

STEM

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 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: EAST ORANGE	School: East Orange STEM Academy
Chief School Administrator: DR. GLORIA C. SCOTT	Address: 129 Renshaw Avenue
Chief School Administrator's E-mail: g.scott@eastorange.k12.nj.us	Grade Levels: 6-12
Title I Contact: Mr. James Leutz	Principal: Dr. N. DelTufo
Title I Contact E-mail: j.leutz@eastorange.k12.nj.us	Principal's E-mail: n.deltufo@eastorange.k12.nj.us
Title I Contact Phone Number: 973-266-5781	Principal's Phone Number: (973) 266-5900

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

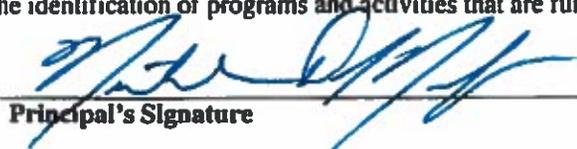
I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Dr. N. DelTufo

Principal's Name (Print)

Principal's Signature

Date



6/15/15

Critical Overview Elements

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 3 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ \$,543,631, which comprised 99% % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ \$,543,631, which will comprise 99% % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (\$)	Approximate Cost
Math Parent Night Presenters		1	200-300	\$526.00
PARCC Parent Workshop		1	200-300	
English Language Arts Literacy Workshop with Presenters		1	200-300	\$526.00
Light Refreshments for Math Night Workshop, and English Language Arts Parent Workshop, and PARCC Parent Workshop		1	200-800	\$500.00
Materials for Parents at workshops		1	200-600	\$1300.00
Books for Parent Room		1	200-600	\$100.00
Presenters for PARCC Workshop				\$526.00

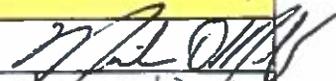
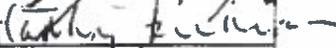
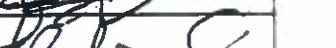
SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(ii)

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

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. Please Note: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan. **Add lines as necessary.*

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Dr. Nicholas DelTufo	Principal	Yes	Yes		On File 
Ms. Kathy Richardson	Assistant Principal	Yes	Yes		On File 
Ms. Debra Boone	Assistant Principal	Yes	Yes		On File 
Ms. Doris Sares	Test Coordinator	Yes	Yes		On File 
Ms. Patricia Henderson	Health & Social Services	Yes	Yes		On File 
Ms. Ashley King	Special Education	Yes	Yes		On File 
Ms. Earley	Special Education	Yes	Yes		On File 
Ms. Juanita Morgan	Guidance Counselor	Yes	Yes		On File 
Ms. Annuziata	Math teacher Grade 6	Yes	Yes		On File 
Mr. Donald Meisch	Math Coach	Yes	Yes		On File 
Mr. Owens	Technology	Yes	Yes		On File 

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

Ms. Brenda Porter	Health Services	Yes	Yes		On File <i>[Signature]</i>
Ms. Melissa Jones	Social Studies teacher HS	Yes	Yes		On File <i>[Signature]</i>
Ms. Tasheena Abdul	Parent	Yes	Yes		On File <i>[Signature]</i>

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
June 8, 2015	STEM Academy	Comprehensive Needs Assessment	X		X	
June 9, 2015	STEM Academy	Schoolwide Plan Development	X		X	
June 2, 2015	STEM Academy	Program Evaluation	X		X	

**Add rows as necessary.*

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

School's Mission

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

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

What is the school's mission statement?

The STEM Academy will offer a rigorous course of study that will leverage local STEM opportunities and the benefits of technology. The curriculum will be rich in the STEM disciplines, but even the process of learning will reinforce the scientific perspective: project based learning, team assignments, and the engineering process, electronic portfolios and real world problem solving will be vital components of the dynamic learning environment.

The major goal of STEM Academy is to achieve the highest levels of academic achievement within all grades, as well as to:

- Develop an appreciation for education and a desire to achieve.
- Emphasize the fundamentals of how to study, organize material, listen, think, reason, and work independently.
- Teach students to read with understanding.
- Attain strong foundations in Science, Technology, Engineering, and Mathematics.
- Help students develop an appreciation of creative arts including visual and performing arts.
- Introduce the importance the importance of self-wellness in addition to underscoring the need to exercise and stay fit.
- Encourage students to use initiative and to develop self-discipline and civic responsibility.
- Develop computer skills and attain technological capability.
- Become effective members of a learning community.

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

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

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

Evaluation of 2014-2015 Schoolwide Program *

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

1. Did the school implement the program as planned? Yes, we followed the 2013-14 Title I Plan. As we reviewed student performance and implemented new state mandates (i.e., Achieve NJ-SGO's) some modifications and adjustments were made.

2. What were the strengths of the implementation process?

Collaboration continues to be strength. Administration and teachers work together to implement intervention and program strategies to increase student achievement. We effectively implemented Guided Reading and Close Reading strategies throughout all grade levels and the three tiered reading model with interventions in Tier III. Achieve 3000 was used as a support for LAL. Consultants were provided to support LAL. In mathematics tutoring of small groups and one to one sessions were provided. Grade level meeting time is used to support implementation of Common Core curriculum and model curriculum components.

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

Transitioning from traditional NJCCCS to common core continues to be a work in progress. Achieve NJ implementation of SGO's was a challenge. Time to implement all changes and adhere to district pacing calendars is a challenge. Increased amount of assessments was a challenge-Renaissance-3x; benchmarks; model curriculum assessments, PARCC, etc.

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

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

Collaboration of staff to address the interventions to improve LAL and Math was strength. Professional Development was provided to implement reading strategies and identifying ways to differentiate instruction to support learners in LAL and Math. The addition of the SGO process was an additional stressor for staff members.

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

Continue to have teachers share expertise and turnkey information to support program initiatives. Use consultant for LAL that has an established level of trust and rapport with staff. Focus on idea that we are all in this together and the importance of the overall mission to improve student achievement.

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

Staff has been very positive overall about implementing program recommendations and even the additional state/district mandates. No formal survey tools were used. Informal conversations with staff during grade level and staff meetings were implemented. Agendas during Teacher Administrative Liaison Committee meetings did not present too many concerns. Most concerns dealt with time, number of requirements, redundancy of paperwork associated with programs.

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

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

Parents continue to attend monthly workshops related to program topics. One informal survey tools used. PTO meets monthly-as concerns arise they are addressed. Most parents appear satisfied with implementation of programs but many are concerned about upcoming PARCC assessment.

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

Combination of individual, small group, and large group.

9. How did the school structure the interventions?

Interventions were a combination-after school program; in-school tutoring; tier III interventions; computer-based-home/in-school.

10. How frequently did students receive instructional interventions?

Identified students received LAL small group tutoring. Math tutoring was implemented several days per week. LAL tutoring students were static; math tutoring was based on skills; After school Program was offered two days per week for 90 minutes from November 2013 to April 2014; Close Reading was used monthly in all grades; tier III interventions were implemented for identified students on a daily basis; computer programs-Achieve 3000 used two times per week;

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

Teachers use document cameras and Promethean Boards/ Smart Boards to present information to reinforce skills/concepts for students. We use and Achieve 3000 to provide differentiated reading support at students Lexile levels. Teachers have identified

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

number web sites to reinforce LAL and math for teachers. We used Renaissance Learning for LAL and Math and assessed students three times during the 2014-15 school year.

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

Yes, technology offers teachers a method to present instruction to entire class and use live or recorded media clips to reinforce concepts. Computer programs like Achieve 3000 provide individualized reinforcement of individual student learning. Renaissance provided assessments of student achievement and data that included specific skills students need to acquire in order to move to the next level.

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

**Provide a separate response for each question.*

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	NA	NA		
Grade 5	NA	NA		
Grade 6	NJASK	Pending PARCC scores	<ul style="list-style-type: none"> • Achieve 3000 • Extended Learning Time • Afterschool Program • Differentiated Instruction 	Implementation and supplemental instruction is subject to many variables; limited concentration of content (shared disciplines) student attendance, inclement weather, and extensive testing.
Grade 7	NA	Pending PARCC scores	<ul style="list-style-type: none"> • Achieve 3000 • Extended Learning Time • Afterschool Program • Differentiated Instruction 	Identified students with the following criteria (attendance, years at school, and previous state scores) attained proficiency and demonstrated growth.
Grade 8	NA	NA		
Grade 11	HSPA	Pending SAT and PARCC scores	<ul style="list-style-type: none"> • Tutoring • Differentiated Instruction • Pair Share • Achieve 3000 	100 % students passed the HSPA exam because of the interventions received in the classroom, tutoring, and the use of online program (2014-2015).
Grade 12	HSPA	Pending SAT scores	<ul style="list-style-type: none"> • Tutoring • Designated Class • Pair Share • Differentiated Instruction 	100 % students passed the HSPA exam because of the interventions received in the classroom, tutoring, and the use of online program (2014-2015).

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

			<ul style="list-style-type: none"> • Achieve 3000 	
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Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	NA	NA		
Grade 5	NA	NA		
Grade 6		Pending PARCC scores	<ul style="list-style-type: none"> • Go Math Resources • Afterschool Program • Tutoring • Differentiated Instruction 	Implementation and supplemental instruction is subject to many variables; limited concentration of content (shared disciplines) student attendance, inclement weather, and extensive testing.
Grade 7	NA	Pending PARCC scores	<ul style="list-style-type: none"> • Go Math Resources • Afterschool Program • Tutoring • Differentiated Instruction 	Identified students with the following criteria (attendance, years at school, and previous state scores) attained proficiency and demonstrated growth.
Grade 8	NA	NA		
Grade 11		Pending SAT and PARCC scores	<ul style="list-style-type: none"> • Tutoring • Differentiated Instruction • IXL Computer Based Math 	9% of students scored partially proficient on state assessments (2013-2014). Attendance has increased in tutoring and the usage of IXL Computer Based Math.
Grade 12		Pending SAT scores	<ul style="list-style-type: none"> • Tutoring • Designated Class • Pair Share • Differentiated Instruction • IXL Computer Based Math 	100 % students passed the HSPA exam because of the interventions received in the classroom, tutoring, and the use of online program (2014-2015).

**Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)**

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

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Pre-Kindergarten	NA	NA		
Kindergarten	NA	NA		
Grade 1	NA	NA		
Grade 2	NA	NA		
Grade 9		Pending PARCC scores	<ul style="list-style-type: none"> • Tutoring • Differentiated Instruction • IXL Computer Based Math 	Best practices utilizing technology were added to their teaching.
Grade 10		Pending PARCC scores	<ul style="list-style-type: none"> • Tutoring • Differentiated Instruction • IXL Computer Based Math 	Best practices utilizing technology were added to their teaching.

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA		
Kindergarten	NA	NA		
Grade 1	NA	NA		
Grade 2	NA	NA		
Grade 9	N/A	Pending PARCC scores	<ul style="list-style-type: none"> • Tutoring • Differentiated Instruction • IXL Computer Based Math 	Best practices utilizing technology were added to their teaching.
Grade 10	N/A	Pending PARCC scores	<ul style="list-style-type: none"> • Tutoring • Differentiated Instruction • IXL Computer Based Math 	Best practices utilizing technology were added to their teaching.

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

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	<ul style="list-style-type: none"> • Small group instruction • Afterschool Program • Differentiation Instruction • Tutoring • In class support 	Yes	<ul style="list-style-type: none"> • Student Portfolio 	75% of the students will show 70% growth
Math	Students with Disabilities	<ul style="list-style-type: none"> • Small group instruction • Afterschool Program • Differentiation Instruction • Tutoring • In class support 	Yes	<ul style="list-style-type: none"> • Students Portfolio 	75% of the students will show 70% growth
ELA	Homeless	<ul style="list-style-type: none"> • Skill specific tutoring • Small group instruction • Afterschool Program • Differentiation Instruction • Achieve 3000 	Yes	<ul style="list-style-type: none"> • Model Curriculum • PARCC assessments • Achieve 3000 	<p>At this time, 2015 PARCC scores are not available.</p> <p>Too few to report publicly.</p>

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Homeless	<ul style="list-style-type: none"> • Small group instruction • Afterschool Program • Differentiation Instruction • IXL Computer Based Learning • Go Math resources 	Yes	<ul style="list-style-type: none"> • Model Curriculum • IXL Computer Based Online Learning • Attendance 	<p>At this time, 2015 PARCC scores are not available.</p> <p>Too few to report publicly.</p>
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • Achieve 3000 • Afterschool Program • Small Group Instruction • Extended Learning Time • Tutoring 	Yes	<ul style="list-style-type: none"> • Model Curriculum • PARCC assessments • Achieve 3000 	<p>At this time, 2015 PARCC scores are not available.</p> <p>20% of the students in grades 6, 7, 9 & 10 showed a 10% proficiency in reading arts based on Achieve 3000.</p>
Math	Economically	<ul style="list-style-type: none"> • Afterschool 	Yes	<ul style="list-style-type: none"> • Model Curriculum 	At this time, 2015 PARCC scores are not

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disadvantaged	Program <ul style="list-style-type: none"> • Tutoring • Differentiated Instruction • IXL Computer Based Math • Go Math Resources 		<ul style="list-style-type: none"> • PARCC assessments • IXL Computer Based Learning • Attendance 	available. 15% increase in student attendance for after school tutoring in Math from January 1, 2014 to March 1, 2015.
ELA		<ul style="list-style-type: none"> • Achieve 3000 • Extended Learning Time • Afterschool Program • Tutoring 	Yes	<ul style="list-style-type: none"> • Model Curriculum • PARCC assessments • Achieve 3000 	At this time, 2015 PARCC scores are not available. 10% of the students showed 15% increase in Lexile scores using Achieve 3000.
Math		<ul style="list-style-type: none"> • After school Program • Tutoring • Differentiated Instruction • IXL Computer Based Math • Go Math Resources 	Yes	<ul style="list-style-type: none"> • Model Curriculum • PARCC assessments • IXL Computer Based Learning • Attendance 	At this time, 2015 PARCC scores are not available. 15% increase in student attendance for after school tutoring in Math from January 1, 2014 to March 1, 2015.

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	<ul style="list-style-type: none"> • Afterschool Program • tutoring 	Yes	<ul style="list-style-type: none"> • Model Curriculum • Attendance 	10% increase in student attendance.
Math	Students with Disabilities	<ul style="list-style-type: none"> • Afterschool Program • tutoring 	Yes	<ul style="list-style-type: none"> • Model Curriculum • IXL Computer Based Learning • Attendance 	10% increase in student attendance.
ELA	Homeless	<ul style="list-style-type: none"> • Achieve 3000 • Afterschool Program • Tutoring 	Yes	<ul style="list-style-type: none"> • Model Curriculum • PARCC assessments • Achieve 3000 • Attendance 	Too few to quantify.
Math	Homeless	<ul style="list-style-type: none"> • IXL Computer Based Math • Afterschool Program • Tutoring 	Yes	<ul style="list-style-type: none"> • Model Curriculum • PARCC assessments • IXL Computer Based Learning • Attendance 	Too few to quantify
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • Achieve 3000 • Extended Learning Time • Afterschool Program • Tutoring 	Yes	<ul style="list-style-type: none"> • Model Curriculum • PARCC assessments • Achieve 3000 • Attendance 	10% increase in student attendance.
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • Tutoring • Afterschool Program • IXL Computer Based Math 	Yes	<ul style="list-style-type: none"> • Model Curriculum • PARCC assessments • IXL Computer Based Learning • Attendance 	10% increase in student attendance.
ELA		<ul style="list-style-type: none"> • Achieve 3000 • Extended Learning Time • Afterschool Program • Tutoring 	Yes	<ul style="list-style-type: none"> • Model Curriculum • PARCC assessments • Achieve 3000 • Attendance 	10% increase in student attendance.
Math		<ul style="list-style-type: none"> • After school Program • Tutoring • IXL Computer Based Math 	Yes	<ul style="list-style-type: none"> • Model Curriculum • PARCC assessments • IXL Computer Based Learning • Attendance 	10% increase in student attendance.

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

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Teacher Workshops: <ul style="list-style-type: none"> • PARCC • The Danielson Classroom • Data, Measurement, and Technology • Differentiate within Instruction • SMART Technology training 	Yes	Teacher observations, classroom walkthroughs Lesson Plans and data charts.	100% of teachers completed 20 hours or more this year on PD related to PARCC, AchieveNJ, Danielson, technology, and data.
Math	Students with Disabilities	Teacher Workshops: <ul style="list-style-type: none"> • PARCC • The Danielson Classroom • Data, Measurement, and Technology • Differentiate within Instruction • SMART Technology 	Yes	Teacher observations, classroom walkthroughs Lesson Plans and data charts.	100% of teachers completed 20 hours or more this year on PD related to PARCC, AchieveNJ, Danielson, technology, and data.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		training			
ELA	Homeless	Teacher Workshops: <ul style="list-style-type: none"> • PARCC • The Danielson Classroom • Data, Measurement, and Technology • Differentiate within Instruction • SMART Technology training 		Teacher observations, classroom walkthroughs Lesson Plans and data charts.	Too few to quantify.
Math	Homeless	Teacher Workshops: <ul style="list-style-type: none"> • PARCC • The Danielson Classroom • Data, Measurement, and Technology • Differentiate within Instruction • SMART Technology training 		Teacher observations, classroom walkthroughs Lesson Plans and data charts.	Too few to quantify.
ELA	Migrant	N/A			
Math	Migrant	N/A			

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	Teacher Workshops: <ul style="list-style-type: none"> • PARCC • The Danielson Classroom • Data, Measurement, and Technology • Differentiate within Instruction • SMART Technology training 	Yes	Teacher observations, classroom walkthroughs Lesson Plans and data charts.	100% of teachers completed 20 hours or more this year on PD related to PARCC, AchieveNJ, Danielson, technology, and data.
Math	Economically Disadvantaged	Teacher Workshops: <ul style="list-style-type: none"> • PARCC • The Danielson Classroom • Data, Measurement, and Technology • Differentiate within Instruction • SMART Technology training 	Yes	Teacher observations, classroom walkthroughs Lesson Plans and data charts.	100% of teachers completed 20 hours or more this year on PD related to PARCC, AchieveNJ, Danielson, technology, and data.
ELA		Teacher Workshops:	Yes	Teacher observations, classroom walkthroughs	100% of teachers completed 20 hours or more this year on PD related to PARCC,

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)
		<ul style="list-style-type: none"> • PARCC • The Danielson Classroom • Data, Measurement, and Technology • Differentiate within Instruction • SMART Technology training 		Lesson Plans and data charts.	AchieveNJ, Danielson, technology, and data.
Math		Teacher Workshops: <ul style="list-style-type: none"> • PARCC • The Danielson Classroom • Data, Measurement, and Technology • Differentiate within Instruction • SMART Technology training 	Yes	Teacher observations, classroom walkthroughs Lesson Plans and data charts.	100% of teachers completed 20 hours or more this year on PD related to PARCC, AchieveNJ, Danielson, technology, and data.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	<ul style="list-style-type: none"> • Monthly PTA meetings • FOCUS • Back to School Night • Quarterly recognition ceremonies • Parent Orientation • Parent workshops (PARCC, Reading data, curriculum) 	Yes	Attendance on Back to School Night, mini parent workshops and FOCUS parent portal usage.	10% increase in participation and attendance at evening parent workshops.
Math	Students with Disabilities	<ul style="list-style-type: none"> • Monthly PTA meetings • FOCUS • Back to School Night • Quarterly recognition ceremonies • Parent Orientation • Parent workshops (PARCC, Reading data, curriculum) 	Yes	Attendance on Back to School Night, mini parent workshops and FOCUS parent portal usage.	10% increase in participation and attendance at evening parent workshops.
ELA	Homeless	<ul style="list-style-type: none"> • Monthly PTA meetings • FOCUS • Back to School 		Attendance on Back to School Night, mini parent workshops and FOCUS parent portal usage.	Too few to quantify.

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)
		Night <ul style="list-style-type: none"> • Quarterly recognition ceremonies • Parent Orientation • Parent workshops (PARCC, Reading data, curriculum) 			
Math	Homeless	<ul style="list-style-type: none"> • Monthly PTA meetings • FOCUS • Back to School Night • Quarterly recognition ceremonies • Parent Orientation • Monthly PTA meetings • FOCUS • Back to School Night • Quarterly recognition ceremonies • Parent Orientation • Parent workshops (PARCC, Reading data) curriculum)Parent 		Attendance on Back to School Night, mini parent workshops and FOCUS parent portal usage.	Too few to quantify.

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)
		workshops (PARCC, Reading data, curriculum)			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • Monthly PTA meetings • FOCUS • Back to School Night • Quarterly recognition ceremonies • Parent Orientation • Parent workshops (PARCC, Reading data, curriculum) 	Yes	Attendance on Back to School Night, mini parent workshops and FOCUS parent portal usage.	10% increase in participation and attendance at evening parent workshops.
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • Monthly PTA meetings • FOCUS • Back to School Night • Quarterly recognition 	Yes	Attendance on Back to School Night, mini parent workshops and FOCUS parent portal usage.	10% increase in participation and attendance at evening parent workshops.

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)
		ceremonies <ul style="list-style-type: none"> • Parent Orientation • Parent workshops (PARCC, Reading data, curriculum) 			
ELA		<ul style="list-style-type: none"> • Monthly PTA meetings • FOCUS • Back to School Night • Quarterly recognition ceremonies • Parent Orientation • Parent workshops (PARCC, Reading data, curriculum) 	Yes	Attendance on Back to School Night, mini parent workshops and FOCUS parent portal usage.	10% increase in participation and attendance at evening parent workshops.
Math		<ul style="list-style-type: none"> • Monthly PTA meetings • FOCUS • Back to School Night • Quarterly recognition ceremonies • Parent Orientation • Parent workshops 	Yes	Attendance on Back to School Night, mini parent workshops and FOCUS parent portal usage.	10% increase in participation and attendance at evening parent workshops.

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)
		(PARCC, Reading data, curriculum)			

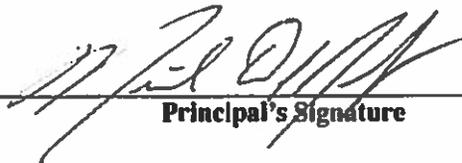
SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Nicklaus DeLise
Principal's Name (Print)


Principal's Signature

2/15/15
Date

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

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

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

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)														
Academic Achievement – Reading	<table border="1"> <tr> <td></td> <td>Grades 6, 7, 8, 9, 10, 11, & 12</td> </tr> <tr> <td>1.</td> <td>English Model Curriculum</td> </tr> <tr> <td>2.</td> <td>PARCC Assessments</td> </tr> <tr> <td>3.</td> <td>Achieve 3000</td> </tr> <tr> <td>4.</td> <td>Tutoring</td> </tr> <tr> <td>5.</td> <td>Teacher Generated Formative Assessments</td> </tr> <tr> <td>6.</td> <td>Performance Task</td> </tr> </table>		Grades 6, 7, 8, 9, 10, 11, & 12	1.	English Model Curriculum	2.	PARCC Assessments	3.	Achieve 3000	4.	Tutoring	5.	Teacher Generated Formative Assessments	6.	Performance Task	<p>At this time, PARCC scores are unavailable.</p> <p>To increase the Lexile scores by 10% across grade levels.</p>
	Grades 6, 7, 8, 9, 10, 11, & 12															
1.	English Model Curriculum															
2.	PARCC Assessments															
3.	Achieve 3000															
4.	Tutoring															
5.	Teacher Generated Formative Assessments															
6.	Performance Task															
Academic Achievement - Writing	<table border="1"> <tr> <td></td> <td>Grades 6, 7, 8, 9, 10, 11, & 12</td> </tr> <tr> <td>1.</td> <td>Formative Assessments</td> </tr> <tr> <td>2.</td> <td>Portfolios</td> </tr> <tr> <td>3.</td> <td>Journals/Writing Prompts</td> </tr> <tr> <td>4.</td> <td>Walkthroughs/Observations</td> </tr> </table>		Grades 6, 7, 8, 9, 10, 11, & 12	1.	Formative Assessments	2.	Portfolios	3.	Journals/Writing Prompts	4.	Walkthroughs/Observations	<p>At this time, PARCC scores are unavailable.</p>				
	Grades 6, 7, 8, 9, 10, 11, & 12															
1.	Formative Assessments															
2.	Portfolios															
3.	Journals/Writing Prompts															
4.	Walkthroughs/Observations															

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)																
Academic Achievement - Mathematics	<table border="1"> <tr> <td></td> <td>Grades 6, 7, 8, 9, 10, 11, & 12</td> </tr> <tr> <td>1.</td> <td>Math Model Curriculum</td> </tr> <tr> <td>2.</td> <td>IXL Computer Bases Math</td> </tr> <tr> <td>3.</td> <td>Teacher generated Assessments</td> </tr> <tr> <td>4.</td> <td>SAT Math scores</td> </tr> <tr> <td>5.</td> <td>PARCC Assessments</td> </tr> <tr> <td>6.</td> <td>Performance Task</td> </tr> <tr> <td>7.</td> <td>Walkthrough/Observations</td> </tr> </table>		Grades 6, 7, 8, 9, 10, 11, & 12	1.	Math Model Curriculum	2.	IXL Computer Bases Math	3.	Teacher generated Assessments	4.	SAT Math scores	5.	PARCC Assessments	6.	Performance Task	7.	Walkthrough/Observations	At this time, PARCC scores are unavailable.
	Grades 6, 7, 8, 9, 10, 11, & 12																	
1.	Math Model Curriculum																	
2.	IXL Computer Bases Math																	
3.	Teacher generated Assessments																	
4.	SAT Math scores																	
5.	PARCC Assessments																	
6.	Performance Task																	
7.	Walkthrough/Observations																	
Family and Community Engagement	<ul style="list-style-type: none"> Attendance at English Language Arts, Math, and PARCC Workshops, PTA meetings, Career Day, and Back to School Night 	<ul style="list-style-type: none"> Parental involvement is a crucial component of student achievement. Although, parental involvement was limited, our staff disseminated information through email, monthly workshops, STEM website, and monthly PTA meetings. From attendance sheets, STEM Academy will have a 10% increase in Parental Involvement. Parents become aware of school vision and subject level expectations. 																
Professional Development	<ul style="list-style-type: none"> 20 Annual Professional Development Hours is required. 	<ul style="list-style-type: none"> 100% compliance by all STEM staff as required by the state for the 20 Annual Professional Development Hours . 																
Leadership	<ul style="list-style-type: none"> School Improvement Panel meetings 	<ul style="list-style-type: none"> All stakeholders are considered leaders and will play the role of active leaders in the school adhering to the school’s Mission Statement and Goal. Coaches will provide and share engaging strategies and ideas to enhance differentiation in the classroom. Observation data will be input into the Teachscape system. 																
School Climate and Culture	<ul style="list-style-type: none"> Teacher and parent survey 	<ul style="list-style-type: none"> The culture continues to be a concern. Recommendations from 																

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)
		various stakeholders are being considered to support the culture. <ul style="list-style-type: none"> Survey results will be examined and discussed.
School-Based Youth Services	<ul style="list-style-type: none"> I&RS, Mental health, and Family Services 	<ul style="list-style-type: none"> Children and their families use these services to address various problems, which were evident classroom behaviors. The goal is for every I&RS action plan to maximize the chances for short-term success.
Students with Disabilities	<ul style="list-style-type: none"> Informal observations by teacher 	
Homeless Students	<ul style="list-style-type: none"> Office of Educational Support Services and Parent Relations 	<ul style="list-style-type: none"> 100% of students identified receive bus tickets, transfers, food baskets, and clothing.
Migrant Students	N/A	
English Language Learners	N/A	
Economically Disadvantaged	<ul style="list-style-type: none"> Achieve 3000 IXL Computer Based Math 	<ul style="list-style-type: none"> Library attendance sheet before school with an 5% increase in attendance. Afterschool Math tutoring attendance increase of 5%.

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

2015-2016 Comprehensive Needs Assessment Process*

Narrative

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

The School Improvement Panel and the data team reviewed and discussed the Needs Assessment forms, academic achievement results and determined the priority areas to be addressed for the 2015-2016 school year. Together the teams systematically planned how to address the needs of the students within the various disciplines, prioritized how to differentiate instruction to meet the individual needs of the students at risk behaviors and parent and community needs.

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

- **Data was disseminated from the Division of Operations, Compliance, and Educational Support Services.**
- **Data was compiled from Edusoft, Achieve 3000, and Model Curriculum.**
- **Teachers' Professional Development Committee determined professional development areas to be addressed based on staff surveys and committee meetings.**

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 data from the collection methods are valid and reliable because we used various sources to analyze data, as identified through the Common Core State Standards. A variety of instruments accurately assessed students' progress to identify their most urgent needs, enabling teachers to adjust instruction accordingly and facilitate an effective program.

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

Some teachers are not analyzing and using data to inform instruction. The data analysis revealed the need for more planning of rigorous performance tasks, differentiated instruction, and formative assessments regarding classroom instruction. The data indicates the need to increase instructional rigor, improve strategies for addressing differentiated instruction, increase the availability of laptops for more opportunities to utilize the instructional intervention programs and continue to improve data analysis skills in both ELA and Mathematics.

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

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

Data analysis revealed that professional development offered during the 2014-2015 school year was not reinforced or effectively monitored. It was at the discretion of the teacher to make use of strategies and techniques acquired. Therefore, strategies were not embedded into the teacher's daily routine during the 2014-2015 school year. Going forward, the leadership team will select key strategies for infusing in the areas of ELA and Mathematics, with close monitoring by administration, to ensure that the practices are embedded effectively and consistently utilized.

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

The Intervention Referral Service process identifies students who are at risk both academically and behaviorally based on teacher recommendations. Bi-weekly team meetings are held where staff addresses the issues of students who are at-risk for successful school performance. Also, daily informal and formal conferencing with students within their core subject takes place. This documentation is maintained in the teacher assessment notebooks, which includes the NJASK profile, developmental reading assessments, Lexile scores, and benchmark assessments. The compilation of these data helps to create a complete profile for students who are considered at risk. Finally, their counselor to consider factors, other than assessments, that may negatively impact achievement, also interviews students.

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

Students educationally at risk are targeted for afterschool programs, summer programs, and tutoring. Within classrooms, teachers provide small group and differentiated instruction, lots of repetition, and interventions in tier III of literacy. Students are provided opportunity to use Achieve 3000 that provided differentiated non-fiction reading at the student's Lexile reading level.

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

At this time, East Orange STEM Academy does not have a migrant population.

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

Students are identified by district and/or through I & RS teacher referral. The students are provided transportation to and from school, and offered to participate in afterschool extended day program.

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?

Teachers are engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program through weekly team meetings, daily planning periods, content area meetings, and curriculum committee meetings. STEM Leadership Team works with teachers to analyze student performance data during grade level and department team meetings and discuss rationale for selected tests.

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

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

The program is offered each school year for grade 6 and 9. Expectations for each successive grade level are shared with parents and students at these events.

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

Multiple forms of data are reviewed and analyzed during the course of the year to determine the progress of the school and needs for improvement. At the beginning of the school year committees and sub-committees (Curriculum Committee, Data Committee, Parental Involvement Committee, School Professional Development Committee, and School Safety Committee) were formed to address various areas of curriculum, instruction, and assessment. All groups met regularly to discuss and collaborate on areas of concern regarding teaching, learning, student progress, and increasing parental involvement to support student achievement.

In sum, the priority problems were determined through the use of a comprehensive needs assessment, multiple measures of data, and detailed committee reports. After the data collection phase is completed, questions or issues that surfaced repeatedly became the school's priority problems. We have determined our priority problems to be achievement in English Language Arts, Mathematics, and the Use of Data for instruction. All stakeholders were involved in the process of determining the priority problems and will be involved with monitoring and evaluating how they are addressed during the 2015-2016 school year.

**Provide a separate response for each question.*

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

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

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Use of data/assessments to improve learning.	English Language Arts Literacy
Describe the priority problem using at least two data sources	According to the lesson plans and walk through teachers are not utilizing data to drive instruction.	According to the results of the model curriculum and weekly assessments.
Describe the root causes of the problem	Teachers need effective PD for using data for instruction.	Students reading below grade level and lack appropriate grade level vocabulary find it difficult to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
Subgroups or populations addressed	All populations are subgroups.	All populations are subgroups.
Related content area missed (i.e., ELA, Mathematics)	N/A	Social Studies
Name of scientifically research based intervention to address priority problems	Modification of cooperative learning groups settings.	<ul style="list-style-type: none"> • Achieve 3000 • Close reading strategy • English Language Arts Literacy Model Curriculum • Teacher generated formative assessments
How does the intervention align with the Common Core State Standards?	All strategies and programs are district approved and aligned to the NJCCCS as reflected in district curriculum guides, pacing calendars and the districts literacy and math workshop model.	All strategies and programs are district approved and aligned to the NJCCCS as reflected in district curriculum guides, pacing calendars and the districts literacy and English Language Arts workshop model.

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

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

	#3	#4
Name of priority problem	Mathematics	
Describe the priority problem using at least two data sources	According to the results of the model curriculum assessments 2014-2015, weekly assessments and NJASK scores from 2013-2014.	
Describe the root causes of the problem	Below grade level in operations and algebraic thinking, lack of fundamental number sense, problem solving, and Math comprehension.	
Subgroups or populations addressed	All populations.	
Related content area missed (i.e., ELA, Mathematics)	N/A	
Name of scientifically research based intervention to address priority problems	<ul style="list-style-type: none"> • Model Curriculum-Math • IXL Computerized Based Math • Integration of more hands on activities utilizing the Smart Board to communicate mathematical solutions. 	
How does the intervention align with the Common Core State Standards?	All of our programs align with the Common Core State standards and support the East Orange Public School curriculum.	

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

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

2015-2016 Interventions to Address Student Achievement

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	<ul style="list-style-type: none"> • Sustained in class support • Guided Reading skills intervention • Performance Based Task 	Administration, classroom teachers, ELA Coach, and Supervisors	<ul style="list-style-type: none"> • DRA testing • PARCC assessments • Renaissance STAR assessments • Achieve 3000 • Classroom formative assessments 	<ul style="list-style-type: none"> • <u>Focus by Schmoker</u> • <u>Research-Based Practices for Teaching Common Core Literacy</u> by P. David Pearson (2014)
Math	Students with Disabilities	<ul style="list-style-type: none"> • Sustained in class support • IXL Computer Based Math • Increase use of data to drive instruction 	Administration, classroom teachers, ELA Coach, and Supervisors	<ul style="list-style-type: none"> • PARCC assessments • DRA testing 	<ul style="list-style-type: none"> • <u>Teaching Mathematics to Middle School Students with Learning Difficulties (What Works for Special-Needs Learners)</u> by Marjorie Montague Ph.D. (2006) • <u>Why Is Math So Hard For Some Children?: The Nature and Origins of Mathematical Learning Difficulties and Disabilities</u> by Daniel B. Berch (2010) • <u>STEM the Tide: Reforming Science, Technology, Engineering, and Math Education in America</u> by David E. Drew (2014)

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	<ul style="list-style-type: none"> Guided Reading skills intervention Design Formative Assessments Increase use of data to drive instruction 	Administration, classroom teachers, ELA Coach, and Supervisors	<ul style="list-style-type: none"> ELA Model Curriculum assessments PARCC assessments Renaissance STAR assessments Achieve 3000 Classroom formative assessments 	<ul style="list-style-type: none"> <u>Research-Based Practices for Teaching Common Core Literacy</u> by P. David Pearson (2014)
Math	Homeless	<ul style="list-style-type: none"> Sustained in class support IXL Computer Based Math Increase use of data to drive instruction Formative Assessment 	Administration, classroom teachers, ELA Coach, and Supervisors	<ul style="list-style-type: none"> Math Model Curriculum assessments PARCC assessments 	<ul style="list-style-type: none"> <u>Number Sense Interventions</u> by Nancy Jordan Ed.D (2012) <u>What Successful Math Teachers Do, Grades 6-12: 80 Research-Based Strategies for the Common Core-Aligned Classroom</u> by Alfred S. Steven (2013) <u>STEM the Tide: Reforming Science, Technology, Engineering, and Math Education in America</u> by David E. Drew (2014)
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs	N/A			
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • Guided Reading skills intervention • Design Formative Assessments • Increase use of data to drive instruction 	<ul style="list-style-type: none"> • Administration, classroom teachers, ELA Coach, and Supervisors 	<ul style="list-style-type: none"> • ELA Model Curriculum assessments • PARCC assessments • Renaissance STAR assessments • Achieve 3000 • Classroom formative assessments 	<ul style="list-style-type: none"> • <u>Research-Based Practices for Teaching Common Core Literacy</u> by P. David Pearson (2014)
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • Design Formative Assessments • Increase use of data to drive instruction • IXL Computer Based Math 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Math Model Curriculum assessments • PARCC assessments 	<ul style="list-style-type: none"> • <u>Number Sense Interventions</u> by Nancy Jordan Ed.D (2012) • <u>What Successful Math Teachers Do, Grades 6-12: 80 Research-Based Strategies for the Common Core-Aligned Classroom</u> by Alfred S. Steven (2013) • <u>STEM the Tide: Reforming Science, Technology, Engineering, and Math Education in America</u> by David E. Drew (2014)
ELA		<ul style="list-style-type: none"> • Guided Reading skills intervention • Design Formative Assessments 	<ul style="list-style-type: none"> • Administration, classroom teachers, ELA Coach, and 	<ul style="list-style-type: none"> • ELA Model Curriculum assessments • PARCC assessments • Renaissance STAR 	<ul style="list-style-type: none"> • <u>Research-Based Practices for Teaching Common Core Literacy</u> by P. David Pearson (2014)

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

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		<ul style="list-style-type: none"> • Increase use of data to drive instruction • Formative Assessment 	Supervisors	<ul style="list-style-type: none"> • assessments • Achieve 3000 • Classroom formative assessments 	
Math		<ul style="list-style-type: none"> • Design Formative Assessments • Increase use of data to drive instruction • IXL Computer Based Math 	Administration, classroom teachers, Math Coach, and Supervisors	<ul style="list-style-type: none"> • Math Model Curriculum assessments • PARCC assessments 	<ul style="list-style-type: none"> • <u>Number Sense Interventions</u> by Nancy Jordan Ed.D (2012) • <u>What Successful Math Teachers Do, Grades 6-12: 80 Research-Based Strategies for the Common Core-Aligned Classroom</u> by Alfred S. Steven (2013)

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions 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>					
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	<ul style="list-style-type: none"> • ELT (extra learning time) • After School Program 	Principal, teachers, site supervisor, and coaches	<ul style="list-style-type: none"> • Item Analysis Report-Edusoft • Achieve 3000 • Benchmark Assessments-Pre and Post • PARCC results 	<ul style="list-style-type: none"> • <u>Structuring out of School Time to Improve Academic Achievement</u>- What Works Clearinghouse • <u>Research-Based Practices for Teaching Common Core Literacy</u> by P. David Pearson (2014) • <u>STEM the Tide: Reforming</u>

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					<u>Science, Technology, Engineering, and Math Education in America</u> by David E. Drew (2014)
Math	Students with Disabilities	<ul style="list-style-type: none"> After School Program 		<ul style="list-style-type: none"> Item Analysis Report-Edusoft Benchmark Assessments-Pre and Post PARCC results IXL Computer Based Math Usage time 	<ul style="list-style-type: none"> <u>Structuring out of School Time to Improve Academic Achievement</u>- What Works Clearinghouse <u>Number Sense Interventions</u> by Nancy Jordan Ed.D (2012)
ELA	Homeless	<ul style="list-style-type: none"> ELT (extra learning time) After School Program 		<ul style="list-style-type: none"> Attendance Item Analysis Report-Edusoft Achieve 3000 Benchmark Assessments-Pre and Post PARCC results 	<ul style="list-style-type: none"> <u>Structuring out of School Time to Improve Academic Achievement</u>- What Works Clearinghouse <u>Research-Based Practices for Teaching Common Core Literacy</u> by P. David Pearson (2014)
Math	Homeless	<ul style="list-style-type: none"> After School Program 		<ul style="list-style-type: none"> Attendance Item Analysis Report-Edusoft Benchmark Assessments-Pre and Post PARCC results IXL Computer Based Math Usage time 	<ul style="list-style-type: none"> <u>Structuring out of School Time to Improve Academic Achievement</u>- What Works Clearinghouse <u>Number Sense Interventions</u> by Nancy Jordan Ed.D (2012) <u>STEM the Tide: Reforming Science, Technology,</u>

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					<u>Engineering, and Math Education in America</u> by David E. Drew (2014)
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • ELT (extra learning time) • After School Program 		<ul style="list-style-type: none"> • Item Analysis Report- Edusoft • Achieve 3000 • Benchmark Assessments-Pre and Post • PARCC results 	<ul style="list-style-type: none"> • <u>Structuring out of School Time to Improve Academic Achievement- What Works Clearinghouse</u> • <u>Research-Based Practices for Teaching Common Core Literacy</u> by P. David Pearson (2014)
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • After School Program 		<ul style="list-style-type: none"> • Item Analysis Report- Edusoft • Benchmark Assessments-Pre and Post • PARCC results • IXL Computer Based Math Usage time 	<ul style="list-style-type: none"> • <u>Structuring out of School Time to Improve Academic Achievement- What Works Clearinghouse</u> • <u>Number Sense Interventions</u> by Nancy Jordan Ed.D (2012) • <u>What Successful Math Teachers Do, Grades 6-12: 80 Research-Based Strategies for the Common Core-Aligned</u>

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					<p><u>Classroom</u> by Alfred S. Steven (2013)</p> <ul style="list-style-type: none"> • <u>STEM the Tide: Reforming Science, Technology, Engineering, and Math Education in America</u> by David E. Drew (2014)
ELA	<ul style="list-style-type: none"> • Incoming 9th graders • Incoming 6th graders 	Summer Enrichment	Site Supervisor, Administrators, and Teachers	<ul style="list-style-type: none"> • Attendance • Observation/ walkthrough • Assessments 	<ul style="list-style-type: none"> • <u>Structuring out of School Time to Improve Academic Achievement</u>- What Works Clearinghouse • <u>Research-Based Practices for Teaching Common Core Literacy</u> by P. David Pearson (2014)
Math	<ul style="list-style-type: none"> • Incoming 9th graders • Incoming 6th graders 	Summer Enrichment	Site Supervisor, Administrators, and Teachers	<ul style="list-style-type: none"> • Attendance • Observation/ walkthrough • Assessments 	<ul style="list-style-type: none"> • <u>Structuring out of School Time to Improve Academic Achievement</u>- What Works Clearinghouse • <u>STEM the Tide: Reforming Science, Technology, Engineering, and Math Education in America</u> by David E. Drew (2014)

**Use an asterisk to denote new programs.*

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

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

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

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	<ul style="list-style-type: none"> • Infusing Technology as a tool for learning, peer led workshops on developing CCSS based classroom • Differentiated instruction activities on lesson plan • Best Practices 	Administrators, Supervisors, Teachers, and Coaches	<ul style="list-style-type: none"> • 5% Increase in weekly Performance tasks • Observation/walkthroughs • Differentiated instruction activities on lesson plan • 70% staff attendance at workshop • 10 increase in the use of data to drive instruction 	<ul style="list-style-type: none"> • <u>Research-Based Practices for Teaching Common Core Literacy</u> by P. David Pearson (2014)
Math	Students with Disabilities	<ul style="list-style-type: none"> • Infusing Technology as a tool for learning, peer led workshops on developing CCSS based classroom • Differentiated instruction activities on lesson plan • Best Practices 	Administration, Supervisors, Teachers, and coaches	<ul style="list-style-type: none"> • 5% Increase in weekly Performance tasks • 70% staff attendance at workshop • 10 increase in the use of data to drive instruction 	<ul style="list-style-type: none"> • <u>Teaching Mathematics to Middle School Students with Learning Difficulties (What Works for Special-Needs Learners)</u> by Marjorie Montague Ph.D. (2006) • <u>Why Is Math So Hard For Some Children?: The Nature and Origins of Mathematical Learning Difficulties and Disabilities</u> by Daniel B. Berch (2010)

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	<ul style="list-style-type: none"> • Professional Development on college, career, and civics • Infusing Technology as a tool for learning, peer led workshops on developing CCSS based classroom • Differentiated instruction activities on lesson plan • Best Practices • Professional Development on Data Analysis • Turnkey of new information 	Administration, Supervisors, Teachers, and Coaches	<ul style="list-style-type: none"> • 10% increase in teacher generated Formative Assessments • 70% staff attendance at workshop • 10% increase in the use of data to drive instruction 	<ul style="list-style-type: none"> • <u>Research-Based Practices for Teaching Common Core Literacy</u> by P. David Pearson (2014)
Math	Homeless	<ul style="list-style-type: none"> • Professional Development on college, career, and civics • Infusing Technology as a 	Administration, Supervisors, Teachers, and Coaches	<ul style="list-style-type: none"> • Differentiated instruction activities on lesson plan • 70% staff attendance at workshop • 10 increase in the use of data 	<ul style="list-style-type: none"> • <u>Number Sense Interventions</u> by Nancy Jordan Ed.D (2012) • <u>What Successful Math Teachers Do, Grades 6-12: 80 Research-Based Strategies for the Common Core-Aligned</u>

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)
		tool for learning, peer led workshops on developing CCSS based classroom <ul style="list-style-type: none"> • Differentiated instruction activities on lesson plan • Best Practices • Professional Development on Data Analysis • Turnkey of new information 		to drive instruction	<u>Classroom</u> by Alfred S. Steven (2013) <ul style="list-style-type: none"> • <u>STEM the Tide: Reforming Science, Technology, Engineering, and Math Education in America</u> by David E. Drew (2014)
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • Professional Development on college, career, and civics • Infusing Technology as a tool for learning, 	Administration, Supervisors, Teachers, and Coaches	<ul style="list-style-type: none"> • Differentiated instruction activities on lesson plan • 70% staff attendance at workshop • 10 increase in the use of data to drive instruction 	<ul style="list-style-type: none"> • <u>Research-Based Practices for Teaching Common Core Literacy</u> by P. David Pearson (2014)

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)
		peer led workshops on developing CCSS based classroom <ul style="list-style-type: none"> • Differentiated instruction activities on lesson plan • Best Practices • Professional Development on Data Analysis • Turnkey of new information 			
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • Professional Development on college, career, and civics • Infusing Technology as a tool for learning, peer led workshops on developing CCSS based classroom • Differentiated instruction activities on lesson plan • Best Practices 	Administration, Supervisors, Teachers, and Coaches	<ul style="list-style-type: none"> • Differentiated instruction activities on lesson plan • Performance tasks • Student portfolios • Formative Assessments • 90% staff attendance at workshop • 10% increase in student achievement • 10 increase in the use of data to drive instruction 	<ul style="list-style-type: none"> • <u>Number Sense Interventions</u> by Nancy Jordan Ed.D (2012) • <u>What Successful Math Teachers Do, Grades 6-12: 80 Research-Based Strategies for the Common Core-Aligned Classroom</u> by Alfred S. Steven (2013) • <u>STEM the Tide: Reforming Science, Technology, Engineering, and Math Education in America</u> by David E. Drew (2014)

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		<ul style="list-style-type: none"> Professional Development on Data Analysis Turnkey of new information 			
ELA		<ul style="list-style-type: none"> Best Practices Professional Development on Data Analysis Turnkey of new information Peer-led Workshops on developing CCSS Based Classroom 	Administration, Supervisors, Teachers, and Coaches	<ul style="list-style-type: none"> Differentiated instruction activities on lesson plan Formative Assessments 90% staff attendance at workshop 10 increase in the use of data to drive instruction 	<ul style="list-style-type: none"> <u>Research-Based Practices for Teaching Common Core Literacy</u> by P. David Pearson (2014)
Math		<ul style="list-style-type: none"> Professional Development on college, career, and civics Infusing Technology as a tool for learning, peer led workshops on developing CCSS 	Administration, Supervisors, Teachers, and Coaches	<ul style="list-style-type: none"> Differentiated instruction activities on lesson plan Formative Assessments 90% staff attendance at workshop 10 increase in the use of data to drive instruction 	<ul style="list-style-type: none"> <u>Number Sense Interventions</u> by Nancy Jordan Ed.D (2012) <u>STEM the Tide: Reforming Science, Technology, Engineering, and Math Education in America</u> by David E. Drew (2014)

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)
		based classroom <ul style="list-style-type: none"> • Differentiated instruction activities on lesson plan • Best Practices • Professional Development on Data Analysis • Turnkey of new information 			

**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 2015-2016 school year)

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

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

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? *The school wide program will be evaluated internally through administration and the school improvement panel as needed.*
2. What barriers or challenges does the school anticipate during the implementation process? *Time, teacher buy in, available resources, available funds, and unforeseen mandates.*
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? *We will continue with our approach that has been successful to date. We will use the approach that we are all in this together to support our mission/ vision to improve student achievement and become a model of learning.*
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? *Post professional development workshop evaluation forms, Model Curriculum reflections, and comments on grade level meetings.*
5. What measurement tool(s) will the school use to gauge the perceptions of the community? *Parent surveys, sign in sheets, and open discussion at meetings and workshops.*
6. How will the school structure interventions? *Continue with weekly grade level meetings, in-service days, break out sessions, and I&RS meetings.*
7. How frequently will students receive instructional interventions? *Tutoring 2-3 times per week, after school tutoring 3 times per week, Achieve 3000 twice per week, IXL math computer based program 2-3 times per week, and small group instruction once per week.*
8. What resources/technologies will the school use to support the schoolwide program? *PARCC online practice assessments, district benchmark assessments, SMART Boards, laptops, Media Center, and Model Curriculum assessments.*
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? *District Benchmark assessments, Achieve 3000 Level Set Lexile results, and Renaissance STAR formative assessments.*

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

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? *Grade Level team meetings, parent meetings, district and school website, focus, and staff meetings.*

**Provide a separate response for each question.*

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

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

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

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	<ul style="list-style-type: none"> • Parent/Teacher Conferences • Back to School Night • PTA meeting attendance • Interpret test results for students and parents 	Administrators Teachers Coaches Presenters	<ul style="list-style-type: none"> • Sign in attendance sheet • 10% of parents or more will be able to meet with grade level teachers to discuss academic progress of students • 10% Increase in Parental Involvement • 70% of students and parents will gain awareness of STEM career choices 	<ul style="list-style-type: none"> • <u>Research-Based Practices for Teaching Common Core Literacy</u> by P. David Pearson (2014)
Math	Students with Disabilities	<ul style="list-style-type: none"> • Parent/Teacher Conferences • Back to School Night • PTA meeting attendance • Interpret test results for students and parents 	Administrators Teachers Coaches Presenters	<ul style="list-style-type: none"> • Sign in attendance sheet • 30% of parents or more will be able to meet with grade level teachers to discuss academic progress of students • 10% Increase in Parental Involvement • 70% of students and parents will gain awareness of STEM career choices 	<ul style="list-style-type: none"> • <u>Teaching Mathematics to Middle School Students with Learning Difficulties (What Works for Special-Needs Learners)</u> by Marjorie Montague Ph.D. (2006) • <u>Why Is Math So Hard For Some Children?: The Nature and Origins of Mathematical Learning Difficulties and Disabilities</u> by Daniel B. Berch (2010) • <u>STEM the Tide: Reforming</u>

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					<p><u>Science, Technology, Engineering, and Math Education in America</u> by David E. Drew (2014)</p>
ELA	Homeless	<ul style="list-style-type: none"> • Parent/Teacher Conferences • Back to School Night • PTA meeting attendance • Provide information to parents to help their children improve academically and work with parents to enable them to assist their children with study skills • Interpret test results for students and parents • Career day featuring parents and community members • Quarterly rewards, celebrations, & recognitions • Multicultural event to encourage the appreciation for diversity within the entire school 	Administrators Teachers Coaches Presenters	<ul style="list-style-type: none"> • 50% of parents or more will become aware of school vision and subject level expectations • 50% of parents or more will be able to meet with grade level teachers to discuss academic progress of students • 10% Increase in Parental Involvement • 20% more parents will have understanding of the PARCC assessments • 70% of students and parents will gain awareness of STEM career choices • 10% Increase in Student Motivation and Awards • Everyone will practice respect and tolerance for cultural differences 	<ul style="list-style-type: none"> • <u>Research-Based Practices for Teaching Common Core Literacy</u> by P. David Pearson (2014)

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		population* <ul style="list-style-type: none"> • Family Night • Collaborating with PTA to facilitate activities with existing clubs and organizations and work to create new initiatives 			
Math	Homeless	<ul style="list-style-type: none"> • Parent/Teacher Conferences • Back to School Night • PTA attendance • Parent Orientation activities • Provide information to parents to help their children improve academically and work with parents to enable them to assist their children with study skills • Interpret test results for students and parents • Parent Surveys • Career day featuring parents and community members • Quarterly rewards, celebrations, & recognitions • Multicultural event to 	Administrators Teachers Coaches Presenters	<ul style="list-style-type: none"> • 50% of parents or more will become aware of school vision and subject level expectations • 50% of parents or more will be able to meet with grade level teachers to discuss academic progress of students • 10% Increase in Parental Involvement • 20% more parents will have understanding of the PARCC assessments • 70% of students and parents will gain awareness of STEM career choices • 60% Increase in Student Motivation and Awards • Everyone will practice respect and tolerance for cultural differences 	<ul style="list-style-type: none"> • <u>Number Sense Interventions</u> by Nancy Jordan Ed.D (2012) • <u>What Successful Math Teachers Do, Grades 6-12: 80 Research-Based Strategies for the Common Core-Aligned Classroom</u> by Alfred S. Steven (2013) • <u>STEM the Tide: Reforming Science, Technology, Engineering, and Math Education in America</u> by David E. Drew (2014)

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		encourage the appreciation for diversity within the entire school population* <ul style="list-style-type: none"> • Family Night* • Collaborating with PTA to facilitate activities with existing clubs and organizations and work to create new initiatives 			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> • Parent/Teacher Conferences • Back to School Night • PTA • Parent Orientation activities • Provide information to parents to help their children improve academically and work with parents to enable 	Administrators Teachers Coaches Presenters	<ul style="list-style-type: none"> • 50% of parents or more will become aware of school vision and subject level expectations • 50% of parents or more will be able to meet with grade level teachers to discuss academic progress of students • 10% Increase in Parental Involvement • 20% more parents will 	<ul style="list-style-type: none"> • <u>Research-Based Practices for Teaching Common Core Literacy</u> by P. David Pearson (2014)

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		<p>them to assist their children with study skills</p> <ul style="list-style-type: none"> • Interpret test results for students and parents • Parent Surveys • Career day featuring parents and community members • Quarterly rewards, celebrations, & recognitions • Multicultural event to encourage the appreciation for diversity within the entire school population* • Family Night* • Collaborating with PTA to facilitate activities with existing clubs and organizations and work to create new initiatives 		<p>have understanding of the PARCC assessments</p> <ul style="list-style-type: none"> • 70% of students and parents will gain awareness of STEM career choices • 60% Increase in Student Motivation and Awards • Everyone will practice respect and tolerance for cultural differences 	
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • Parent/Teacher Conferences • Back to School Night • PTA • Parent Orientation activities • Provide information to 	Administrators Teachers Coaches Presenters	<ul style="list-style-type: none"> • 70% of parents or more will become aware of school vision and subject level expectations • 60% of parents or more will be able to meet with grade level teachers to discuss academic progress 	<ul style="list-style-type: none"> • <u>Number Sense Interventions</u> by Nancy Jordan Ed.D (2012) • <u>What Successful Math Teachers Do, Grades 6-12: 80 Research-Based Strategies for the Common Core-Aligned Classroom</u> by Alfred S. Steven

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		<p>parents to help their children improve academically and work with parents to enable them to assist their children with study skills</p> <ul style="list-style-type: none"> • Interpret test results for students and parents • Parent Surveys • Career day featuring parents and community members • Quarterly rewards, celebrations, & recognitions • Multicultural event to encourage the appreciation for diversity within the entire school population* • Family Night* • Collaborating with PTA to facilitate activities with existing clubs and organizations and work to create new initiatives 		<p>of students</p> <ul style="list-style-type: none"> • 10% Increase in Parental Involvement • 30% more parents will have understanding of the PARCC assessments • 70% of students and parents will gain awareness of STEM career choices • 60% Increase in Student Motivation and Awards • Everyone will practice respect and tolerance for cultural differences 	<p>(2013)</p> <ul style="list-style-type: none"> • <u>STEM the Tide: Reforming Science, Technology, Engineering, and Math Education in America</u> by David E. Drew (2014)
ELA		<ul style="list-style-type: none"> • Parent/Teacher Conferences 	Administrators Teachers Coaches	<ul style="list-style-type: none"> • 50% of parents or more will become aware of 	<ul style="list-style-type: none"> • <u>Research-Based Practices for Teaching Common Core</u>

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		<ul style="list-style-type: none"> • Back to School Night • PTA • Parent Orientation activities • Provide information to parents to help their children improve academically and work with parents to enable them to assist their children with study skills • Interpret test results for students and parents • Parent Surveys • Career day featuring parents and community members • Quarterly rewards, celebrations, & recognitions • Multicultural event to encourage the appreciation for diversity within the entire school population* • Family Night* • Collaborating with PTA to facilitate activities with existing clubs and 	Presenters	<p>school vision and subject level expectations</p> <ul style="list-style-type: none"> • 50% of parents or more will be able to meet with grade level teachers to discuss academic progress of students • 10% Increase in Parental Involvement • 30% more parents will have understanding of the PARCC assessments • 70% of students and parents will gain awareness of STEM career choices • 60% Increase in Student Motivation and Awards • Everyone will practice respect and tolerance for cultural differences 	<p><u>Literacy</u> by P. David Pearson (2014)</p>

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		organizations and work to create new initiatives			
Math		<ul style="list-style-type: none"> • Parent/Teacher Conferences • Back to School Night • PTA • Parent Orientation activities • Provide information to parents to help their children improve academically and work with parents to enable them to assist their children with study skills • Interpret test results for students and parents • Parent Surveys • Career day featuring parents and community members • Quarterly rewards, celebrations, & recognitions • Multicultural event to encourage the appreciation for diversity within the entire school population* 	Administrators Teachers Coaches Presenters	<ul style="list-style-type: none"> • 50% of parents or more will become aware of school vision and subject level expectations • 50% of parents or more will be able to meet with grade level teachers to discuss academic progress of students • 10% Increase in Parental Involvement • 30% more parents will have understanding of the PARCC assessments • 70% of students and parents will gain awareness of STEM career choices • 60% Increase in Student Motivation and Awards • Everyone will practice respect and tolerance for cultural differences 	<ul style="list-style-type: none"> • <u>STEM the Tide: Reforming Science, Technology, Engineering, and Math Education in America</u> by David E. Drew (2014) • <u>Number Sense Interventions</u> by Nancy Jordan Ed.D (2012) • <u>What Successful Math Teachers Do, Grades 6-12: 80 Research-Based Strategies for the Common Core-Aligned Classroom</u> by Alfred S. Steven (2013)

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		<ul style="list-style-type: none"> • Family Night* • Collaborating with PTA to facilitate activities with existing clubs and organizations and work to create new initiatives 			

**Use an asterisk to denote new programs.*

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

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? *Administration will collaborate to develop a series of parent workshops that will address topics in English Language Arts and mathematics that will provide strategies for parents to assist with learning at home.*
2. How will the school engage parents in the development of the written parent involvement policy? *A parent involvement policy is currently in place. The community outreach coordinator will review the policy with the newly elected PTA board.*
3. How will the school distribute its written parent involvement policy? *The school parent compact is distributed to parents during the first week of school. During Back to School Night, parents are apprised of the importance of the document.*
4. How will the school engage parents in the development of the school-parent compact? *Parents are asked to review, sign, and return it to school.*
5. How will the school ensure that parents receive and review the school-parent compact? *School-parent compact is sent to all parents and guardians, advising them of the importance of completing the parent portion of the compact, signing it, and returning it to school. Records are kept in the main office.*
6. How will the school report its student achievement data to families and the community? *Achievement data is reported through administrative communications to parents (letters, memos, newsletters, weekly progress reports, mid quarter notices, cycle report cards), monthly Board meeting, district website, and school website.*

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

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? *This is the function of the East Orange Board of Education, mailings are sent home.*
8. How will the school inform families and the community of the school's disaggregated assessment results? *Test results are sent home with students and achievement data is shared at Back to School Night. Mid quarter notices are mailed home as well as cycle reports. Teachers make regular contact with parents via phone, email, text, letter, or in person relative to the academic progress of their student.*
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? *Parents will be invited to provide input (recommendation and/or concerns) through PTA meetings and parent workshops.*
10. How will the school inform families about the academic achievement of their child/children? *Procedures for informing parents about their child's academic achievement included FOCUS SIS system, letters, emails from teachers, monthly newsletters, and report cards.*
11. On what specific strategies will the school use its 2015-2016 parent involvement funds? *We will continue to use parent involvement funds to facilitate workshops, provide light refreshments, parent resources, supplies, and materials.*

**Provide a separate response for each question.*

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

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	42	Positive School culture and climate.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0	
Instructional Paraprofessionals who meet the qualifications required by ESEA (education, passing score on ParaPro test)	3	All paraprofessionals participate in professional development activities that support and enhance their job, knowledge, and skills.
	100%	Positive School culture and climate.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, passing score on ParaPro test)*	0	
	0	

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
All teachers must be highly qualified in order to apply for middle and high school teaching positions. Vacant teaching positions are advertised, administrative staff attend job fairs at various colleges and universities in order to interview and attract HQ staff.	Human Resource Manager