Bowser

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: Edward T. Bowser, Sr. Elementary School
Chief School Administrator: DR. GLORIA C. SCOTT	Address: 180 Lincoln Street East Orange, NJ 07017
Chief School Administrator's E-mail: g.scott@eastorange.k12.nj.us	Grade Levels: Pre K to 5
Title I Contact: Mr. James Leutz	Principal: Brian D. Heaphy
Title I Contact E-mail: j.leutz@eastorange.k12.nj.us	Principal's E-mail:
Title I Contact Phone Number: 973-266-5781	Principal's Phone Number: 973-414-4170

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.

Brian D. Heaphy
Principal's Name (Print)

Principal's Signature

6/15/15
Date

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 $ 5,859,860, which comprised ____99____% of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 5,859,860_____, 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 (s)	Approximate Cost
Provide books, for parents to support ELA, math	1,2,3	p. 28 ELA	200-600 Supply	$1000.00
Parent workshops on PARCC readiness, math, ELA, etc.	1,2,3	PARCC Prep.	200-600 Supply	$1000.00
Refreshments parent workshop	1,2,3	ELA, Math, PARCC	800 Other	$500.00

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
Brian D. Heaphy	Principal	Yes	Yes	Yes	
Natashia Baxter	Assistant Principal	Yes	Yes	Yes	
Elizabeth Kelly	Assistant Principal	Yes	Yes	Yes	
Victoria Gary	Math Coach	Yes	Yes	Yes	
~~Judith Hampson~~	Data Coach	Yes	Yes	Yes	
Maria Musano	Quest Teacher	Yes	Yes	Yes	
Aisha Pruett	LAL Coach	Yes	Yes	Yes	
~~Catalina Villasuso~~	ESL Teacher	Yes	Yes	Yes	LOA

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
6/4/15	Coaches Office	Comprehensive Needs Assessment	X		X	
6/10/15		Program Evaluation	X		X	
6/12/15		Schoolwide Plan Development	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?	Bowser School is committed to achieving the district vision of enabling the East Orange School District to be the educational model of excellence for learning institutions within the state of New Jersey. We implement quality instruction using the Danielson Framework for Teaching to insure that teachers engage students in meaningful hands-on experiences that promote high academic achievement. The staff provide a safe and positive learning environment that insure students have the opportunity to learn and apply the knowledge to situations that will lead to them becoming productive members of their community. Collaboration between stakeholder groups is paramount to realize this mission and vision. Bowser School collaborates with district instructional support staff, consultants, and PD providers to reinforce quality instruction. Staff are provided with common meeting and planning time to review student performance data and identify strengths and weaknesses. Staff work with administration and coaches to develop steps to address areas of weakness in content areas. SLT/ScIP developed our mission: **Mission** *Bowser Elementary School will promote academic excellence through collaboration between students, parents, staff and community providing opportunities that foster:* • *Critical thinking using CCSS* • *Academic achievement* • *Respect and responsibility* • *Environment conducive to learning* • *Strong self-esteem*

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 2014-2015 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 a strength. Administration, coaches 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 II. 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 by the math coach weekly. Grade level meeting time is used to support implementation of Common Core curriculum and model curriculum components. Renaissance, SGO process, and PARCC was also utilized.

3. What implementation challenges and barriers did the school encounter? We continue to make strides from traditional NJCCCS to common core. Increased amount of assessments was a challenge-Renaissance-3x; Think Central; benchmarks; model curriculum assessments, NJASK, PARCC, etc.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Collaboration of staff and grade level team meetings enabled staff to address the interventions to improve LAL and Math. The coaches continued to do an effective job of modeling close reading strategies, text-dependent questions, and identifying ways to differentiate instruction to support learners in LAL and Math. PARCC preparation and implementation was time consuming.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Coaches and teachers collaborate to implement program initiatives. Continued to 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? No formal survey tools were used. Continued to have Informal conversations with staff during grade level and staff meetings. Teacher Administrative Liaison Committee meetings again did not present too many concerns. Concerns dealt with time, number of assessments, 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? What tool(s) did the school use to measure the community's perceptions? Parents continue to attend monthly workshops related to program topics. No formal survey tools used. PTO meet monthly. Most parents appear satisfied with implementation of programs but many were concerned about the PARCC assessment, and the number of assessments given to students. Several parents opted out of PARCC.

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

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 continue to be a combination of after school program; in-school tutoring; tier III interventions; computer-based-home/in-school, summer school program
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 dynamic based on skills; Afterschool Program was offered two days per week for 90 minutes from November 2014 to April 2015; Close Reading was used monthly in all grades; tier II 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 to present information to reinforce skills/concepts for students. We use Think Central and Achieve 3000 to provide differentiated reading support at students Lexile levels. We use Soar to Success, Renaissance, Waggle, TenMarks, Animated Models, and MegaMath to reinforce math. Coaches have identified a 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, BrainPop, and Think Central 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.

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 *did or did not* result in proficiency (Be specific for each intervention).
Grade 4	45	N/A	Increased Close Reading instruction; increased explicit vocabulary instruction; increased non-fiction paired reading selections of increasing complexity across content areas; tutoring for identified grades 1-4 ; afterschool program; Achieve 3000-writing center, strategy lessons, thought questions, etc.; HMH Site-Grammar Snap videos, word study cards; BrainPop, Jr.	Results on PARCC will not be available until August. School and district assessments-Renaissance, benchmarks reflect some improvement. Tutors address students predominantly in grades 1-3; only a few fourth graders received tutoring. Achieve 3000 Lexile report reflects improvement by students.
Grade 5	57	N/A	Increased close reading instruction; increased explicit vocabulary instruction; increased non-fiction paired reading selections of increasing complexity across content areas; tutoring for identified grades 1-4 ; afterschool program; Achieve 3000-writing center, strategy lessons, thought questions, etc.; HMH Site-Grammar Snap videos, word study cards; BrainPop, Jr.	Results on PARCC will not be available until August. School and district assessments-Renaissance, benchmarks reflect some improvement. Tutors address students predominantly in grades 1-3; only a few fourth graders received tutoring. Achieve 3000 Lexile report reflects improvement by students.

Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did or did not* result in proficiency (Be specific for each intervention).
Grade 4	37	N/A	Implemented differentiated instruction; Implemented reteaching and targeted review; tutoring for identified students; afterschool program; identified sites; math bee	Results on PARCC will not be available until August. School and district assessments-Renaissance, ThinkCentral, etc. show improvement. No tutors available for math.
Grade 5	37	N/A	Implemented differentiated instruction; Implemented reteaching and targeted review; tutoring for identified students; afterschool program; identified sites; math bee	Results on PARCC will not be available until August. School and district assessments-Renaissance, ThinkCentral, etc. show improvement. No tutors available for math.
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

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.

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

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did or did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten		Fall-33 Spring-15	Work sampling, Journeys, Guided Reading	Increase in students becoming more proficient
Grade 1	29	Fall-25 Spring-9	Tutoring; Sonday Program; HMH intervention, Tier II Guided Reading	All students are making strides toward proficiency levels in ELA as established by Renaissance results
Grade 2	48	Fall-27 Spring-29	Tutoring; HMH intervention strategy components for Tier III-hard copy or on-line	All students are making strides toward proficiency levels in ELA as established by Renaissance results
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did or did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten		Fall 33 Spring-15	Work Sampling, tutoring, Math Olympiad	Increase in students becoming more proficient
Grade 1	15	Fall-6 Spring-8	Coach tutoring 1 time per week; Math Bee; GoMath! ThinkCentral intervention materials on-line	Based upon Renaissance and district assessments progress is being made due in part to reinforcement of skills.
Grade 2	18	Fall-22 Spring-11	Coach tutoring 2 times per week; Math Bee; Afterschool Program; GoMath! ThinkCentral intervention materials on-line	Based upon Renaissance and district assessments progress is being made due in part to reinforcement of skills.
Grade 9				
Grade 10				

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	Winsor Sonday and guided reading tutoring; Increased close reading instruction; increased explicit vocabulary instruction; increased non-fiction paired reading selections of increasing complexity across content areas; tutoring for identified grades 1-4 ; afterschool program; Achieve 3000-writing center, strategy lessons, thought questions, etc.; HMH Site-Grammar Snap videos, word study cards; BrainPop, Jr.	Yes	Sonday assessments; anecdotal records; Achieve 3000 reports; model curriculum scores; Renaissance scores; Unit benchmarks and PARCC.	Students achievement outcomes on HMH weekly tests; Renaissance scores in Oct, January, and April; PARCC proficiency in grades 3, 4, S
Math	Students with Disabilities	Implemented differentiated instruction; Implemented reteaching and targeted review; tutoring for identified	Yes	Chapter tests; ThinkCentral reports; Math Bee and Olympiad results; Renaissance	Students achievement outcomes on ThinkCentral math tests; Renaissance scores in Oct, January, and April; NJASK proficiency in grades 3, 4, 5

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)
		students; afterschool program; identified sites; math bee			
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Afterschool Program for students I grades 2-5 in LAL/Math Achieve 3000 inservice-how to implement five step literacy process; close reading; explicit vocabulary instruction; Informative /expositiory writing; common core; Danielson FFT, ESL instruction, Rosetta Stone	Yes	Teacher observations; student achievement results;	Achieve 3000 Lexile gains; improvement in holistic scoring rubric scores in writing; Renaissance reading scores; HMH weekly tests; NJASK results
Math	ELLs	Think Central GoMath inservices; reteaching and targeted review; multiple methods to introduce math skills/concepts	Yes	Teacher observations; student achievement results	ThinkCentral Go Math chapter tests; Renaissance math scores; NJASK results

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	All of the Above		All of the Above	All of the Above
Math	Economically Disadvantaged	All of the Above	Yes	All of the Above	All of the Above
ELA		Differentiated instruction; small group tutoring; In class support and complimentary support model; repetition; hands-on manipulatives;	Yes	All of above for general education students plus APA	Renaissance for math and LAL; APA for non state tested students in grades 3, 4, and S
Math					

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Afterschool Program for students I grades 2-5	Yes	Achieve 3000 reports; pre and post writing samples; Renaissance	Increase in Lexiles for Achieve 3000; final writing socres; Renaissance-change in scores from September to April for afterschool program students.
Math	Students with	Afterschool Program for students I grades 2-	Yes	Pre and post tests	Identify achievement scores of students in

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)
	Disabilities	5			grades 2-5.
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Afterschool Program for students I grades 2-5 in LAL/Math	Yes	Achieve 3000 reports; pre and post writing samples; Renaissance; Pre and post tests	Increase in Lexiles for Achieve 3000; final writing socres; Renaissance-change in scores from September to April for afterschool program students. Identify achievement scores of students in grades 2-5.
Math	ELLs	Afterschool Program for students I grades 2-5 in LAL/Math	Yes	Achieve 3000 reports; pre and post writing samples; Renaissance; Pre and post tests	Increase in Lexiles for Achieve 3000; final writing socres; Renaissance-change in scores from September to April for afterschool program students. Identify achievement scores of students in grades 2-5.
ELA	Economically Disadvantaged	Same as above	Yes	Same as above	Same as above
Math	Economically Disadvantaged	Same as above	Yes	Same as above	Same as above
ELA					
Math					

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	Rethink-inservice-on-line behavior modification program; Special education teachers-self-contained, ICS, and CSM attend all staff PD	Yes	Program in beginning stage-implemented toward end of year. Teacher observation, student achievement results	Eventually will provide weekly updates about student progress. Renaissance scores for LAL and Math; NJASK and APA results.
Math	Students with Disabilities	Rethink-inservice-on-line behavior modification program; Special education teachers-self-contained, ICS, and CSM attend all staff PD	Yes	Program in beginning stage-implemented toward end of year. Teacher observation, student achievement results	Eventually will provide weekly updates about student progress. Renaissance scores for LAL and Math; NJASK and APA results.
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	All of above plus 8 district inservices and Rosetta Stone.	Yes	Teacher observations, student achievement results; Rosetta Stone in beginning stages	All of above plus WIDA, Achieve 3000 spanish version, Rosetta Stone as available.
Math	ELLs	All of above plus 8 district inservices and Rosetta Stone.	Yes	Teacher observations, student achievement results; Rosetta Stone in	All of above plus WIDA, Achieve 3000 spanish version, Rosetta Stone as available.

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)
				beginning stages	
ELA	Economically Disadvantaged	Same as Above	Same as Above	Same as Above	Same as Above
Math	Economically Disadvantaged	Same as Above	Same as Above	Same as Above	Same as Above
ELA					
Math					

Family and Community Engagement **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	Common Core Workshop; Signs and Symptoms of ADHD workshop	Yes	Parent attendance	Provided parents with strategies to reinforce learning at home.
Math	Students with Disabilities	Common Core Workshop; Signs and Symptoms of ADHD workshop; Measurement and Data workshop	Yes	Parent attendance	Provided parents with strategies to reinforce learning at home.
ELA	Homeless	N/A	N/A	N/A	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)
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Same as Above	Yes	Parent attendance	Provided parents with strategies to reinforce learning at home.
Math	ELLs	Same as Above	Yes	Parent attendance	Provided parents with strategies to reinforce learning at home.
ELA	Economically Disadvantaged	Same as Above	Same as Above	Same as Above	Same as Above
Math	Economically Disadvantaged	Same as Above	Same as Above	Same as Above	Same as Above
ELA	ELA	Common Core Workshop; Signs and Symptoms of ADHD workshop	Yes	27 + parents	Provided parents with strategies to reinforce learning at home.
Math	Math	Common Core Workshop; Signs and Symptoms of ADHD workshop; Measurement and Data workshop	Yes	34 + parents	Provided parents with strategies to reinforce learning at home.

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.

Brian D. Heaphy		6-15-10
Principal's Name (Print)	**Principal's Signature**	**Date**

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

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

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	2014 NJASK Results; Renaissance Results; Achieve 3000 ThinkCentral	Grades 3-5 students assessed in LAL on NJASK-43% proficient; Renaissance results-Gr. 1 increased 101 scale score points form Oct-April; Gr. 2 93 points form Oct-April; Gr. 3 94 points form Oct-April; Gr. 4 92 points form Oct-April; Gr. 5 84 points form Oct-April; Achieve 3000-Gr. 2 Lexile growth increased on average 171 points; Gr. 3 Lexile growth increased on average 214 points; Gr. 4 Lexile growth increased on average 154 points; Gr. 5 Lexile growth increased on average 106 points; overall school Lexile increase average is 161.
Academic Achievement - Writing	2013 NJASK Results	Grade 3 Just Proficient Mean 9.8 out of 20;-Grade 4 Just Proficient Mean 11.1 out of 20; Grade 5 Just Proficient Mean is 11.2 out of 20.
Academic Achievement - Mathematics	2013 NJASK Results; Renaissance Results Think Central	Grade 3-5 students assessed in Math on NJASK-69.8% proficient; Renaissance results-Gr. 1 increased 142scale score points form Oct-April; Gr. 2 104 points form Oct-April; Gr. 3 92 points form Oct-April; Gr. 4 69 points form Oct-April; Gr. 5 66 points form Oct-April;
Family and Community Engagement	Monthly Parent Workshops; PTO Meetings; parent attendance at school events; Transition Day	Averaged approximately 10-12 parents per workshop; PTO attendance ranged from 5-10 parents on average; Hispanic Heritage Program 75+; Black History Programs (2)-100+; 100th Day Celebration 75+; etc.
Professional Development	Teacher Observations; student achievement results	Any identified teachers with rating of Partially Effective or Ineffective must have a Corrective Action Plan that includes PD recommendations-currently have three staff identified; Based on 2013 NJASK-LAL gr. 3-58%; Gr. 4-57%;

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)
		Grade 3-5 NJASK LAL 43%, Math 57%. Focus on pd opportunities to reinforce interventions and instructional strategies for LAL/Math for all students.
Leadership	ScIP, SLT, TALC, Staff feedback	Agendas from meetings; program/mandates implemented;
School Climate and Culture	Informal Observations; HIB incidents; EVVRS Reports; staff/parent feedback, PTO, TALC	Provide feedback in observations about classroom environment; HIB annual report; EVVRS monthly reports; TALC agendas, PTO agendas
School-Based Youth Services	I & RS; Counseling; Peer Mediators; Student Council	I & RS case reports; counseling logs; peer mediator meeting agendas; student council agendas
Students with Disabilities	2013 NJASK Results	NJASK LAL gr. 3-9/9 partially proficient avg score-180.1; gr. 4 13/13 partially proficient avg. score-156.8; gr. 5 8/8 partially proficient avg. score 155.9; NJASK Math gr. 3-8/9partially proficient avg. score-162.1; gr. 4 10/13 partially proficient avg. score 179.2; gr. 5 8/8 partially proficient avg. score 153.9
Homeless Students	N/A	N/A
Migrant Students	N/A	N/A
English Language Learners	2013 NJASK Results; WIDA Results	NJASK LAL gr. 3 10 partially proficient, 13 proficient, 1 advanced-avg. score 199.9; gr. 4 9 partially proficient 5 proficient-avg. score 185.3; gr. 5 8 partially proficient, 2 proficient-avg. score 184.4; NJASK Math-gr. 3 3 partially proficient, 11 proficient, 10 advanced proficient-avg. score-234.9; gr. 4 3 partially proficient, 8 proficient, 3 advanced-avg. score-213.1; gr. 5 3 partially proficient, 7 proficient-avg. score-202.6
Economically Disadvantaged	2013 NJASK Results	NJASK LAL gr. 3 51/104 Partially Proficient-avg. score 199.5; gr. 4 /59/93 partially proficient-avg. score-190.9; gr. 5 56/89 partially proficient-avg. score-188.9; NJASK Math-gr. 3 34/104 partially proficient-avg. score-214.5; gr. 4 36/93 partially proficient-avg. score-211.1; gr. 5 56/89 partially proficient-avg. score-188.9

2015-2016 Comprehensive Needs Assessment Process*
Narrative

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

   The School Leadership Team reviewed student performance data from a multiple sources to identify areas in need of improvement. This includes: NJSMART, Renaissance, ThinkCentral, EDUSOFT, Achieve 3000, NJASK, WIDA, Teachscape.

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

   Reviewed the data for general education, English Language Learners, and special education students on state assessment-NJASK; used NJSMART, state reports and reports provided by district test coordinator. Reviewed the data for all subgroups using EDUSOFT. Reviewed data form Renaissance reports and Achieve 3000.

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

   The data collected from the state test is criterion referenced, standards based and published by ETS. The data from the district tests does not provide the same level of reliability and validity . Renaissance results are based on national norms and are tested for validity and reliability. Achieve 3000 is based upon Lexile gains and are valid and reliable.

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

   Need to increase student engagement in LAL and Math. Focus on close reading and text dependent questioning. Establish a deeper understanding of text as complexity of text increases. Focus on moving from traditional NJCCCS to common core state standards instruction. Continue to use the plethora of data available to drill down to prerequisite skills that must be in place in order for

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

students to acquire higher level thinking skills. Although in it s second year it appears that the AchieveNJ mandate to maintain Student Growth Objectives has had a positive impact on student achievement in LAL and math.

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

   Need continued focus on student engagement strategies. Need to increase focus on common core, anchor standards, and the model curriculum. Need to prepare for the upcoming PARCC assessment.

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

   Identification can be made by classroom teacher observation and review of student academic/behavioral performance. Data coach and SLT review data and identify struggling students for interventions, i.e., tutoring, afterschool and summer programs.

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

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

   We provide a variety of other web-based programs to reinforce skills for struggling students i.e., BrainPop, Brain Pop, Jr. Think Central, Soar to Success, etc.

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

   n/a

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.

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

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?

Coaches and administration work with teachers to analyze student performance data during grade level team meetings and discuss rationale for selected tests. Classroom teachers use ThinkCentral to generate assessments to test student understanding of skills/concepts taught in each content area.

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

Transition day activities are offered each school year for grades K-5. Middle School staff work with Bowser grade 5 staff to arrange orientation for each of the Middle Schools for the following school year. 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 2014-2015 schoolwide plan?

Bowser School Leadership Team/ScIP conducted a needs assessment to identify levels of performance in a variety of areas. Based on a review of multiple assessment data points we determined our priority problems to be achievement in language arts literacy and mathematics for all groups.

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	Closing the achievement gap for all students	Language Arts Literacy and Reading.
Describe the priority problem using at least two data sources	Grade 3-5 students assessed in LAL on NJASK-43% proficient; Based on Renaissance assessment results for LAL/Math student GE-grade level equivalent and GP-grade placement have a discrepancy indicating students were below level. LAL Grade GP GE 1 1.1 1.4 2 2.1 2.0 3 3.11 2.7 4 4.1 3.6 5 5.1 4.4 Math Grade GP GE 1 1.1 1.1 2 2.1 1.9 3 3.1 2.9 4 4.1 3.8 5 5.1 4.5	NJASK LAL gr. 3 51/104 Partially Proficient-avg. score 199.5; gr. 4 /59/93 partially proficient-avg. score-190.9; gr. 5 56/89 partially proficient-avg. score-188.9; NJASK Math-gr. 3 34/104 partially proficient-avg. score-214.5; gr. 4 36/93 partially proficient-avg. score-211.1; gr. 5 56/89 partially proficient-avg. score-188.9 LAL Grade GP GE 1 1.1 1.4 2 2.1 2.0 3 3.11 2.7 4 4.1 3.6 5 5.1 4.4
Describe the root causes of the problem	Below grade reading levels; limited parental involvement; Need higher level of effective student engagement; limited command of close reading protocols; difficulty with complex vocabulary and text; limited fluency and comprehension.	Below grade reading levels; limited parental involvement; Need higher level of effective student engagement. ; limited command of close reading protocols; difficulty with complex vocabulary and text; limited fluency and comprehension.
Subgroups or populations addressed	All populations; all subgroups.	All populations and subgroups.
Related content area missed (i.e., ELA, Mathematics)	Language arts and mathematics.	Language Arts Literacy
Name of scientifically research	HMH Journeys intervention program; Sonday reading	HMH Journeys Literacy Program; Achieve 3000; Winsor

based intervention to address priority problems	intervention program; GoMath-Strategic Intervention; Achieve 3000;	Sonday Intervention Program; Afterschool Program;
How does the intervention align with the Common Core State Standards?	HMH resources, Go Math, Achieve 3000, and Winsor Sonday materials are aligned to CCSS in ELA and Math.	All resources and interventions are aligned to CCSS. Interventions.

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	Grade 3-5 students assessed in Math on NJASk-69.8% proficient. Math Grade GP GE 1 1.1 1.4 2 2.1 2.0 3 3.1 2.7 4 4.1 3.6 5 5.1 4.4	
Describe the root causes of the problem	Below grade reading levels; limited parental involvement; Need higher level of effective student engagement.	
Subgroups or populations addressed	All groups except ELL's (ELL's 85.5%)	
Related content area missed (i.e., ELA, Mathematics)	Mathematics	
Name of scientifically research based intervention to address priority problems	Differentiated instruction; reteaching and targeted review ; GoMath Strategic intervention program	
How does the intervention align with the Common Core State Standards?	All resources and materials are aligned to CCSS.	

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)(I)(B) strengthen the core academic program in the school;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	• Implement ELA curriculum aligned to CCSS. • Focus on text dependent questioning. • Focus on analyzing text. • Continue to address close reading protocols • Continue to focus on academic vocabulary	Administration, coaches, classroom teachers	Model curriculum assessment; PARCC; Renaissance assessment in LAL; HMH Journeys weekly tests;	**Improving Reading Comprehension in Kindergarten Through 3rd Grade-What Works Clearinghouse**
Math	Students with Disabilities	• Implement Math curriculum aligned to CCSS. • Continue to Implement differentiated instruction.	Administration, coach, classroom teachers	PARCC, ThinkCentral monthly assessments	**Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools-What Works Clearinghouse**

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		• Focus on short answer constructed response items. • Focus on math academic vocabulary • Continue to Implement reteaching and targeted review.			
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Same as above			
Math	ELLs				
ELA	Economically Disadvantaged	Same as Above			
Math	Economically Disadvantaged				

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

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	All populations; all subgroups	• Implement ELA curriculum aligned to CCSS. • Focus on text dependent questioning. • Focus on analyzing text. • Continue to address close reading protocols • Continue to focus on academic vocabulary	Administration, coaches, classroom teachers	Model curriculum assessment; PARCC; Renaissance assessment in LAL; HMH Journeys weekly tests;	**Improving Reading Comprehension in Kindergarten Through 3rd Grade-What Works Clearinghouse**
Math	All populations; all subgroups	• Implement Math curriculum aligned to CCSS. • Continue to Implement differentiated instruction. • Focus on short answer constructed	Administration, coach, classroom teachers	PARCC, ThinkCentral monthly assessments	**Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools-What Works Clearinghouse**

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

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
		response items. • Focus on math academic vocabulary • Continue to Implement reteaching and targeted review.			

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	• Small group instruction. • Differentiated Instruction	Coaches, teachers	Afterschool Program-Achieve 3000; pre and post tests; PARCC results,	**Structuring Out-of-School Time to Improve Academic Achievement**-What Works Clearinghouse
Math	Students with Disabilities	• Small group instruction. • Differentiated	Coaches, teachers	Afterschool Program; pre and post tests; PARCC results	**Structuring Out-of-School Time to Improve Academic**

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Instruction			Achievement-What Works Clearinghouse
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Same as above			
Math	ELLs				
ELA	Economically Disadvantaged	Same as above			
Math	Economically Disadvantaged				
ELA					
Math					

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	Continue to focus on • Common Core-LAL • Danielson Model-Domains 2 and 3 • Close Reading Protocols • Differentiated Instruction • Guided Reading	District Supervisors, Administration, Coaches	Observations Walk Throughs Student achievement results-PARCC, Renaissance, WIDA, model curriculum tests, etc.	District Supervisors, Administration, Coaches
Math	Students with Disabilities	• Common Core-Math • Differentiated Instruction • Reteaching • Think Alouds • Visual Representations	District supervisors, Administration, Coach	Observations Walk Throughs; Student achievement results- PARCC, Renaissance, ThinkCentral monthly tests, etc.	District supervisors, Administration, Coach
ELA	Homeless	N/A			
Math	Homeless				
ELA	Migrant	N/A			

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Migrant				
ELA	ELLs	Same as above			
Math	ELLs	Same as above			
ELA	Economically Disadvantaged	Same as above			
Math	Economically Disadvantaged				
ELA					
Math					

Use an asterisk to denote new programs.

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

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 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 2014-2015? Will the review be conducted internally (by school staff), or externally?

   The building Principal along with SLT/ScIP will conduct internally.

2. What barriers or challenges does the school anticipate during the implementation process?

   Additional unforeseen mandates, ie.-SGO process for the 2013-14 school year. These mandates take a significant amount of time and effort to implement. Time is always a factor.

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 use the approach that we are all in this together to support our mission/vision to improve student achievement and become a model learning institution. Our coaches effectively present initiative focusing on the concept of "What's in it for me?" It personalizes the initiative and makes it relevant to the stakeholder.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

   We have not to date done so but will look into using Survey Monkey to gauge perceptions. Observations both formal and informal.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

   Meet with PTO. Again, look into conducting survey using Survey Monkey.

6. How will the school structure interventions?

   Interventions for improvement of programs will be embedded into the program as possible, ie., Tier III of reading block. Some will be implemented afterschool, or during tutoring times, etc.

7. How frequently will students receive instructional interventions?

   Certain interventions are daily others will be based upon the availability of tutors. Afterschool program interventions will be provided two times per week from November to April.

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

Promethean Boards, document cameras, laptops, iPads, web-based programs-Renaissance, Achieve 3000, ThinkCentral, etc.

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

   PARCC disaggregated data, Renaissance data, Achieve 3000 data, model curriculum assessment data.

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

    Grade level team meetings, SLT/ScIP meetings, PTO meetings, staff meetings, etc.

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

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

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

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	Parent Literacy Workshops-assist with learning in the home	Coaches, Administration	Attendance at workshops; student performance results on PARCC; WIDA; Achieve 3000, Renaissance	
Math	Students with Disabilities	Parent math workshops-assist with learning in the home	Coaches, Administration	Attendance at workshops; student performance results on PARCC; WIDA; Think Central, Renaissance	
ELA	Homeless	N/A			
Math	Homeless				
ELA	Migrant	N/A			
Math	Migrant				
ELA	ELLs	Same as above			
Math	ELLs				
ELA	Economically Disadvantaged	Same as above			
Math	Economically Disadvantaged				

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)
ELA					
Math					

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 and coaches will collaborate to develop a series of parent workshops that will address topics in ELA and mathematics that will provide strategies for parents to assist with learning in the home.

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

   The parent involvement policy is reviewed with PTO annually.

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

   Copies will be sent home to parents, posted on school website.

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

   School parent compact will be reviewed with PTO.

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

   Forms will be reviewed with staff and then teachers will read the school-parent compact to students. Students sign form and take home to parents. Parents read and sign, then return to school. Teacher signs and retains form.

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

   Administration reports out at our Back to School Night, posts on the school website, district places results in the local papers, and during various meetings-i.e., PTO and SLT meetings. Individual student results are reported to parents through the mail.

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

   Information is addressed to public at BOE meetings and is accessible at the NJDOE website.

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

   Back to School Night presentation; coaches office has all testing data available; NJDOE website.

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

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

Title I Plan will be shared with PTO and is available in Main Office.

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

FOCUS database has a parent portal to access student achievement data; assessment scores are sent home to parents; mid quarter notices and cycle report cards are sent home to parents and available on FOCUS parent portal. State assessment reports are sent home to parents. School Performance report cards are available to parents.

11. On what specific strategies will the school use its 2014-2015 parent involvement funds?

For parent workshops, special event days, light refreshments, and materials to increase school-home connections and promote parental involvement to increase student achievement.

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	65 100%	Provide positive working conditions. Involve teachers as stakeholders in decision-making and shared governance.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	25 100%	Provide educational learning opportunities to increase knowledge and proficiency in implementation and support of school/district instructional programs.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*		

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

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
The district regularly advertises in the Star Ledger, posts advertisements on the District web-site, conducts on-campus recruitment at colleges and universities in the Mid-Atlantic region, participates in recruitment consortiums throughout the Mid-Atlantic region, posts vacancies through the NJ Hire and participates in any other appropriate recruitment venues.	Manager of Human Resources.