

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2012-2013 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:	School:
Chief School Administrator:	Principal:
Chief School Administrator's E-mail:	Principal's E-mail:
Title I Contact:	Principal's Phone Number:
Title I Contact E-mail:	

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: COMPREHENSIVE NEEDS ASSESSMENT

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	
		Needs Assessment	Yes	No	Yes	No
		Plan Development				
		Program Evaluation				

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?	
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SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT

Data Collection and Analysis

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2011-2012 Programs, Strategies and Practices (Results and outcomes must be measurable.)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
Academic Achievement – Reading		
Academic Achievement - Writing		
Academic Achievement - Mathematics		
Family and Community Engagement		
Professional Development		
Homeless		
Students with Disabilities		
English Language Learners		
Economically Disadvantaged		
School Climate and Culture		
Leadership		
School-Based Youth Services		

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT

Summary

1. What process did the school use to conduct its needs assessment?
2. What process did the school use to collect and compile data for student subgroups?
3. How does the school ensure that the data used in the needs assessment is valid and reliable?
4. What did the data analysis reveal regarding classroom instruction?
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?
6. How does the school identify its educationally at-risk students in a timely manner?
7. How does the school provide effective assistance to its educationally at-risk students?
8. How does the school address the needs of its migrant students?
9. How does the school address the needs of its homeless students?
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?
11. How does the school help its students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?
12. How did the school select the priority problems and root causes for the 2012-2013 schoolwide plan?

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT

**Student Academic 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.

English Language Arts	2010-2011	2011-2012	Services Provided	Describe why services provided <i>did</i> or <i>did not</i> result in proficiency.
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2010-2011	2011-2012	Services Provided	Describe why services provided <i>did</i> or <i>did not</i> result in proficiency.
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT

Evaluation of 2011-2012 Teaching and Learning Strategies & Programs

Strategies to Increase Student Achievement That Were Implemented in 2011-2012

1 Strategy or Program	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
	ELA			
	Mathematics			
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

Description of Extended Day/Year Programs Implemented in 2011-2012 to Address Academic Deficiencies

	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
	ELA			
	Mathematics			
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT

Evaluation of 2011-2012 Teaching and Learning Strategies & Programs

Professional Development That Was Implemented in 2011-2012

1 Strategy or Program	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
	ELA			
	Mathematics			
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

Family and Community Engagement That Was Implemented in 2011-2012

1 Strategy or Program	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes
	ELA			
	Mathematics			
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT

Description of Priority Problems and Strategies 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		
Describe the priority problem using at least two data sources		
Describe the root causes of the problem		
Subgroups or populations addressed		
Related content area missed		
Name of scientifically research based program/strategy/practice to address priority problems		
How does the program/strategy align with the National Common Core State Standards?		

Comment [a1]: Should these be listed separately?

Comment [a2R1]: Think its fine here.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT

Description of Priority Problems and Strategies to Address Them (continued)

	#3	#4
Name of priority problem		
Describe the priority problem using at least two data sources		
Describe the root causes of the problem		
Subgroups or populations addressed		
Related content area missed		
Name of scientifically research based program/strategy/practice to address priority problems		
How does the program/strategy align with the National Common Core State Standards?		

Comment [a3]: Same as above

Comment [a4]: Should these be listed separately?

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.

2012-2013 Core Strategies to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
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)
	ELA				
	Mathematics				
		Homeless Migrant			
		ELLs			
		Students with Disabilities			

*Use an asterisk to denote new programs.

2012-2013 Extended Learning Time and Extended Day/Year Programs to Address Student Achievement

<i>ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;</i>					
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)
	ELA				
	Mathematics				
		Homeless Migrant			
		ELLs			
		Students with Disabilities			

SCHOOLWIDE COMPONENT: REFORM STRATEGIES

*Use an asterisk to denote new programs.

2012-2013 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.

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)
	ELA				
	Mathematics				
		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 with section 1118, 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.

2012-2013 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)
	ELA				
	Mathematics				
		Homeless Migrant			
		ELL			
		Students with Disabilities			

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2012-2013 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 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?
6. How will the school report its student achievement data to families and the community?
7. How will the school use notify families and the community if the district has not met its annual measurable objectives for Title III?
8. How will the school inform families and the community of the school's disaggregated assessment results?
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?
11. On what specific strategies and programs did the school use its 2011-2012 parent involvement funds?
12. On what specific strategies and programs will the school use its 2012-2013 parent involvement funds?

SCHOOLWIDE: STUDENT ACADEMIC MEASURES

ESEA (b)(1)(I) Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance

2012-2013 Proposed Annual Student Targets (Use best available data).				
Grade Level (s): _____ Assessment: NJ ASK				
STUDENT SUBGROUP	ENGLISH LANGUAGE ARTS		MATHEMATICS	
	Baseline (2011-2012)	Target (2012-2013)	Baseline (2011-2012)	Target (2012-2013)
Total				
Students with Disabilities				
Limited English Proficient Students				
White				
African-American				
Asian/Pacific Islander				
American Indian/Native American				
Hispanic				
Others				
Economically Disadvantaged				

SCHOOLWIDE: STUDENT ACADEMIC MEASURES

2012-2013 Proposed Annual Student Targets (Use best available data).				
Grade Level (s): _____ Assessment: NJ ASK				
STUDENT SUBGROUP	ENGLISH LANGUAGE ARTS		MATHEMATICS	
	Baseline (2011-2012)	Target (2012-2013)	Baseline (2011-2012)	Target (2012-2013)
Total				
Students with Disabilities				
Limited English Proficient Students				
White				
African-American				
Asian/Pacific Islander				
American Indian/Native American				
Hispanic				
Others				
Economically Disadvantaged				

SCHOOLWIDE: STUDENT ACADEMIC MEASURES

2012-2013 Proposed Annual Student Targets (Use best available data).				
Grade Level: 11 Assessment: HSPA				
STUDENT SUBGROUP	ENGLISH LANGUAGE ARTS		MATHEMATICS	
	Baseline (2011-2012)	Target (2012-2013)	Baseline (2011-2012)	Target (2012-2013)
Total				
Students with Disabilities				
Limited English Proficient Students				
White				
African-American				
Asian/Pacific Islander				
American Indian/Native American				
Hispanic				
Others				
Economically Disadvantaged				

SCHOOLWIDE: STUDENT ACADEMIC MEASURES

Proposed 2012-2013 Annual Student Targets – Formative Assessment(s)

STUDENT SUBGROUP	ENGLISH LANGUAGE ARTS			MATHEMATICS		
	Formative Assessment Name	Baseline (2011-2012)	Target (2012-2013)	Formative Assessment Name	Baseline (2011-2012)	Target (2012-2013)
Grade Level (s): _____						
Total						
Students with Disabilities						
Limited English Proficient Students						
White						
African-American						
Asian/Pacific Islander						
American Indian/Native American						
Hispanic						
Others						
Economically Disadvantaged						

SCHOOLWIDE: STUDENT ACADEMIC MEASURES

STUDENT SUBGROUP	ENGLISH LANGUAGE ARTS			MATHEMATICS		
	Formative Assessment Name	Baseline (2011-2012)	Target (2012-2013)	Formative Assessment Name	Baseline (2011-2012)	Target (2012-2013)
Grade Level (s): _____						
Total						
Students with Disabilities						
Limited English Proficient Students						
White						
African-American						
Asian/Pacific Islander						
American Indian/Native American						
Hispanic						
Others						
Economically Disadvantaged						

SCHOOLWIDE: HIGHLY QUALIFIED 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 school 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		
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)		
Paraprofessionals who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)		

SCHOOLWIDE: HIGHLY QUALIFIED 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: EVALUATION

34 CFR § 200.26 (c): 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.

Name and Address of Program Evaluator				
Describe and List Stakeholder Engagement in Program Evaluation				
Goal/Objective of Program/Services				
Date of Evaluation				
Description of Programs and Services		Concerns Regarding Program/Service	Recommendations Regarding Program/Service	Action Plan for Recommendations
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

*This section is not required for Priority and Focus Schools that operate a schoolwide program.

SCHOOLWIDE: EVALUATION

Evaluator 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 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.

Evaluator's Name

Evaluator's Signature

Date

*This section is not required for Priority and Focus Schools that operate a schoolwide program.

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 identifying the following:

- 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 NCLB Consolidated Application. These budget pages are in addition to the Title I Schoolwide for each school required to complete a plan.

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