E

Carver

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: George Washington Carver Institute
Chief School Administrator: DR. GLORIA C. SCOTT	Address: 135 Glenwood Avenue
Chief School Administrator's E-mail: g.scott@eastorange.k12.nj.us	Grade Levels: Pre-K – 5th
Title I Contact: Mr. James Leutz	Principal: Mrs. Sharon Davis
Title I Contact E-mail: j.leutz@eastorange.k12.nj.us	Principal's E-mail: s.alsbrook@eastorange.k12.nj.us
Title I Contact Phone Number: 973-266-5781	Principal's Phone Number:

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.

Sharon Davis
Principal's Name

Principal's Signature

6-15-15
Date

Critical Overview Elements

- The School held 10 (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ 3,525,422, which comprised 99% of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 3,525,422, which comprised 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
Parent Workshops and Activities	1	8	200-800	1,361

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

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

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

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

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Mrs. Sharon Davis	Principal	Yes	Yes	Yes	
Mrs. Amanda Adams	Technology Teacher	Yes	Yes	Yes	
Dr. Margaret Campbell	Literacy Coach	Yes	Yes	Yes	
Ms. Tamiko Broadway	Math Coach	Yes	Yes	Yes	
Ms. Saunja Butler	Guidance Counselor	Yes	Yes	Yes	
Ms. Kathy Shoulars	Social Worker	Yes	Yes	Yes	
Ms. Mylene Brown	CST Social Worker	Yes	No	Yes	
Ms. Saundra Vandiver	Nurse	Yes	No	Yes	
Ms. Jacqueline Jackson	Parent	Yes	No	Yes	
Ms. Kewanda Jones	Parent	Yes	No	Yes	
Mrs. Michelle Moore	5th Grade Teacher	Yes	Yes	Yes	
Mr. Roland Whitley	CTA, Community Liaison	Yes	Yes	Yes	
Ms. Favell Holder	Parent/Teacher	Yes	Yes	Yes	
Ms. Lori Clerkin	Media Center Specialist	Yes	Yes	Yes	
Ms. Pamela Smith	Quest Teacher	Yes	Yes	Yes	

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
Mrs. Sharon Davis	Principal	Yes	Yes	Yes	
Mrs. Amanda Adams	Technology Teacher	Yes	Yes	Yes	
Dr. Margaret Campbell	Literacy Coach	Yes	Yes	Yes	
Ms. Tamiko Broadway	Math Coach	Yes	Yes	Yes	
Ms. Saunja Butler	Guidance Counselor	Yes	Yes	Yes	
Ms. Kathy Shoulars	Social Worker	Yes	Yes	Yes	
Ms. Mylene Brown	CST Social Worker	Yes	No	Yes	
Ms. Saundra Vandiver	Nurse	Yes	No	Yes	
Ms. Jacqueline Jackson	Parent	Yes	No	Yes	
Ms. Kewanda Jones	Parent	Yes	No	Yes	
Mrs. Michelle Moore	5th Grade Teacher	Yes	Yes	Yes	
Mr. Roland Whitley	CTA, Community Liaison	Yes	Yes	Yes	
Ms. Favell Holder	Parent/Teacher	Yes	Yes	Yes	

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

Ms. Lori Clerkin	Media Center Specialist	Yes	Yes	Yes	
Ms. Pamela Smith	Quest Teacher	Yes	Yes	Yes	

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
August 19-21, 2014	Staff Lounge	Comprehensive Needs Assessment	X		X	
September 15, 2014 On-going	Principal's Office Multi-Purpose Room	Schoolwide Plan Development	X		X	
On-going March 17, 2015 May 14, 2015	Principal's Office and Multi-Purpose Room with entire professional staff during staff meetings	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?	**Our mission at George Washington Carver Institute is to deliver educational services to our students by working collaboratively in a nurturing environment with parents, community leaders and university liaisons.**

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? **All activities (with few exceptions- Safety Committee attending the Law Center workshop, and class parent recruitment) which were designed to reach the attainment of the goals and objectives of the Action Plan were implemented.**
2. What were the strengths of the implementation process? **Strong active PTA which supports academics, school policies, and celebrations of student successes. Shared leadership and frequent collaboration with stakeholders continue to be strengths of the implementation process. The Guided Reading process was changed to focus upon the implementation of Individual Improvement Prescriptions.**
3. What implementation challenges and barriers did the school encounter? **Limited staff resources, including the absence of an assistant principal presented, challenges to implementation of the action plan. Fewer staff members were available to attend I&RS, Leadership Council, and Safety/HIB meetings.**
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? **Due to the level of mastery by teachers of the Language Arts and Math programs, the instruction/assessment cycle went smoothly. The implementation of new technology strategies, especially the use of the SmartBoard, has provided a variety of interventions for**

struggling students. The implementation of the Danielson/Teachscape observation/evaluation process has aided in the improvement of the instructional process. The anticipation is that the improvement of instruction will result in improved student achievement.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? All stakeholders were kept informed of all facets of the planning and implementation of the action plan. **The use of School Messenger, FOCUS, the school newsletter, staff meetings, study group meetings, classroom walkthroughs, teacher observations, PTA meetings, surveys, and student achievement assessments served to inform the decision making process relative to implementation of programs.**
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? **Based upon written surveys returned and verbal discussion held during staff meetings and Study Group sessions, the perceptions were that the school mission and vision statements were well designed to align with the priority problems identified by the entire school staff.**
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? **The perceptions of the community, as gauged through discussions at Open House, PTA meetings and written responses to surveys was favorable. Daily comments were presented by parents during the Breakfast Program and afterschool encounters.**
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? **As in past years, the methods of delivery were mixed. As stated above, surveys were completed. Also verbal responses were frequently given on a daily basis by parents in varied forums. The intervention and referral services are delivered based upon the individual needs of the child(ren). Some interventions is one-on-on. Most intervention is conducted in small group (3-4 students) settings.**

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

9. How did the school structure the interventions? **The intervention was designed to utilize the individual student reports generated from Renaissance Star Assessments. Individual Intervention Prescriptions (IIPs) were implemented by teachers during the "Guided Reading" period of Literacy and in small groups during Math instruction.**

10. How frequently did students receive instructional interventions? **Students are provided instructional interventions throughout the day. Interventions are structured as embedded activities as well as some pull-out activities for students who perform more effectively in isolated small groups.**

11. What technologies did the school use to support the program? The technologies utilized to support the intervention program were Smartboards, laptops, computers, the FOCUS program, and School Messenger.

    Did the technology contribute to the success of the program and, if so, how? **Technology has played a important role in the success of the program. Student engagement is heightened by the use of laptops and Smartboards are utilized to enhance instruction. Indirectly, FOCUS and School Messenger are data and communication mechanisms which increase parent**

12. Did the technology contribute to the success of the program and, if so, how? **Technology has played a important role in the success of the program. Student engagement is heightened by the use of laptops and Smartboards are utilized to enhance instruction. Indirectly, FOCUS and School Messenger are data and communication mechanisms which increase parent participation in the educational process.**

Provide a separate response for each question.

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

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	3		Afterschool Tutoring based on Individual Student Profile (ISP); Small Group Tutoring; Journeys Intervention Program	Program effectiveness: small class size for afterschool tutoring, increased emphases on student needs (ISP)
Grade 5	18		Afterschool Tutoring based on individual Student Profile (ISP); Small Group Tutoring; Journeys Intervention Program	Program effectiveness: small class size for afterschool tutoring, increased emphases on student needs (ISP)
Grade 6			N/A	N/A
Grade 7			N/A	N/A
Grade 8			N/A	N/A
Grade 11			N/A	N/A
Grade 12			N/A	N/A

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	3		Afterschool Tutoring based on Individual Student Profile (ISP); Small Group Tutoring; Differentiated Instruction	Program effectiveness: small class size for afterschool tutoring, increased emphases on student needs (ISP)
Grade 5	11		Afterschool Tutoring based on Individual Student Profile (ISP); Small Group Tutoring; Differentiated Instruction	Program effectiveness: small class size for afterschool tutoring, increased emphases on student needs (ISP)
Grade 6			N/A	N/A

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

Grade 7			N/A	N/A
Grade 8			N/A	N/A
Grade 11			N/A	N/A
Grade 12			N/A	N/A

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 *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	Star Ren F-11 W-7 S-5	Star Ren F-18 W-7 S-3	(2013-2014) = Renaissance Learning – Star Early Literacy Core Progress Learning Strategies, Small Group tutoring; Differentiated Instruction (2014-2015) = Renaissance Learning – Star Early Literacy Core Progress Learning Strategies, Small Group tutoring; Differentiated Instruction; Journeys Intervention Program	(2013-2014) = The interventions were successful because they were targeted to the individual student's needs. (2014-2015) = The interventions were successful because they were targeted to the individual student's needs. (Refer to Star Reading results)
Grade 1	Star Ren F-30 W-23 S-21	Star Ren F-23 W-8 S-9	(2013 – 2014) = Renaissance Learning – Star Reading Core Progress Learning Strategies; Small Group Tutoring; Differentiated Instruction (2014-2015) = Renaissance Learning – Star Reading Core Progress Learning Strategies (IIP); Small Group Tutoring; Journeys Intervention Program	(2013 – 2014) = The interventions were successful because they were targeted to the individual student's needs. (2014-2015) = The interventions were successful because they were targeted to the individual student's needs. (Refer to Star Reading results)
Grade 2	Star Ren F-17 W-15 S-18	Star Ren F- W- S-	(2013 – 2014) = Renaissance Learning – Star Reading Core Progress Learning Strategies (IIP); Small Group Tutoring; Differentiated Instruction	(2012 – 2013) = The interventions were successful as evidenced by a reduction in the number of students at the basic level.

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

			(2014-2015) = Afterschool Tutoring; Renaissance Learning – Star Reading Core Progress Learning Strategies (IIP); Small Group Tutoring; Journeys Interventions Program	(2013 – 2014) = The interventions were successful because they were targeted to the individual student's needs. (Refer to Star Reading results)
Grade 9			N/A	N/A
Grade 10			N/A	N/A

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			N/A	N/A
Kindergarten			N/A	N/A
Grade 1	Star Ren F-18 W-14 S-18	Star Ren F-12 S-14	(2013 – 2014) = Renaissance Learning – Star Math Core Progress Learning Strategies (IIP); Small Group Tutoring; Differentiated Instruction (2014 – 2015) = Renaissance Learning – Star Math Core Progress Learning Strategies (IIP); Small Group Tutoring; Differentiated Instruction	(2012 – 2013) = Inadequate program time, large percentage of students reading below grade level, large class sizes for afterschool tutoring. (2013 – 2014) = The interventions were successful because they were targeted to the individual student's needs. (Refer to Star Math results.)
Grade 2	Star Ren F-22 W-20 S-18	Star Ren F-19 W-14 S-14	(2013 – 2014) = Renaissance Learning – Star Math Core Progress Learning Strategies; Small Group Tutoring; Differentiated Instruction (2014 – 2015) = Afterschool Tutoring; Renaissance Learning – Star Math Core Progress Learning Strategies (IIP); Small Group Tutoring; Differentiated Instruction	(2013 – 2014) = The interventions were successful because they were targeted to the individual student's needs. (Refer to Star Math results) (2014 – 2015) = The interventions were successful because they were targeted to the individual student's needs. (Refer to Star Math results)
Grade 9	N/A		N/A	N/A
Grade 10	N/A		N/A	N/A

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

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	Star Reading Core Progress Learning Strategies (IIP)	Yes	Star Reading Growth Performance	Results of Growth Performance (TAM) GR 3 = 22% SGP GR 4 = 55% SGP GR 5 = 59% SGP
		Journeys Intervention Program	Yes	Model Curriculum Assessment (grades 3-5)	Model Curriculum Assessment results **Unit 1 / Unit 2 / Unit 3 / Unit 4** **GR 3** 0% / 25% / 20% / 60% **GR 4** 0% / 0% / 0% / 50% **GR 5** 0% / 17% / 0% / 67%
		Co-Teacher Inclusion Module.	Yes	IEP Annual Review of Each SE Student.	Change or update in classroom placement based on Annual Review of IEP.
Math	Students with Disabilities	Star Math Core Progress Learning Strategies (IIP)	Yes	Star Math Growth Performance	Results of Growth Performance (TAM) GR 3 = 42% SGP GR 4 = 88% SGP GR 5 = 79% SGP
ELA	Homeless				

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				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Journeys Intervention Program		Journeys Unit Test (Gr. = K)	Journeys Unit Test results **Unit 1** = 86% **Unit 2** = 94% **Unit 3** = 94% **Unit 4** = 100% **Unit 5** = 100%
			Yes	Model Curriculum Assessment (grades 1-5)	Model Curriculum Assessment results
					Unit 1 **Unit 2** **Unit 3** **Unit 4** **GR 1** 64% N/A 84% N/A **GR 2** 54% 84% 62% 82% **GR 3** 23% 35% 37% 83%
					Unit 1 **Unit 2** **Unit 3** **Unit 4** **GR 4** 26% 69% 39% 33% **GR 5** 59% 72% 22% 87%
			Yes	Star Reading Fall and Spring	Results of Fall and Spring Assessments

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)
		Star Reading Core Progress Learning Strategies (IIP)		Assessments *Inclusive of students with special needs.	**Fall** **Spring** **Kdg. = 57% 93%** **1st = 61% 73%** **2nd = 70% 65%** **3rd = 51% 57%** **4th = 35% 43%** **5th = 32% 44%**
Math	Economically Disadvantaged	Star Math Core Progress Learning Strategies (IIP)	Yes	Star Math Fall and Spring Assessments *Inclusive of students with special needs	Results of Fall and Spring Assessments **Fall** **Spring** **1st = 82% 79%** **2nd = 60% 71%** **3rd = 71% 52%** **4th = 46% 60%** **5th = 58% 51%**
ELA					
Math					

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

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	N/A	N/A	N/A	N/A
Math	Students with Disabilities	N/A	N/A	N/A	N/A
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Afterschool Program		Model Curriculum Pre and Post Test	Results of Pre and Post Test **Pre** **Post** **GRADE 2** 75% 75% **GRADE 3** 30% 89% **GRADE 4** 47% 47% **GRADE 5** 70% 100% *Total student population
Math	Economically Disadvantaged	Afterschool Program		District Pre and Post Test	Results of district Pre and Post Test **Pre** **Post**

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)
					GRADE 2 10% 90% **GRADE 3** 20% 60% **GRADE 4** 0% 30% **GRADE 5** 0% 100% *Total student population
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	Classroom Management-GCN Training	Yes	Star Reading growth Performance	
		Reading Disabilities/Dyslexia GCN Training	Yes	Model Curriculum Assessment (Grades 3-5)	
		Behavioral Interventions for Students with Disabilities GCN Training	Yes	Discipline Referrals	
		IR&S	yes	I&RS documentation	
		Behavior Modifications Techniques for Specials Teachers.	Yes	Discipline Referrals	
Math	Students with Disabilities	Classroom Management- GCN Training	Yes	Star math Growth Performance	Results of Growth Performance (TAM) GR 3 = 42% SGP GR 4 = 88% SGP GR 5 = 79% SGP
		Behavioral Interventions for	Yes		There was a reduction in the number of discipline referrals of students with

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

		Students with Disabilities IR&S- GCN Training Using Renaissance Star Math with IEP students Behavior Modifications Techniques for Specials Teachers.	 Yes yes		disabilities.
ELA	Homeless	Classroom Management GCN Training Homeless Student GCN Training Displaced student protocol-District	Yes Yes yes	Sign in sheets	100% of Carver Staff are more aware of protocols for dealing with displaced students.
Math	Homeless	Classroom Management- GCN Training Homeless Student- GCN Training Displaced student protocol-District			100% of Carver Staff are more aware of protocols for dealing with displaced students.
ELA	Migrant	N/A			
Math	Migrant	N/A			

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

ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	Classroom Management- GCN Training	Yes	Teachscape observation reports	90% of Teachers rated effective or highly effective with classroom management.
		Reading Disabilities/Dyslexia- GCN Training	Yes	Journeys Unit Test	Journeys Unit Test results **Unit 1** = 86% **Unit 2** = 94% **Unit 3** = 94% **Unit 4** = 100% **Unit 5** = 100%
		NJASK Cluster Data Analysis	Yes	Model Curriculum Assessment (grades 1-5)	Model Curriculum Assessment results
		Setting up centers, notebooks, classroom routines and rituals	Yes		
		Analyze the results of the Comprehensive Assessments	Yes		
		Close Reading	Yes		
		Developing a student profile	Yes		
		PARCC: Preparing for PARCC, PARCC practice questions, PARCC performance tasks, informational guide, use of academic			

	Unit 1	Unit 2	Unit 3	Unit 4
GR 1	64%	N/A	84%	N/A
GR 2	54%	84%	62%	82%
GR 3	23%	35%	37%	83%
GR 4	26%	69%	39%	33%
GR 5	59%	72%	22%	87%

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

		language Review of the Renaissance Class Instructional Planning Report Identifying Critical Vocabulary in the Anchor Standards Model Curriculum: Preparing to take the Model Curriculum, Model Curriculum Item analysis Enhancing your implementation of achieve 3000: Strategies and procedures Prescriptions and Assessments Student Academic updates Bloom's Taxonomy	Yes Yes Yes Yes Yes Yes yes	Star Reading Fall and Spring Achieve3000 Lexile performance report	Results of Fall and Spring Assessments Fall Spring Kdg. = 57% 93% 1st = 61% 73% 2nd = 70% 65% 3rd = 51% 57% 4th = 35% 43% 5th = 32% 44% All classes have seen a positive Lexile change from September to June.
Math	Economically Disadvantaged	Classroom Management GCN	Yes	Teachscape	90% of Teachers rated effective or highly effective with classroom management.

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

		Training NJASK Cluster Data Analysis Setting up centers, notebooks, classroom routines and rituals PARCC: Preparing for PARCC, PARCC practice questions, PARCC performance tasks, informational guide, use of academic language, math strategies. Review of the Renaissance Class Instructional Planning Report, Renaissance growth report Mathematics intervention resources Lesson Plan Development Curriculum Pacing Introduction to the Waggle Math website	Yes Yes Yes Yes Yes Yes Yes Yes	Star Math Fall and Spring Assessments	Results of Fall and Spring Assessments Fall Spring 1st = 82% 79% 2nd = 60% 71% 3rd = 71% 52% 4th = 46% 60% 5th = 58% 51%

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

		Analyze the Go Math results Prescriptions and Assessments Student academic updates Bloom's Taxonomy	Yes Yes Yes		
School Wide Staff Training		Charlotte Danielson FfT SGO data: what does it mean? Setting up Preparedness Groups, scoring Teachscape: a review of how to access and upload documents. School Safety GCN Training-Various topics	Yes Yes Yes Yes Yes	Staff Reflection survey Written SGO Staff reflection Survey Safety Drill Log Certificates of completion	86% of staff feel that the have an accomplished or exemplary understanding of the Charlotte Danielson framework for Teaching 100% of all certified staff successfully completed and SGO this year. 100% of staff have logged in and accessed required documentation on Teachscape. 79% of staff feel as though they have an accomplished or exemplary understanding of using Teachscape. 100% safety drills were completed successfully 100% of staff have completed district mandated workshops on various topics

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

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				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

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.

Mrs. Sharon Davis		6-15-15
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	Early Literacy (Kdg.) Star Reading (1-5)	Specifically, George Washington Carver Star Reading assessment data for the 2014-2015 school year indicates the percentage of students At/Above proficiency. **Fall** **Spring** **Kdg. =** **57%** **93%** **1st =** **61%** **73%** **2nd =** **70%** **65%** **3rd =** **51%** **57%** **4th =** **35%** **43%** **5th =** 32% 44%
	Journeys (Kdg.)	Specially, George Washington Carver Journeys Unit test data, for the 2014-2015 school year indicate the percentage of students At acquired/Above. **Unit 1** = 86% **Unit 2** = 94% **Unit 3** = 94% **Unit 4** = 100% **Unit 5** = 100%

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

<table>
<tr><th>Areas</th><th>Multiple Measures Analyzed</th><th>Overall Measurable Results and Outcomes
(Results and outcomes must be quantifiable)</th></tr>
<tr><td></td><td>Model Assessment (1-5)</td><td>Specifically, George Washington Carver Model Assessment data, for the 2014-2015 school year indicate the percentage of students At acquired/Above.

<u>Unit 1</u> <u>Unit 2</u> <u>Unit 3</u> <u>Unit 4</u>
<u>GR 1</u> 64% N/A 84% N/A
<u>GR 2</u> 54% 84% 62% 82%
<u>GR 3</u> 23% 35% 37% 83%

<u>Unit 1</u> <u>Unit 2</u> <u>Unit 3</u> <u>Unit 4</u>
<u>GR 4</u> 26% 69% 39% 33%
<u>GR 5</u> 59% 72% 22% 87%</td></tr>
<tr><td>Academic Achievement - Writing</td><td>N/A</td><td>N/A</td></tr>
<tr><td>Academic Achievement - Mathematics</td><td>Star Math</td><td>Specifically, George Washington Carver Star Math assessment data for the 2014-2015 school year indicate the percentage of students At/Above proficiency.

Fall Spring
1st = 82% 79%
2nd = 60% 71%
3rd = 71% 52%</td></tr>
</table>

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)
		4th = 46% 60% 5th = 58% 51%
Family and Community Engagement		
Professional Development	Administrative Walk-Throughs	100% of teachers demonstrated an attempt to use components of the Charlotte Danielson Framework for Teaching.
	Professional Development Plans	100% of teachers have successfully created a PDP, which outlines their professional learning needs.
	School Wide Professional Development Plan	100% of staff assessed the professional learning needs of the school as a whole. The Carver school professional learning committee created a document that reflects those needs.
	Staff meetings	100% of teachers have been introduced to all of the domains and components of the Charlotte Danielson Framework for Teaching, creating and using SGO's and using the Teachscape evaluation platform.
	Study Groups	100% of teachers analyzed and reflected on progress monitoring data.
	In-service Days	100% of instructional staff received training on implementing the math and language arts curriculum through Think Central.
Leadership		
School Climate and Culture		
School-Based Youth Services		
Students with Disabilities		

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)
Homeless Students		
Migrant Students		
English Language Learners		
Economically Disadvantaged		

2015-2016 Comprehensive Needs Assessment Process*
Narrative

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

   The Leadership Council disseminated and facilitated the analysis of achievement data from NJASK as well as Renaissance Testing. A school safety committee administered a school culture and safety survey to parents, students and staff. The School Improvement Panel analyzed teacher performance data from Teachscape and finally the principal administered a staff perception survey about their understanding of the Charlotte Danielson Framework and their overall perception of how the academic program was being implemented.

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

   Data for student subgroups is tabulated by the state through the NJASK.

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)?

   Achievement data is provided by the state and district research based assessments. The school culture surveys were created by a research based program-PBIS.

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

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

   Teachscape data revealed that teachers need improvement in the following areas: creating and using assessments in instruction, using resources during instruction and using questioning and discussion techniques. Teachscape data revealed that teachers are excelling in the following areas. Establishing a culture for learning, creating and environment of respect and rapport, demonstrating knowledge of students.

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

   The survey that assessed the teachers' perception of their knowledge of the Charlotte Danielson FfT showed that teachers feel as though they have a solid understanding of the Charlotte Danielson FfT. There are still areas in need of improvement in the implementation stage.

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

   Students are identified by teachers in the IR&S process by looking at grades, student behavior and parent communication.

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

   Once the IR&S team identifies the students, the team gives recommendations based on the Emotional or Behavior Disorder Intervention Manual. Teachers also use the intervention resources in Journeys Language Arts program and the Go Math program. Teachers also provide interventions based on recommendations given by the Renaissance Star Reading and Math programs.

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

   N/A

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

   Our school guidance counselor and/or social worker provides homeless families with resources such as bus tickets, food and community services.

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?

Teachers make decisions through study group discussions and data analysis.

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

We have a Transition Day where parents are invited in to speak with teachers. Students are also given a packet of information about the curriculum for the next grade. We also have vertical articulations meetings at each grade level so teachers are made aware of specific student needs before they have them in their classrooms the following year.

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

From trends in student achievement data.

***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	Language Arts Literacy	Mathematics
Describe the priority problem using at least two data sources	An analysis of the Star Reading Student Growth Percentile (SGP) showed median growth from the fall to the spring across all grade levels; however the goal for 2015-2016 is to move all students to a higher achievement, higher growth status.	An analysis of the Star Math Student Growth Percentile (SGP) showed median growth from the fall to the spring across all grade levels; however the goal for 2015-2016 is to move all students to a higher achievement, higher growth status.
Describe the root causes of the problem	• Process of implementing the new district curriculum. • Specifically in the lower grades students are reading below grade level. • Need for teacher tutor support during 4th – 5th grade LAL instructional periods.	• Sustainable professional development in the targeted area of Math. • Based on assessment reports, students at grades 1 & 3 are performing below grade level proficiency. • Need for teacher tutor support during Math instructional periods.
Subgroups or populations addressed	All Students	All Students
Related content area missed (i.e., ELA, Mathematics)	N/A	N/A
Name of scientifically research based intervention to address priority problems	Journeys Intervention program, District approved instructional resource material, Star Reading Core Progress Learning Strategies.	Houghton Mifflin Harcourt Go Math Textbook, District approved instructional resource material, Star Math Core Progress Learning Strategies;
How does the intervention align with the Common Core State	Aligned through the East Orange School District pacing calendar, model curriculum, which are aligned to the	Aligned through the East Orange School District pacing calendar, which is aligned to the CCSS.

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

Standards?	CCSS.	

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		
Describe the priority problem using at least two data sources		
Describe the root causes of the problem		
Subgroups or populations addressed		
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems		
How does the intervention align with the Common Core State Standards?		

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				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Journeys Intervention Program Small Group Tutoring Co-Teaching	Classroom Teachers Grade 1-5 Test Coordinator Coaches Teacher Tutors	Results of Journeys Unit assessments (Kdg.); Star Reading Assessment; PARCC (gr. 3-5)	1. Class wide peer tutoring (CWPT) available on line @ www.igcp.ku.edu

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

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Economically Disadvantaged	Go Math Response To Intervention Program Small Group Tutoring Co-Teaching	Classroom Teachers Grade K-5 Test Coordinator Coaches Teacher Tutors	Results of Go Math Benchmark Assessment; Star Math Assessment; PARCC (Gr. 3-5)	1. Houghton Mifflin Intervention hmheducation.com/gomath
ELA					
Math					

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				

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Afterschool Program	Site Supervisor/Principal	Pre and Post test results	1. Cooperative Integrated Reading and Composition. (CIRC) Barnlett 1994, Skeans 1991.
Math	Economically Disadvantaged	Afterschool Program	Site Supervisor/Principal	Pre and Post test results	1. Hougton Mifflin Intervention hmheducation.com/gomath
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	Unpacking the Common Core Standards Reading comprehension strategies Close Reading Writing Skills/open-ended question strategies Data Analysis-examine student work Differentiated instruction	NJDOE technical assistance, Central Office personal, School administration, all teachers K-5)	Improvement on East Orange District Benchmarks, NJASK, PARCC, student work	LES Practice Guide -Using Student Achievement Data to Support Instructional Decision Making LES Practice Guide -Improving Reading Comprehension in Kindergarten Through 3rd Grade, Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades Handbook of Research on Writing: History, Society, School, Individual, Text; Handbook of Writing Research; Best Practices in Writing Instruction LES Practice Guide -Using Student Achievement Data to Support Instructional Decision Making, Collaborative professional learning in school and beyond: A tool kit for New Jersey educators, Powerful Design for Professional

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)
					Development
Math	Students with Disabilities	Unpacking the Common Core Standards Preparing for PARCC Improving Problem Solving Skills in Math Data Analysis- examine student work Differentiated instruction	NJDOE technical assistance, Central Office personal, School administration, all teachers K-5)	Improvement on East Orange District Benchmarks, NJASK, PARCC, student work	LES Practice Guide -Using Student Achievement Data to Support Instructional Decision Making Collaborative professional learning in school and beyond: A tool kit for New Jersey educators, Powerful Design for Professional Development
ELA	Homeless	Unpacking the Common Core Standards Reading comprehension strategies Close Reading Writing Skills/open-	NJDOE technical assistance, Central Office personal, School administration, all teachers K-5)	Improvement on East Orange District Benchmarks, NJASK, PARCC, student work	LES Practice Guide -Using Student Achievement Data to Support Instructional Decision Making LES Practice Guide -Improving Reading Comprehension in Kindergarten Through 3rd Grade, Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

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)
		ended question strategies Data Analysis- examine student work Differentiated instruction			Handbook of Research on Writing: History, Society, School, Individual, Text; Handbook of Writing Research; Best Practices in Writing Instruction Collaborative professional learning in school and beyond: A tool kit for New Jersey educators, Powerful Design for Professional Development
Math	Homeless	Unpacking the Common Core Standards Preparing for PARCC Improving Problem Solving Skills in Math Data Analysis- examine student work Differentiated instruction	NJDOE technical assistance, Central Office personal, School administration, all teachers K-5)	Improvement on East Orange District Benchmarks, NJASK, PARCC, student work	LES Practice Guide -Using Student Achievement Data to Support Instructional Decision Making Collaborative professional learning in school and beyond: A tool kit for New Jersey educators, Powerful Design for Professional Development
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	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	Unpacking the Common Core Standards Reading comprehension strategies Close Reading Writing Skills/open-ended question strategies Data Analysis-examine student work Differentiated instruction	NJDOE technical assistance, Central Office personal, School administration, all teachers K-5)	Improvement on East Orange District Benchmarks, NJASK, PARCC, student work	LES Practice Guide -Using Student Achievement Data to Support Instructional Decision Making LES Practice Guide -Improving Reading Comprehension in Kindergarten Through 3rd Grade, Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades Handbook of Research on Writing: History, Society, School, Individual, Text; Handbook of Writing Research; Best Practices in Writing Instruction Collaborative professional learning in school and beyond: A tool kit for New Jersey educators, Powerful Design for Professional

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)
					Development
Math	Economically Disadvantaged	Unpacking the Common Core Standards Preparing for PARCC Improving Problem Solving Skills in Math Data Analysis- examine student work Differentiated instruction	NJDOE technical assistance, Central Office personal, School administration, all teachers K-5)	Improvement on East Orange District Benchmarks, NJASK, PARCC, student work	LES Practice Guide -Using Student Achievement Data to Support Instructional Decision Making Collaborative professional learning in school and beyond: A tool kit for New Jersey educators, Powerful Design for Professional Development
ELA					
Math					

Use an asterisk to denote new programs.

24 CFR § 200.26(e): 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.

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

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.

1. How will the school Who will be responsible for evaluating the school-wide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? ***The School Leadership Team will be responsible for evaluating the schoolwide program internally and the Office of the Assistant Superintendent for Operations will be responsible for the evaluation externally.***
2. What barriers or challenges does the school anticipate during the implementation process? **1. Adequate Staffing; facilities and infrastructure; 2. Budget constraints; 3. Time constraints**
3. How will the school obtain the necessary buy-in from all stakeholders to impiement the program(s)? **The school will conduct surveys of all stakeholders and include them in the process of program implementation.**
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? **Surveys, Meetings and One-to-One Conferences will be used to gauge staff perception.**
5. What measurement tool(s) will the school use to gauge the perceptions of the community? **Surveys, Back-to-school night, PTA meetings and other Community based programming will be used to gauge the perceptions of the community.**
6. structure interventions? **Interventions will be structured using both diagnostic test, I& RS data, prior assessment data, and feedback.**
7. How frequently will students receive instructional interventions? **Students receive interventions daily, at least 60 minutes per day.**
8. What resources/technologies will the school use to support the schoolwide program? **Data will be the key element to support the schoolwide program. Namely, the tools within the Renaissance, Edusoft, Thinkcentral, Achive 3000, and Teachscape Platforms.**

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

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? **Data will be gathered from the Renaissance Benchmark Assessments, The Journeys Unit Benchmark Assessments, The Go Math Benchmark Assessments, and the Pre/Post assessment of Achieve 3000.**
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? **Information will be shared with staff during staff meetings and Professional Development Activities. Parents will receive information through newsletter, formal announcements, and during in-school programming. Other community partners will receive information from school-based programming, newsletters, website postings and any other type of dissemination that may arise.**

****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 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	Literacy Workshop	Coach	Parent surveys, workshop exist tickets	The Center for K-12 Assessment and Performance Management at ETS the Appleseed
Math	Students with Disabilities	Math Workshops	Coaches	Parent surveys, workshops exist tickets	The Center fork-12 Assessment and Performance Management at ETS the Appleseed
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	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	Literacy Workshops	Coach	Parent surveys, workshop survey tickets	The Center for K-12 Assessment and Performance Management at ETS the Appleseed
Math	Economically Disadvantaged	Math Workshops	Coaches	Parent surveys, workshop survey tickets	The Center for K-12 Assessment and Performance Management at ETS the Appleseed

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*	Economically Disadvantaged	Backpacks with school supplies	Shoulars/Butler	Survey the teachers to see how many student's summit	The Center for K-12 Assessment and Performance Management at ETS Appleseed
Math*	Economically Disadvantaged	Backpack with school supplies	Shoulars/Butler	Homework. Same.	The Center for K-12 Assessment and Performance Management at ETC the Appleseed
ELA and Math*	Whole school	Workshops using school web site and parent portal on FOCUS	Tech. teacher/librarian	Parent survey, workshop exist tickets, usage statistics of websites.	The Center for K-12 Assessment and Performance Management at ETS the Appleseed

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?
    a. The school will practice the philosophy that: "Parents and members of the community are the school's primary partners in the educational process";
    b. Parents will have an inclusive say regarding their child's education and educational experience
    c. An effort to Increase parent involvement will be made in an effort to lead to increased levels of student achievement
2. How will the school engage parents in the development of the written parent involvement policy?
    a. The written parent involvement policy will engage parents using the following strategies: Parent-Teacher Association Meetings, School Leadership Council Meetings and District Level Parental Involvement Meetings whereby parents will be able to give critical input into the School's parental involvement policy.
3. How will the school distribute its written parent involvement policy?
    a. The school will distribute its written parent involvement policy as follows: During Back to School Night, On the First Day of School, at Parent-Teacher Association Meetings and During parent related events
4. How will the school engage parents in the development of the school-parent compact?
    a. Parent who are in attendance at Parent-Teacher Association and School Leadership Council Meetings will assist in the development of the school-parent compact. In addition, input from those parents who do not attend Parent-Teacher Association and School Leadership Council Meetings will be considered.
5. How will the school ensure that parents receive and review the school-parent compact?
    a. School-Parent compacts will be provided to students on the first day of school. In addition, parents will be provided with School-Parent compacts during all parent related events and/or meetings that are hosted by the school.
6. How will the school report its student achievement data to families and the community?
    a. Student achievement data will be reported to families and the community as follows: By conducting Meetings for parents which focus on student achievement data, during Parent-Teacher Conferences, during Parent-Teacher Report Card Nights and individual student progress and report cards are sent home with students every 10 weeks within the academic school year. In addition, student data walls are posted throughout the main corridors of the school building.
7. How will the school notify families and the community if the district has not meet its Annual Measurable Achievement Objectives:
    a. The school will use the following strategies to notify families and the community if it has failed to meet its Annual Measurable Achievement Objectives: School Administration will send out a mailing to families and members of the community informing them that the school has not met its Annual Measurable Achievement Objectives. Also strategies for improvement will be listed on the school's website.
8. How will the school inform families and the community of the school's disaggregated assessment results:

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

a. At the end of each marking period, parents can meet with teachers to discuss their child's individual assessment results;
b. Parents who are members of the Parent-Teacher Association and the School Leadership Council meet monthly to discuss the school disaggregated assessment results;'
c. During our school's annual open house parents have the opportunity to discuss with School Administration the school's disaggregated assessment results along with a plan of action for improvement.

9. How will the school involve families and the community in the development of the school-wide title one plan?
    a. A subcommittee of the School Leadership Council designated for the development of the unified plan. This is the primary means through which parents are encouraged and welcomed to assist with the development and implementation of the Unified Plan.
10. How will the school inform families about the academic achievement of their child/children?
    a. Parent receive individualized and personalized information regarding the academic achievement of their children through report cards, mailings, parent conferences and telephone calls.
11. On what specific strategies did the school use its 2014-2015 Parental Involvement funds?
    a. Bring your parent to school day;
    b. Grandparent appreciation day;
    c. PTA Meetings;
    d. Parent recognition events

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	100%	The strategy used to retain #Q staff is to provide a safe and welcoming work environment.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	A culture of learning & healthy rapport are developed through shared leadership and varied indicators of staff appreciation.
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0 0 August 19-21, 2014	

* 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 maintenance of an informative school website which documents the positive educational culture of George Washington Carver along with the "word of mouth" information from those presently working at Carver, will help in attracting highly qualified teachers. Carver has a reputation of being a sought after place to work since most of the staff have work together over an average of 20 years.	