NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2013-2014 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

DISTRICT INFORMATION	SCHOOL INFORMATION
District: KEANSBURG SCHOOL DISTRICT	School: Joseph C. Caruso
Chief School Administrator: GERALD NORTH	Principal: Elaine Feyereisen
Chief School Administrator's E-mail: gnorth@keansburg.k12.nj.us	Principal's E-mail: efeyereisen@keansburg.k12.nj.us
Title I Contact: Thomas Tramaglini	Principal's Phone Number: 732-787-2007
Title I Contact E-mail: ttramaglini@keansburg.k12.nj.us	

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school 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   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGMENT

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

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Abby Ackerman	Technology Teacher	Yes	Yes	Yes	
Tami Alt	Community Member	Yes	Yes	Yes	
Marianne Dean	Guidance Counselor	Yes	Yes	Yes	
Michelle Derpich	Supervisor of Curriculum & Instruction	Yes	Yes	Yes	
Elaine Feyereisen	Principal (2012-2013)	Yes	Yes	Yes	
Kathleen Flanzbaum	Supervisor of Pre-School	Yes	Yes	Yes	
Jennifer Flynn	Parent	Yes	Yes	Yes	
Michelle Halperin-Krain	Supervisor of Data & Assessment	No	Yes	Yes	
Brian Latwis	Supervisor of Pupil & Personnel	Yes	Yes	Yes	
Erin Maciorowski	Title I Coordinator	Yes	Yes	Yes	
Thomas Tramaglini	Director of Curriculum & Instruction, State &	No	Yes	Yes	

	Federal Funding			
Maria Schleichert	Special Education Teacher	Yes	Yes	Yes	
Lissa Weldon	Grade 4 Teacher	No	Yes	Yes	

Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment and Schoolwide Plan development. *Add rows as necessary.

Date	Location	Topic	Agenda on File		Minutes on File	
6/11/13	Joseph C. Caruso	Needs Assessment	Yes	No	Yes	No
1/16/13, 6/18/13	Joseph C. Caruso	Plan Development	Yes	No	Yes	No
2/15/13, 2/22/13, 4/15/13, 4/22/13, 6/5/13	Joseph C. Caruso	Program Evaluation	Yes	No	Yes	No

School's Vision

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

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

What is the school's vision statement?	
	The mission of the Keansburg School District developed through relationships with all

	stakeholders is to identify the unique potential of each individual by creating a relevant and meaningful learning environment that promotes high academic, social, and emotional expectations for our students and teachers, and leads to graduates that are prepared and inspired to make positive contributions to society.

SCHOOLWIDE COMPONENT: EVALUATION

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 2012-2013 Schoolwide Program

1. Was the program implemented as planned?

   The 2012-2013 program was implemented as planned.

2. What were the strengths of the implementation process?

   - *The Joseph C. Caruso School worked diligently to re-write the Language Arts and Math curriculum to ensure that we were in compliance and that the curriculum was aligned to the new Common Core State Standards.*

   - *Quarterly benchmark assessments were created that are aligned to the standards and the curriculum to assess student learning, assist in differentiating instruction, and to promote dialogue amongst teachers about best practices.*

   - *Benchmark assessments are aligned to the Common Core State Standards and questions are correlated to the standards to assist teachers in determining student learning.*

   - *The curriculum was implemented during the 2012-2013 school year and all fourth quarter benchmark assessments were piloted in June of 2013.*

   - *Data are not yet available to assess the effectiveness of the implementation of a new curriculum.*

3. What were the barriers or challenges during the implementation process?

- *The Joseph C. Caruso absenteeism was higher than in past years, the school's homeless population increased, and student enrollment has decreased significantly. It is believed that this is all a result of Super Storm Sandy. Student absenteeism and homelessness decreased the number of students who participated in the after school tutoring that was part of the 2012-2013 Schoolwide Program.*

- *The district has adopted the Response to Intervention (RTI) to provide support to a larger group of students, which replaced I&RS. Unfortunately, RTI lacked implementation and follow through in the early stages. Additional training and support to implement the program is planned for the 2013-2014 to better support building administrator and RTI Team. Professional Development will also be provided to the Joseph C. Caruso staff to explain the RTI process, the teachers' responsibilities, and the three tiers.*

- *The Supervisor of Pupil and Personnel and the Staff Developer conducted "Power of Two" professional development for all co-teaching pairs to provide the most recent research findings on effective ICR classrooms. However, the various teaching models were not consistently observed in classroom observations. It has been determined that additional training is necessary for the 2013-2014 school year and will be planned and specific "Power of Two" walkthroughs will be conducted.*

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

The strengths noted during the implementation of the program included:

SCHOOLWIDE COMPONENT: EVALUATION

- *The teachers collaborative nature and hard work to develop quality curriculum and assessments*

- *The students resilience to and ability to overcome challenges*

- *Increased access to technology (IPads)*

- *Teachers willingness to attend professional development*

The weaknesses noted during the implementation of the program included:

- *Professional Development:*

    o *Was not continual and lacked follow up sessions*

    o *Observations and Classroom Walkthroughs did not include whether or not teachers were implementing the strategies learned at Professional Development Workshops*

    o *Professional Development Committee did not consistently meet or implement professional development based on teachers' Professional Development Plans and student data*

- *Before and After School Tutoring:*

    o *Attendance at morning sessions were low*

    o *Groups were not flexible or differentiated*

    o *Instruction was not focused on students needs according to data*

o *Due to the large homeless population students who were transported from various towns could not participate in the morning or afternoon tutoring session*

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

The building principal utilized the Title I Committee to develop the 2012-2013 Schoolwide Program, which was presented to the staff at the welcome back session on September 5, 2012. At the staff presentation teachers worked to align the Schoolwide Program to the District's Non-Negotiables.

6. What were the perceptions of the staff?

The Title I committee met several times to develop a needs assessments and develop a plan. The plan was presented to the staff at the beginning of the school year and staff members worked together to set goals on how to implement the plan during the 2012-2013 school year. The plan was well received.

7. What were the perceptions of the community?

The Title I plan was available on the internet for the community to view. Also, information sessions were held for parents prior to recognition and awards ceremonies. The community member and the parent on the Title I committee stated that they lacked knowledge of the Title I plan and were unaware of the 2012-2013 Schoolwide Plan.

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

- *Before and After School Tutoring: Whole Group Setting*

- *Basic Skills Intervention: Whole Group Setting*

9. How were the interventions structured?

- *Before and After School Tutoring: All students were invited to attend sessions. Sessions were broken down into three components (20 minutes homework, 20 minutes math assistance, 20 minutes language arts assistance). Students remained in the same groups and with the same teachers throughout the year.*

- *Basic Skills Instruction: Students who were identified as needing additional support were placed into one of six BSI classes across two grade levels. In addition to the certified teacher in the class, an additional certified teacher pushed in the class during Guided Reading and Math. Students did not receive pull out or one-on-one instruction.*

10. How frequently did students receive instructional interventions?

- *Before and After School Tutoring was offered three times a week from mid November to the end of March.*

- *Basic Skills Instruction: Students received instruction from two teachers for approximately 125 minutes a day.*

11. What technologies were utilized to support the program?

- *Plato Coursework was utilized to assist with building Quarterly Benchmark Assessments to align assessment questions to standards.*

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

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- *Throughout the school year Professional Development Workshops were offered to staff members to increase technology literacy, to assist with individualizing student learning, and to address individual needs. Some professional development workshop topics included training on Mac basics, Ipad, and Keynote. Also, programs such as Wiggle Works, Encarta Kids 2009, KidPix Studio Deluxe, Kurzwell 3000, Math Munchers, CoWriter, Equation Editor, Puzzlemaker, and Write Out Loud were utilized.*

Evaluation of 2012-2013 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	2011-2012	2012-2013	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4	39	N/A	Before and after school tutoring; Basic Skills Instruction; SES (2011-2012); CST; RTI; I&RS/ 504 services;	-**Before and After School Tutoring**: (a) The intervention was not targeted or specific to individual students (b) Data was not used to determine what standards students were deficient in and needed to be re-taught (c) Groups were not flexible (d) Sessions were not focused one content area (e) The intervention was not assessed with data to determine if students demonstrated growth (f) Only 13 of 211 students enrolled and attended the morning tutoring session with a 70% attendance rate (g) only 46 of 211 students enrolled and attended the after school tutoring sessions with an 81% attendance rate -**Basic Skills Instruction**: (a) Instruction was not targeted or specific to individual students' needs (b) BSI teachers worked as co-teacher (c) The Parallel and/or Alternate Teaching model was used inconsistently (d) Co-Teachers in BSI classrooms did not receive *Power of Two Training* (e) The intervention was not assessed with data to determine if students demonstrated growth -**SES:** Data, including NJ ASK scores, did not support that SES enrollment increased test scores -**RTI and I&RS:** RTI lacked implementation and follow through in the early stages. RTI replaced I&RS. -**CST/ 504 Services:** It is unclear how the supervising the fidelity of an IEP or 504 plan is an interventions for students.
Grade 5				

Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2011-2012	2012-2013	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4	25	N/A	Before and after school tutoring; Basic Skills Instruction; SES (2011-2012); CST; RTI; I&RS/ 504 services	-**Before and After School Tutoring**: (a) The intervention was not targeted or specific to individual students (b) Data was not used to determine what standards students were deficient in and needed to be re-taught (c) Groups were not flexible (d) Sessions were not focused one content area (e) The intervention was not assessed with data to determine if students demonstrated growth (f) Only 13 of 211 students enrolled and attended the morning tutoring session with a 70% attendance rate (g) only 46 of 211 students enrolled and attended the after school tutoring sessions with an 81% attendance rate -**Basic Skills Instruction**: (a) Instruction was not targeted or specific to individual students' needs (b) BSI teachers worked as co-teacher (c) The Parallel and/or Alternate Teaching model was used inconsistently (d) Co-Teachers in BSI classrooms did not receive *Power of Two Training* (e) The intervention was not assessed with data to determine if students demonstrated growth -**SES:** Data, including NJ ASK scores, did not support that SES enrollment increased test scores -**RTI and I&RS:** RTI lacked implementation and follow through in the early stages. RTI replaced I&RS. -**CST/ 504 Services:** It is unclear how the supervising the fidelity of an IEP or 504 plan is an interventions for

				students.
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Evaluation of 2012-2013 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	2011-2012	2012-2013	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

Mathematics	2011-2012	2012-2013	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency.
Pre-Kindergarten				
Kindergarten				

Grade 1				
Grade 2				
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2012-2013 Interventions and Strategies

Interventions to Increase Student Achievement **Implemented in 2012-2013**

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Continued revision of the ELA curriculum and the addition of formative and summative assessments	ELA	YES	Curriculum Documents Classroom Observations Walk Throughs	Instrument for Curricular Quality DRA Scores (Fall/ Spring)
Continued revision of the Math curriculum and the addition of formative and summative assessments	Mathematics	YES	Curriculum Documents Classroom Observations Walk Throughs	Instrument for Curricular Quality
Power of Two Training	Students with Disabilities	NO	Classroom Observations	The Supervisor of Pupil and Personnel and the Staff Developer conducted "Power of Two" professional development for all co-teaching pairs to provide the most recent research findings on effective ICR classrooms. However, the various teaching models were not consistently observed in classroom observations. It has been determined that additional training is necessary for the 2013-2014 school year and will be planned and specific "Power of Two" walkthroughs will be conducted.
	Homeless/Migrant			
	ELLs			

SCHOOLWIDE COMPONENT: EVALUATION

Extended Day/Year Interventions Implemented in 2012-2013 to Address Academic Deficiencies

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Invite all students to before or after school tutoring programs	ELA	NO	-Only 13/211 students enrolled and attended the morning tutoring session with a 70% attendance rate -Only 46/211 students enrolled and attended the after school tutoring sessions with an 81% attendance rate *Combined this intervention only targeted approximately 25% of the Joseph C. Caruso student body	Attendance NJ ASK Scores
Invite all students to before or after school tutoring programs	Mathematics	NO	-Only 13/211 students enrolled and attended the morning tutoring session with a 70% attendance rate -Only 46/211 students enrolled and attended the after school tutoring sessions with an 81% attendance rate *Combined this intervention only targeted approximately 25% of the Joseph C. Caruso student body	Attendance NJ ASK Scores
	Students with Disabilities			

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	2	3	4	5
	Homeless/Migrant			
	ELLs			

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2012-2013 Interventions and Strategies

Professional Development **Implemented in 2012-2013**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Curriculum redesign and development; Assessment redesign and development	ELA	YES	Curriculum Documents Benchmark Assessments Classroom Observations Walk Throughs	Instrument for Curricular Quality DRA Scores (Fall/ Spring)
Curriculum redesign and development; Assessment redesign and development	Mathematics	YES	Curriculum Documents Benchmark Assessments Classroom Observations Walk Throughs	Instrument for Curricular Quality
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

Family and Community Engagement **Implemented in 2012-2013**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
Parent information sessions regarding student individual learning plans	ELA	YES	Information sessions were held prior to monthly student recognition assemblies and well attended	Attendance Rates of Parents at Information Sessions

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1	2	3	4	5
Parent information sessions regarding student individual plans	Mathematics	YES	Information sessions were held prior to monthly student recognition assemblies and well attended	Attendance Rates of Parents at Information Sessions
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

❑ 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   **Principal's Signature**   **Date**

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . 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 . . . "

2013-2014 Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2013-2014 Interventions and Strategies (Results and outcomes must be measurable.)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
Academic Achievement – Reading	Quarterly Benchmark Assessments, DRA, Running Records, NJ ASK Scores, Instrument for Curricular Quality	**Common Quarterly Benchmark Assessments**: will be given to all students to assess student learning; to determine what content needs to be retaught to which students; to differentiate instruction; and to promote dialogue amongst staff members concerning best practices. **DRA**: will be administered to students in the fall and in the spring to assess individual student growth **Running Records:** will be completed by teachers to determine students' deficiencies and to drive ELA instruction **NJ ASK Scores**: will be analyzed to measure student growth **Instrument for Curricular Quality**: staff members will be administered a survey to collect data about the current curriculum
Academic Achievement - Writing	Quarterly Benchmark Assessments, Writing Samples, NJ ASK Scores, Instrument for Curricular Quality	**Common Quarterly Benchmark Assessments**: will be given to all students to assess student learning; to determine what content needs to be retaught to which students; to differentiate instruction; and to promote dialogue amongst staff members concerning best practices. **Writing Samples:** Students will complete various writing samples throughout the year to measure growth **NJ ASK Scores**: will be analyzed to measure student growth **Instrument for Curricular Quality**: staff members will be administered a survey to collect data about the current curriculum
Academic Achievement -	Quarterly Benchmark	**Common Quarterly Benchmark Assessments**: will be given to all students to

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
Mathematics	Assessments, NJ ASK Scores, Instrument for Curricular Quality	assess student learning; to determine what content needs to be retaught to which students; to differentiate instruction; and to promote dialogue amongst staff members concerning best practices. **NJ ASK Scores**: will be analyzed to measure student growth **Instrument for Curricular Quality**: staff members will be administered a survey to collect data about the current curriculum
Family and Community Engagement	Parent Attendance at school events (i.e. Back-to-School Night, Parent Teacher Conferences, Award Assemblies, Band Concert, Fourth Grade Follies) Attendance and Participation in Community Events (i.e. Beach Clean-up)	Attendance at all school and community events will be taken for students and parents. Parents and the community will be invited to participate in events, such as Field Day, to encourage family and community engagement.
Professional Development	Attendance at District bi-monthly professional development Attendance at bi-monthly school-based professional development Surveys after professional development workshops The School Culture Survey	Attendance of staff members will be taken at district and school professional development. Staff members will be asked to complete a survey after each professional development workshop. Staff members will complete the School Culture Survey in the fall and spring.
Homeless	Monthly meetings will be conducted with students by the building Homeless Liaison	Monthly meetings will be conducted with students by the building Homeless Liaison to review student progress, including benchmark data, teacher feedback, attendance, and discipline reports.
Students with Disabilities	Quarterly Benchmark Assessments, DRA, Writing Samples, Teacher Feedback, NJ ASK, attendance, and discipline reports	Student data will be analyzed to assess students' growth, evaluate placement, and to determine individual students' needs.
English Language Learners	Quarterly Benchmark	Student data will be analyzed to assess student's growth, evaluate

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
	Assessments, DRA, Writing Samples, Teacher Feedback, NJ ASK, attendance, and discipline reports	placement, and to determine individual students' needs.
Economically Disadvantaged	Quarterly Benchmark Assessments, DRA, Writing Samples, Teacher Feedback, NJ ASK, attendance, and discipline reports	Student data will be analyzed to assess student's growth, evaluate placement, and to determine individual students' needs.
School Climate and Culture	The following surveys will be given in the Fall and Spring: -Collective Efficacy -Organizational Climate Index -Faculty Attendance Faculty and Student Attendance The number of peer-to-peer observations conducted	Two surveys will be given in the fall and again in the spring to measure the school climate and culture. Faculty and student attendance will be analyzed as an indicatory of school climate and culture. The number of peer-to-peer observations conducted and the number of staff members observing and serving as a model classroom will be collected as a measure of the school climate and culture.
Leadership	The following surveys will be given in the Fall and Spring: -Collective Efficacy -Organizational Climate Index -Faculty Attendance	Two surveys will be given in the fall and again in the spring to measure the school climate and culture. Faculty attendance will be analyzed as an indicatory of school climate and culture.
School-Based Youth Services	Counseling Data Response to Intervention (RTI) Data Child Study Team (CST) Data Group Counseling Data Student Attendance Data Discipline Data	Attendance at individual and group counseling will be maintained; names will remain confidential. RTI and CST Data will be maintained to ensure students' needs are being met and that both the CST and RTI Team are in compliance. Student attendance and discipline records will be analyzed and used when trying to determine students' needs for services. Data for the number of HIB cases will be evaluated to determine the need

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
	Harassment, Intimidation, and Bullying (HIB) Data	for professional development and/or students' needs for services.

2013-3014 Needs Assessment Process
Narrative

1. What process did the school use to conduct its needs assessment?

Data and information was compiled from multiple sources including:

- *New Jersey School Performance Report*

- *DRAs (fall and spring)*

- *Students' attendance at morning and am tutoring sessions*

- *Running Records in ELA (November, February, and April)*

- *Results from the Collective Efficacy Organizational, Climate Index, and the Instrument for Curricular Quality Survey*

- *Input from the Principle, Supervisor of Pupil and Personnel, Supervisor of Curriculum & Instruction, Supervisor of Pre-School, Supervisor of Data & Assessment, the Title I Coordinator, teachers, a parent, and a community member.*

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

Student subgroups were analyzed in the New Jersey School Performance Report. Each committee member received a copy of the data. It was determined by the Title I Committee that the Schoolwide Program should focus on all students due to the fact that all are subgroups am underperforming.

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? [1]

Several methods were used for quantitative analysis. For instance, where available reliably CRONBACH Alpha (1959) was utilized to measure if consistent results were yielded. Where quantitative measures were not available a calibration process was used to determine interrelated reliability (i.e. LASW). To ensure that the needs assessment was valid all measures were aligned to the Common Core State Standards, including the curriculum, instruction, and assessment.

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

Extensive Professional Development is needed to support the staff to provide students with research-based instruction to support student learning, such as:

- *The Power of Two Training will continue and be offered to all co-teachers, including BSI and push-in teachers.*
- *Differentiated Instruction Professional Development is needed to address the needs of all learners.*
- *Continual technology professional development is needed to provide students opportunities to use technology for inquiry and challenged based learning that academically challenges all students regardless of their academic ability.*
- *Response to Intervention professional development to support at-risk students and to provide targeted interventions for struggling students.*
  - ❖ *Classroom observations and focused walk throughs will assess implementation of research-based instruction.*

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

Professional development needs to be targeted, focused, and follow a coaching model to support staff members. Teachers need additional support in differentiating instruction and utilizing technology. In previous years Professional Development:

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[1] Definitions taken from Understanding Research Methods" by Mildred Patten
    Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

- o *Was not continual and lacked follow up sessions*

- o *Observations and Classroom Walkthroughs did not include whether or not teachers were implementing the strategies learned at Professional Development Workshops*

- o *Professional Development Committee did not consistently meet or implement professional development based on teachers' Professional Development Plans and student data*

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

The Joseph C. Caruso School will be implementing the Response to Intervention Program for the second year. The Administration, Child Study Team, Guidance Counselors, and Teachers will receive professional development on how to identify students at risk-students and follow the RTI process.

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

The Joseph C. Caruso School will be utilizing the RTI process for the second year to identify educationally at-risk students. Also, supplemental instruction will be provided to these students when necessary. Also, afternoon tutoring will be targeted and offer flexible grouping to address specific deficiencies that are aligned to the Common Core State Standards.

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

N/A

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

Monthly meetings will be conducted with students by the building Homeless Liaison to review student progress, including benchmark data, teacher feedback, attendance, and discipline reports. Counseling and related services are also available to students and families.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

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?

Common, Quarterly Benchmark Assessments will be given to students that are aligned to the Common Core State Standards. During the 2012-2013 school year, teachers worked collaboratively to create the assessments. At team meetings the data from the assessments will be reviewed with the staff and the Supervisor of Curriculum and Instruction to:

- *Assess student deficiencies*
- *Determine what content needs to be retaught*
- *Allow tutoring to be targeted based on students' needs*
- *Test taking skills and strategies are integrated in the curriculum*

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

The district schedules Titan Transition Day annually in June, where students follow their schedule for the following year and meet their new teachers. Also, vertical articulation is conducted several times during the year to align curriculum, to foster collaboration amongst staff members, and for the continuity of education.

12. How did the school select the priority problems and root causes for the 2013-2014 Schoolwide plan?

The Title I Committee reviewed data and evaluated the 2012-2013 Schoolwide Plan to identify specific problems and root causes to focus on for the 2013-2014 Schoolwide Plan.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2013-2014 Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

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

	#1	#2
Name of priority problem	Instruction is not individualized for each learner.	High Rate of Special Education Students/ Classified Students and Basic Skills Students
Describe the priority problem using at least two data sources	Classroom observations and walkthroughs lack evidence of differentiated instruction and utilization of various co-teaching models, such as parallel or station teaching. Also, the school did not meet its academic achievement targets and only one of five subgroups met progress targets.	During the 2011-2012 school year 28% of the students enrolled at Joseph C. Caruso were students with disabilities. The number of student referrals being recommended to the Child Study Team and the percent of students classified is more than a quarter of the population. In the 2012-2013 school year there were six BSI classes and over 25 Basic Skills students in each grade level.
Describe the root causes of the problem	Professional development needs to be targeted, focused, and follow a coaching model to support staff members. Teachers need additional support in differentiating instruction and various co-teaching models. Other: Economically Disadvantaged	The staff did not have a clear understanding of the RTI process and the RTI team, data, and interventions were not successfully utilized. Prior to the 2012-2013 school year I&RS was used to identify educationally at-risk students, which is reactive and not proactive. Furthermore, supplemental instruction was not available to students. Other: Economically Disadvantaged
Subgroups or populations addressed	All Learners	Special Education Students Students Educationally At-Risk
Related content area missed	Students did not successfully meet all the standards in the Common Core State Standards for Language Arts and Mathematics.	Students did not successfully meet all the standards in the Common Core State Standards for Language Arts and Mathematics.
Name of scientifically research based intervention to address priority problems	Differentiated Instruction Professional Development Focused Walkthroughs	Response to Intervention Differentiated Instruction Professional Development Power of Two Training Professional Development
How does the intervention align with the Common Core State	Staff members will receive professional development to ensure all learners are exposed to the district's approved curriculum and that students are assessed using common,	Special Education and Educationally At-Risk students will be provided supplemental instruction and interventions to support learning and assistance with meeting the goals of the

Standards?	quarterly benchmarks that are is aligned to the Common Core State Standards.	Common Core State Standards.

2013-2014 Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Language Arts Literacy	
Describe the priority problem using at least two data sources	Data collected from NJ Ask scores demonstrate that students are performing below others in the state and school peer groups. In addition running records and DRA scores demonstrate that students are performing below grade level. In the 2013-2014 school year	
Describe the root causes of the problem	Prior to the 2012-2013 school year students were not always exposed to the curriculum and/or the curriculum was not compliant with the NJCCCS. Therefore, achievement gaps were created. Other: Economically Disadvantaged	
Subgroups or populations addressed	All Learners	
Related content area missed	Students did not successfully meet all the standards in the Common Core State Standards for Language Arts.	
Name of scientifically research based intervention to address priority problems	Professional Development workshops and coaching.	
How does the intervention align with the Common Core State Standards?	Staff members will receive professional development to ensure all learners are exposed to the district's approved curriculum and that students are assessed using common, quarterly benchmarks that are is aligned to the Common Core State Standards.	

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

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

2013-2014 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
Differentiated Instruction	ELA	All Students	Supervisor of Curriculum & Instruction; and Teachers	Quarterly Benchmark Assessments NJASK Scores DRA Scores Running Records Focused Walkthroughs Formal Observations	*Using Student Achievement Data to Support Instructional Decision Making.* NCEE 2009-4067 U.S. DEPARTMENT OF EDUCATION
Differentiated Instruction	Mathematics	All Students	Supervisor of Curriculum & Instruction; and Teachers	Quarterly Benchmark Assessments NJASK Scores Focused Walkthroughs Formal Observations	*Using Student Achievement Data to Support Instructional Decision Making.* NCEE 2009-4067 U.S. DEPARTMENT OF EDUCATION
Homeless Liaison		Homeless Migrant	Supervisor of Pupil & Personnel; Supervisor of Curriculum & Instruction; Guidance Counselor; and Teachers	Quarterly Benchmark Assessments NJASK Scores DRA Scores Running Records Attendance Data Discipline Data Teacher Progress Reports Focused Walkthroughs Formal Observations	
N/A		ELLs			
RTI & Supplemental		Students	Supervisor	Quarterly Benchmark Assessments	*Assisting Students Struggling*

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

ESEA §1114(b)(I)(B) **strengthen the core academic program in the school**;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
Instruction		with Disabilities	of Pupil & Personnel; Supervisor of Curriculum & Instruction; Guidance Counselor; Child Study Team Member; and Teachers	NJASK Scores DRA Scores Running Records Focused Walkthroughs Formal Observations	*with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools*. NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION *Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*. NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION

*Use an asterisk to denote new programs.

2013-2014 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 <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
Afterschool Tutoring	ELA	All Students	Supervisor of Curriculum & Instruction and Teachers	Quarterly Benchmark Assessments NJASK Scores DRA Scores Running Records Attendance at Tutoring	Fuchs, L. S., & Fuchs, D. (2008). Best practices in progress monitoring reading and mathematics at the elementary grades. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* (5th References (93). Bethesda, MD: National Association of School Psychologists.

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

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

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Afterschool Tutoring	Mathematics	All Students	Supervisor of Curriculum & Instruction and Teachers	Quarterly Benchmark Assessments NJASK Scores Attendance at Tutoring	Fuchs, L. S., & Fuchs, D. (2008). Best practices in progress monitoring reading and mathematics at the elementary grades. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* (5th References (93). Bethesda, MD: National Association of School Psychologists**.**
		Homeless Migrant			
		ELLs			
		Students with Disabilities			

*Use an asterisk to denote new programs.

2013-2014 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 <u>ongoing professional development</u> 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.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Differentiated Instruction, Language	ELA	All Students	Supervisor of Pupil &	Quarterly Benchmark Assessments NJASK Scores	*Using Student Achievement Data to Support Instructional Decision*

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> 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.					
Name of Strategy	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy** (from IES Practice Guide or What Works Clearinghouse)
Arts & Literacy, and Response to Intervention			Personnel; Supervisor of Curriculum & Instruction; Guidance Counselor; Child Study Team Member; and Teachers	DRA Scores Running Records Focused Walkthroughs Formal Observations	*Making.* NCEE 2009-4067 U.S. DEPARTMENT OF EDUCATION *Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades.* NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION *Improving Adolescent Literacy:* *Effective Classroom and Intervention Practices Improving Adolescent Literacy: Effective Classroom and Intervention* Practices. NCEE 2008-4027. U.S. DEPARTMENT OF EDUCATION
Differentiated Instruction and Response to Intervention	Mathematics	All Students	Supervisor of Pupil & Personnel; Supervisor of Curriculum & Instruction; Guidance Counselor; Child Study Team Member;	Quarterly Benchmark Assessments NJASK Scores Focused Walkthroughs Formal Observations	*Using Student Achievement Data to Support Instructional Decision Making.* NCEE 2009-4067 U.S. DEPARTMENT OF EDUCATION *Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools.* NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> 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.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
			and Teachers		
		Homeless Migrant			
		ELL			
		Students with Disabilities			

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans 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.

2013-2014 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Parent Information Sessions	ELA	All Students	Supervisor of Curriculum & Instruction; Guidance Counselor; Child Study Team; and Teachers	Increased parent involvement in student academic growth as measured by survey and parental attendance	Hishinuma, E. S. (2000). **Parent** attitudes on the importance and success of integrated self---contained services for students who are gifted, learning disabled, and gifted/learning disabled. Roeper Review, 22(4), 241.
Parent Information Sessions	Mathematics	All Students	Supervisor of Curriculum & Instruction; Guidance Counselor; Child Study Team; and Teachers	Increased parent involvement in student academic growth as measured by survey and parental attendance	Browne, A. (2001). **Parent** involvement at home: Assessing the parental component of our new Breakthrough to Literacy program. Master's project, State University College at Buffalo.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
		Homeless Migrant			
		ELL			
		Students with Disabilities			

*Use an asterisk to denote new programs.

2013-2014 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?

   When parents are more informed regarding the status of the academic growth and development they are better able to participate in the assistance with their student.

   - *Public information sessions will be held six times a year to provide parents and guardian(s) information on the Title I Schoolwide Plan, share data on student/ school performance, and to provide strategies to support parents/ guardians in assisting student learning. The information sessions will be held quarterly at the end of each marking period, at Back to School Night, and a presentation will be made to the Board of Education and the Community in the late Fall.*

   - *Parents and guardians will be invited to school events, such as Recognition and Award Ceremonies, Concerts, Forth Grade Follies, Spelling Bees, the Carnival, Field Day, and other events to showcase student success and to build relationships between the school and the community.*

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

   Parents and community members are a member of the Title I committee who will develop a plan.

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

   The Title I Schoolwide Plan will be distributed at Back-to-School Night, Conferences, and at all Parent Information Sessions. The plan is also reviewed with parents and the community at the meeting for Title IA services meeting in September. The plan will also be available on line and sent home from the District's Central Office. The plan is also reviewed with parents and the community at the meeting for Title IA services meeting in September.

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

   Teachers and parents will attend a meeting with Central Office where discussion of the school-parent compact development will be held and will discuss distribution of the school-parent compact and discuss the implications with parents.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

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

Copies of the school-parent compact will be distributed to students in their Thursday Folders, provided to parents at school events mentioned in number three's response, and available online.

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

Student achievement is presented to the Board of Education, parents, and the community annually at a fall Board of Education meeting.

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

This district notifies every parent of a student who qualifies for Title III services as identified by multiple measures, which is compliant with Title IA Regulations. Student letters are sent in the first week of the school year, along with policy, and dates of follow up meetings. This information is distributed through the Pupil Personnel Services Office.

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

The school's disaggregated assessment results are presented to the Board of Education, parents, and the community annually at a fall Board of Education meeting.

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

There was one parent and one community member that served on the Title I Plan to support parent and community involvement.

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

- *Parent-Teacher Conferences*
- *Parent phone calls*
- *Email Communication*

11. On what specific strategies will the school use its 2013-2014 parent involvement funds?

Parent involvement funds will be utilized at parent information sessions.

SCHOOLWIDE: HIGHLY QUALIFED STAFF

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 section 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	23 100%	Continual professional development and peer articulation.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	6 100%	Continual professional development and peer articulation.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*		

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

SCHOOLWIDE: HIGHLY QUALIFED STAFF

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. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

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

SCHOOLWIDE: FISCAL REQUIREMENTS

ESEA (b)(1)(J) Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

School Budget Pages

School level budget pages in Excel must be completed along with each school's Title I Schoolwide Plan to identify how the Title I, Part A school allocation is budgeted for schools operating schoolwide programs that **do** and do **not** blend their funds

Budget Detail pages and a Budget Summary are available as an Excel program at the following location:
www.nj.gov/education/grants/entitlement/nclb/ .

Complete the Excel budget pages for each school and upload the file on the Title I Schoolwide upload screen in the *ESEA-NCLB* Consolidated Application. These budget pages are in addition to the Title I Schoolwide Plan for each school operating an approved schoolwide program.

Budget Detail pages must be signed by the district's Business Administrator.