeted instruction for students in grades 3 through 5 who are performing below grade level.
7. How frequently will students receive instructional interventions? We will have students receive daily interventions.
8. What resources/technologies will the school use to support the schoolwide program? I-pads, lap tops, pebble go research data base, Lexia, Brain Pop, Reading A to Z.

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

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? Johnston Spelling Inventory, DRA, I-ready, Reflex Math, EUAs, PARCC
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? SLC Meetings, PLC Meetings, Staff Meetings and Parent/Community Meetings.

Provide a separate response for each question.

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Parent meetings/ Conferences/Workshops	Parent Liaison, Literacy Leader, ELA teachers, SLT	Improvement in students' academic achievement as evidenced by improved report card grades, district benchmarks, and standardized test results	Effective and sustained parental involvement leads to improved student achievement
Math	Students with Disabilities	Parent meetings/ Conferences/Workshops	Parent Liaison, Literacy Leader, ELA teachers, SLT	Improvement in students' academic achievement as evidenced by improved report card grades, district benchmarks, and standardized test results	Effective and sustained parental involvement leads to improved student achievement
ELA	Homeless	Parent meetings/ Conferences/Workshops	Parent Liaison, Literacy Leader, ELA teachers, SLT	Improvement in students' academic achievement as evidenced by improved report card grades, district benchmarks, and standardized test results	Effective and sustained parental involvement leads to improved student achievement
Math	Homeless	Parent meetings/ Conferences/Workshops	Parent Liaison, Literacy Leader, ELA teachers, SLT	Improvement in students' academic achievement as evidenced by improved report card grades, district benchmarks, and standardized test results	Effective and sustained parental involvement leads to improved student achievement

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Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Parent meetings/ Conferences/Workshops	Parent Liaison, Literacy Leader, ELA teachers, SLT	Improvement in students' academic achievement as evidenced by improved report card grades, district benchmarks, and standardized test results	Effective and sustained parental involvement and education leads to improved student achievement
Math	ELLs	Parent meetings/ Conferences/Workshops	Parent Liaison, Literacy Leader, ELA teachers, SLT	Improvement in students' academic achievement as evidenced by improved report card grades, district benchmarks, and standardized test results	Effective and sustained parental involvement and education leads to improved student achievement
ELA	Economically Disadvantaged	Parent meetings/ Conferences/Workshops	Parent Liaison, Literacy Leader, ELA teachers, SLT	Improvement in students' academic achievement as evidenced by improved report card grades, district benchmarks, and standardized test results	Effective and sustained parental involvement and education leads to improved student achievement
Math	Economically Disadvantaged	Parent meetings/ Conferences/Workshops	Parent Liaison, Literacy Leader, ELA teachers, SLT	Improvement in students' academic achievement as evidenced by improved report card grades, district benchmarks, and standardized test results	Effective and sustained parental involvement and education leads to improved student achievement
ELA					
Math					

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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?

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

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

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

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

   During the PTA meeting, the parents will review the current compact. Any revisions will be voted upon by the body and redistributed to the school community.

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

   Parents are informed through the District website, letters and flyers home to parents and guardians, through monthly Board of Education meetings, and other meetings held throughout the year and in the different wards (north, east, south, and west) of the city. The District prepares a District Profile document that includes statistically sound data for each school in the Trenton District. This information is available on the District web-site and also is disseminated during SLC meetings. During the Annual "Back to School" Night program held in September the school's data are reported to the parents and community members in attendance. Handouts are presented to the attendees, as well.

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7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

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

During our Annual Back to School Night Program, monthly FAST and PTO meetings our parents are informed of the school's improvement status. Parents are provided information relative to their student's assessment results at the end of the school year (if it is received prior to the end of the year), during the Back to School Night Program, and during parent-teacher conferences. During our Annual Back to School Night Program, monthly FAST and PTO meetings our parents are informed of the school's disaggregated assessment results. During parent teacher conferences held in November, parents are again informed of their child's assessments results from both State and District assessments.

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

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

Staff members share District and teacher created assessment results with parents during conferences whether in person or through phone calls. Quarterly progress reports are also sent home for parental review. During the summer, State Assessments are mailed to the parents as soon as the school receives them.

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

The funds will be used to provide parents with strategies which can be used at home to help their children to become more proficient in the areas of reading and mathematics. Funds will also be used to provide parents with training in understanding the various data sets that are used to inform the school of the progress that students are making. Parents will know the benchmarks and where their child falls when looking at where the range to determine levels of proficiency in the areas of reading and mathematics.

Provide a separate response for each question.

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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		Provide tuition reimbursement in content areas Offer credit in salary schedule up to 14 years in areas of critical shortage Implementation of Mentoring Plan Aspiring Leaders Summer Program Develop a Principal Coach Program to support Principals Professional Development opportunities for new teachers Web-based application system requires identification of Highly Qualified Teachers status.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	100%	To encourage further educational pursuits, for the first 60 credits, members shall be reimbursed up to 12 credits, per year. The remaining credits will be reimbursed up to 12 credits, per year. Tuition for courses in core content area shall be paid prior to commencement.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test) *		

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible