

Hughes

# 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 DISTRICT	School: Langston Hughes School
Chief School Administrator: DR. GLORIA C. SCOTT	Address: 160 Rhode Island Avenue East Orange, NJ 07017
Chief School Administrator's E-mail: g.scott@eastorange.k12.nj.us	Grade Levels: Pre K - 5
Title I Contact: Mr. James Leutz	Principal: Annie D. Jackson
Title I Contact E-mail: j.leutz@eastorange.k12.nj.us	Principal's E-mail: a.jackson@eastorange.k12.nj.us
Title I Contact Phone Number: (973) 266-5781	Principal's Phone Number: 973-266-5870

**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.

Annie Jackson  
Principal's Name (Print)

Annie Jackson  
Principal's Signature

06/24/2015  
Date

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

### Critical Overview Elements

- The School held \_\_\_\_\_5\_\_\_\_\_ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ \_\_\_\_\_4,177,000\_\_\_\_\_, which comprised \_\_\_\_\_99\_\_\_\_\_% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ \_\_\_\_\_4,177,000\_\_\_\_\_, 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
Incentives; Parent Awards/Recognition Program/ Home-School Connection Newsletter	1 & 2	Increase Parent Involvement	200-500	\$677.00
Refreshments for... Parent Workshops (6-8) Career Education Day Read Across America Scholastic Reading Workshop Assessment Workshops	1 & 2	Increase Parent/Community Involvement	200-800	\$700.00
General Supplies	1 & 2	Increase Parent/Community Involvement	200-600	\$1,000.00

## 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
Annie D. Jackson, Principal	Principal	X	X	X	<i>Annie Jackson</i>
Ella M. Tidwell	Assistant Principal	X	X	X	<i>Ella M. Tidwell</i>
John Edwards	Assistant Principal	X	X	X	<i>John Edwards</i>
Renee McGrady	Math Coach	X	X	X	<i>Renee McGrady</i>
Anestis Kerzelis	Literacy Coach	X	X	X	<i>Anestis Kerzelis</i>
Maisha Fisher	Classroom Teacher	X	X	X	<i>Maisha Fisher</i>
Kenya Matthews-Liggins	Classroom Teacher of SE	X	X	X	<i>Kenya M-Liggins</i>
Daphne Polidor	Classroom Teacher of Tech.	X	X	X	<i>D. Polidor</i>
Carlis Benjamin	School Staff- Support	X	X	X	<i>Carlis Benjamin</i>

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

**Stakeholder/Schoolwide Committee Meetings**

**Purpose:**

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
November 11, 2014	Conference Room	Needs Assessment	X		X	
November 12, 2014	Conference Room	Needs Assessment	X		X	
December 18, 2014	Conference Room	Plan Evaluation	X		X	
January 13, 2015	Conference Room	Program Development	X		X	
June 8, 2015	Conference Room	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?**

Our vision is to create and maintain a safe, healthy, supportive school environment and provide quality educational programs that promote the academic success of every student and the professional growth of every staff member. We envision a school that meets common core curriculum standards and shows significant measured growth on state and district assessments.

**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?

The program was implemented as outlined in the plan.

2. What were the strengths of the implementation process?

Stakeholders determined the following to be strengths of the program: Looping, implementation of the Houghton Mifflin Journeys Reading, Science, Social Studies and Mathematics Programs. These programs addressed the following components outlined in the plan; differentiated instruction, technology integration, rigor and intervention. Another strength was increased collaborative professional development. In some classes, the "Looping" strategy, where students stay with the same teacher for two or three years, proved to be a great strength. Students had the benefit of increased instructional continuity and more in depth relationships with their teachers.

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

Intervention components of the program were negatively impacted due to staffing issues in the school that resulted from LOA and FMLA. Staff absences due to LOA/FMLA created a domino effect, which caused intervention teachers (Teacher-Tutors) and the ELA/Math coaches to be given assignments that prevented them from providing interventions for students, turnkey training and assistance to teachers.

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

Some apparent strengths of the program were 1) continued implementation of the common core based Journeys reading, math, Science and Social Studies programs, grade level collaboration time, increased focus on the use of data, and infusion of

informational text, increased number of computers and smart boards available for daily use in classrooms. We also scheduled more computer-based instructional time for students and teachers. Some apparent weaknesses of the program were, 1) limited training for PARCC on-line Assessment and associated support materials; Danielson and Common Core training (ELA, Math, Science and Social Studies), district/state testing schedule that negatively impacts the pacing of the instructional programs, assessment discrepancies, and limiting staffing capacity. Additionally, loss of instruction time due to behavior challenges in the classroom negatively impacted the success of the program.

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

Buy-in from all stakeholders was obtained through involvement and collaboration, at all levels, in the decision making process for creating the school vision, compiling/collecting/ analyzing data, extended day/year programs, identifying strategies/best practices for the program, planning and participating in parent/community involvement activities, and the Comprehensive Needs Assessment.

6. What were the perceptions of the staff?

Staff reviewed the program and perceived it to be a viable approach to improving student performance. Feedback generated during collaborative meetings and planning sessions was used to determine the perception of the staff, via vote and/or group consensus and surveys.

7. What were the perceptions of the community?

Community stakeholders perceived the program to be a viable approach to improving student performance. They were especially receptive to the extended day /year programs. Survey responses were used to determine how community stakeholders perceived the program.

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

Various methods of instructional delivery were utilized in each program: a 150 minute ELA block, an 80 minute Math block, inter-disciplinary integration of skills in all content areas, large and small group instruction, at-risk interventions, technology integration, teach/re-teach, on-line support/resources, computer assisted learning programs and project-based activities are

essential component of instruction in all content areas. Additional instructional strategies implemented this year includes increased utilization of informational text, close Reading, responding to text support questions, use of technology to support learning and writing across the curriculum.

9. How did the school structure the interventions?

Interventions were built into ALL content areas: Tier II Reading block consisting of small group/guided reading lessons, during the small group/differentiated instruction taught during the Social Studies block, during small pullout sessions and the “push in” teacher tutor model during the ELA block. An interdisciplinary approach is applied in all content areas: large and small group instruction, at-risk interventions plans, technology integration, teach/re-teach, on-line support/resources, computer assisted learning programs and project-based activities across all content areas and grade levels.

10. How frequently did students receive instructional interventions?

The frequency of instructional interventions for students, during the regular school day, was approximately three times weekly per content area. The frequency of instructional interventions beyond the school day was weekly, for twenty (20) weeks (three days/week for 1.5 hours per day). The summer program lasts for four weeks, five days weekly and four and a half (4,5) hours per day. On-going on-line intervention/support was provided daily through scheduled computer time. Current adopted textbooks also have a Home Connection link to provide additional support and resources for teachers, students and parents to remediate and reinforce learning.

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

SMART boards, student laptops and desktop computers in the computer lab were utilized to support the program. The student laptops were primarily used in the classrooms for individualized and learning center activities. The computer lab was primarily utilized for class and other large group activities. Technology integration was an on-going part of the programs. Each classroom is equipped with 4-6 student laptops. Additional mobile carts and Smart Boards were purchased to increase student computer time and visual learning opportunities. Each class in grades K – 5 is scheduled to use mobile computer carts twice per week in addition to classroom computers. Grades 1-5 have Technology class once per week.

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

There are program successes that can be attributed to the use of technology that includes Achieve 3000, Waggle, Think Central resources, Learning.com. Students in grades 3-5 showed an average increase of two Lexile reading levels after using Achieve 3000. Because of the use of technology, our data shows a 10% increase in project-based activities and student successes in our district STEM Fair. Students have demonstrated a 40% increase in the use of computers to assist learning and 80% of assessments are administered on-line. With the availability of technology (computers, Smart Boards) students are able to practice on-line test taking, do research, complete assigned differentiated lessons and projects.

*\*Provide a separate response for each question.*

## Evaluation of 2014-2015 Student Performance

### *State Assessments-Partially Proficient*

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	16	30	EXTENDED DAY PROGRAM (At-Risk Students) Computer Assisted Differentiated Instruction Support Program; Achieve 3000  2-3 Weekly Intervention Periods in the Classroom  Targeted Homework Assignments  Journeys Reading Program  Think Central Online Resources	Student participation in extended day /year program for targeted population was limited due to starting time (four weeks before testing). 18/30 did not participate in extended day programs 13/30 forty percent (43%) of the identified at-risk students general education students participated in the after school and extended year programs. Out of those 14 at-risk students, 13/14 (93%) showed growth in their lexile levels from the pre-assessment to the post assessment. Out of the 30 at-risk students that participated in the extended day program, 5 of them were special needs. Only 1 of those special needs students attended the program. 11/30 (37%) of the grade 4 at-risk students moved up one or more categories on the Spring ELA Renaissance assessment.
Grade 5	32	19	EXTENDED DAY/YEARS REMEDIATION PROGRAMS Small group instruction/remediation Computer Assisted Differentiated Instruction support programs Kidbiz 3000.	Student participation in extended day /year program for targeted population was limited due to starting time (four weeks before testing). 9/19 (47%) did not participate in extended day programs  10/19 (53%) participated in LHS extended day programs. Out of those 10 at-risk students, 8/10 (80%) showed growth in their lexile levels from the pre-assessment to the post

				assessment.  8/19 (42%) of the grade 5 at-risk students moved up one or more categories on the Spring ELA Renaissance assessment.
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 <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	7	30	<p>EXTENDED DAY/YEARS REMEDIATION PROGRAMS</p> <p>Small group instruction/remediation</p> <p>Computer Assisted Differentiated Instruction</p> <p>support programs Achieve 3000</p>	<p>Student participation in extended day /year program for targeted population was limited due to starting time (four weeks before testing).</p> <p>13/30 (43%) did not participate in extended day program</p> <p>17/30 (57%) participated in LHS extended day program. Out of those 17 at-risk students, 10/17 (59%) showed growth in their Math pre-assessment to the Math post assessment.</p> <p>7/30 (23%) of the grade 4 at-risk students moved up one or more categories on the Spring Math Renaissance assessment.</p>
Grade 5	18	13	<p>EXTENDED DAY/YEARS REMEDIATION PROGRAMS</p> <p>Small group instruction/remediation</p> <p>Computer Assisted Differentiated Instruction</p> <p>support programs Achieve 3000.</p>	<p>Student participation in extended day /year program for targeted population was limited due to starting time (four weeks before testing).</p> <p>7/13 (54%) did not participate in extended day program</p> <p>6/13 (46%) of the students identified as at-risk participated in the LHS/district extended day programs. Out of those 6 at-risk students, 3/6 (50%) showed growth in their Math pre-assessment to the Math post assessment.</p>

				6/13 (46%) of the grade 5 at-risk students moved up one or more categories on the Spring Math Renaissance assessment.
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		

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

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

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	2	N/A	Tools of the Mind Scaffolds Appendix Manual Work Sampling Collection Home Links Small Group/Individual Activities with Teacher Assistant Referrals to Early Childhood Intervention Team Motivating learners using the smart board and manipulatives.	Student portfolio assessments show a 42/60 increase in student proficiencies using the Tools of the Mind Curriculum. 14/60 students were identified as deficient using the ESP-P Assessment for Pre-K.  Effective use of Tools of the Mind remediation and intervention resources provide teachers a plan to address varied learning styles and needs of the students.

			Role playing/Play Plans	Implementation of the ELA Program Integrated Curriculum and interactive media has increased student articulation and application of concepts taught.
Kindergarten	3	6	<p>Implementation of the Reading Series, "Journey's" Tiered Instructional Model</p> <p>Small group instruction/intervention</p> <p>Technology Integration</p> <p>Journey's Remediation and Intervention Resources (Grab and Go Kits) (Reading/Literacy Toolkit)</p> <p>Motivating learners using manipulatives and inquiry based strategies.</p> <p>Role-playing and increased use of technology as a learning and assessment tool.</p>	<p>Student Renaissance data shows a 79/85 (93%) students scored proficient on end of year assessments.</p> <p>Effective use of the Journey's remediation and intervention resources provide teachers a plan to address the varied learning styles and needs of students.</p> <p>Student portfolio assessments show an increase in student proficiencies using the Work Sampling Curriculum and the Journey's series.</p>
Grade 1	51	57	<p>Tiered Instructional Model</p> <p>Small group instruction/remediation</p> <p>Computer Assisted Differentiated Instruction support programs</p> <p>Journey's Remediation and Intervention Resource. (Grab and Go Kits) (Reading/Literacy Toolkit)</p> <p>Motivating learners using manipulatives and inquiry based strategies.</p> <p>Role-playing and increased use of technology as a learning and assessment tool.</p>	<p>Student Renaissance data shows 59/103 (57%) students scored proficient on the end of year assessments.</p> <p>Effective use of the Journey's remediation and intervention resources provide teachers a plan to address the varied learning styles and needs of students.</p>
Grade 2	45	49	<p>Tiered Instructional Model</p> <p>Small group instruction/remediation</p> <p>Computer Assisted Differentiated Instruction support programs</p> <p>Journey's Remediation and Intervention Resource. (Grab and Go Kits) (Reading/Literacy Toolkit)</p> <p>Motivating learners using manipulatives and inquiry based strategies.</p> <p>Role-playing and increased use of technology as a learning and assessment tool.</p>	<p>Student Renaissance data shows 52/98 (53%) students scored proficient on the end of year assessments.</p> <p>Effective use of the Journey's remediation and intervention resources provide teachers a plan to address the varied learning styles and needs of students.</p>

Grade 9	N/A	N/A		
Grade 10	N/A	N/A		

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	<p>Hands-on use of manipulatives.</p> <p>Use of the smart board to demonstrate and provide visual representation of concepts and skills.</p> <p>Role playing/Continue the implementation of the components of Tools of the Mind math program.</p> <p>Use workplace readiness real-world life experiences and literature to introduce and reinforce skills and concepts.</p>	<p>Student portfolio assessments show a 38/60 increase in student proficiencies using the Tools of the Mind Curriculum. 14/60 students were identified as deficient using the ESP-P Assessment for Pre-K.</p> <p>Effective use of Tools of the Mind remediation and intervention resources provide teachers a plan to address varied learning styles and needs of the students.</p> <p>Implementation of the Math Program Integrated Curriculum and interactive media has increased student articulation and application of concepts taught.</p>
Kindergarten	5	6	<p>Implementation of the Math Program Tiered Instructional Model</p> <p>Small group instruction/remediation</p> <p>Computer Assisted Differentiated Instruction support programs</p> <p>Use of the Go-Math Hands-on approach to learning</p> <p>Journey's Remediation and Intervention Resource.</p>	<p>Student Renaissance data shows a 79/85 (93%) students scored proficient on end of year assessments.</p> <p>Effective use of the Journey's remediation and intervention resources provide teachers a plan to address the varied learning styles and needs of students.</p> <p>Implementation of the Math Program Integrated Curriculum and interactive media has increased student articulation and application of concepts taught.</p>
Grade 1	26	39	Implementation of the Math Program	Student Renaissance data shows a 59/101

			<p>Tiered Instructional Model</p> <p>Small group instruction/remediation</p> <p>Computer Assisted Differentiated Instruction support programs (Waggle Program)</p> <p>Adoption of Go-Math Hands-on approach to learning</p> <p>Journey's Remediation and Intervention Resource.</p>	<p>(58%) students scored proficient on end of year assessments.</p> <p>Effective use of the Journey's remediation and intervention resources provide teachers a plan to address the varied learning styles and needs of students.</p> <p>Implementation of the Math Program Integrated Curriculum and interactive media has increased student articulation and application of concepts taught.</p>
Grade 2	47	65	<p>Implementation of the Math Program</p> <p>Tiered Instructional Model</p> <p>Small group instruction/remediation</p> <p>Computer Assisted Differentiated Instruction support programs (Waggle Program)</p> <p>Adoption of Go-Math Hands-on approach to learning</p> <p>Journey's Remediation and Intervention Resource.</p>	<p>Student Renaissance data shows a 56/97</p> <p>(58%) students scored proficient on end of year assessments.</p> <p>Effective use of the Journey's remediation and intervention resources provide teachers a plan to address the varied learning styles and needs of students.</p> <p>Implementation of the Math Program Integrated Curriculum and interactive media has increased student articulation and application of concepts taught.</p>
Grade 9	N/A	N/A		
Grade 10	N/A	N/A		

## 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	Same Curriculum with Modifications Extended Day Tracking Sheets Individual Intervention Plans/ Targeted Instruction, Whole and Small Group instruction, IEP Referrals, Counseling	Yes	Renaissance Assessments Model Curriculum Test Data District Benchmark Data Weekly Book Reports Data IEP and Student Portfolio	11/36 (31%) of the grade 1-5 at-risk students moved up one or more categories on the Spring ELA Renaissance assessment.  Increase in the number of hours students are engaged in computer assisted instruction activities due to the creation of a technology cart schedule, and homeroom-based desktops.  Data also show a 78% increase in the number of students who have computer access beyond school hours.
Math	Students with Disabilities	Same Curriculum with Modifications Extended Day Tracking Sheets Individual Intervention Plans/ Targeted Instruction, Whole and Small Group instruction, IEP Referrals, Counseling	Yes	Renaissance Assessments ThinkCentral Test Data District Benchmark Data IEP and Student Portfolio	14/34 (41%) of the grade 1-5 at-risk students moved up one or more categories on the Spring Math Renaissance assessment.  Monthly District progress reports show an increase in the number of at-risk students moving from below level activities to on grade level activities  Data also show a 78% increase in the number of students who have computer access beyond school hours.  Increase in the number of hours students are engaged in computer assisted instruction activities due to the creation of a technology cart schedule, and homeroom-based desktops.
ELA	Homeless	N/A	N/A	N/A	N/A

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	N/A	N/A		
Math	ELLs	N/A	N/A		
ELA	Economically Disadvantaged	Same Curriculum with Modifications Extended Day Tracking Sheets Individual Intervention Plans, Targeted Instruction, Whole and Small Group Instruction, IRS Referrals, Counseling	Yes	Renaissance Assessments Model Curriculum Test Data District Benchmark Data Weekly Book Reports Data IEP and Student Portfolio Remediation Plans Data Folders Student Assessment Record Form	Fall to Spring Renaissance data shows an overall increase in students reading At/Above for each grade level (1-5). Data also shows 78% of students utilize computer-based learning activities beyond school hours. Increase in the number of hours students are engaged in computer assisted instruction activities due to the creation of a technology cart schedule, and homeroom-based desktops.
Math	Economically Disadvantaged	Same Curriculum with Modifications Extended Day Tracking Sheets	Yes	Renaissance Assessments ThinkCentral Test Data District Benchmark Data IEP and Student Portfolio	Fall to Spring Renaissance data shows an overall increase in students reading At/Above for each grade level (1-5). Data also shows 78% of students utilize computer-based learning activities beyond school hours.

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Individual Intervention Plans/ Targeted Instruction, Whole and Small Group instruction, IEP Referrals, Counseling			Increase in the number of hours students are engaged in computer assisted instruction activities due to the creation of a technology cart schedule, and homeroom-based desktops.
ELA	ELA	Achieve 3000 (Kidbiz) and Learning.com self-paced computer assisted differentiated instruction program Journey's Grab and Go Remediation/Intervention Resources	Yes	Pre/Post Tests Weekly Performance Reports Monthly Activity Reports Technology Portfolios Computer Parent Survey	The June post test shows an overall average increase of 158 Lexile levels. Monthly District progress reports show an increase in the number of at-risk students moving from below level activities to on grade level activities Data also shows 78% of students utilize computer-based learning activities beyond school hours. Increase in the number of hours students are engaged in computer assisted instruction activities due to the creation of a technology cart schedule, and homeroom-based desktops.
Math	Math	Achieve 3000 (Kidbiz) and Learning.com self-paced computer assisted differentiated instruction program Tiered Model of	Yes	Pre/Post Tests Weekly Performance Reports Monthly Activity Reports Technology Portfolios Computer Parent Survey	The June post-test shows an overall average increase of 158 Lexile levels. Monthly District progress reports show an increase in the number of at-risk students moving from below level activities to on grade level activities

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Instruction Journey's Go Math Interventions and Remediation Resources			Data also shows 78% of students utilize computer-based learning activities beyond school hours.  Increase in the number of hours students are engaged in computer assisted instruction activities due to the creation of a technology cart schedule, and homeroom-based desktops.
ELA/ Math	ELA/Math	Literacy Centers Differentiated and Targeted Skills Practice <b>Continue Intervention Plan using Tiered Model of Instruction</b>	Yes	Completed Activities Folders Classroom Visits Observations	Center activities provide students with the opportunity to apply learned skills, reinforce and extend learning through practices and self-assessment. Through center-based activities teachers can develop and target activities/lessons to meet the individual needs of the learner. Differentiated targeted skill instruction and practices has shown an increase in student performance on reassessment instruments.  Use of the Tier Model of Instruction identified students will receive small group and individual instruction.

***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	<p>EXTENDED DAY PROGRAM (At-Risk Students)</p> <p>Computer Assisted Differentiated Instruction Support Program; Achieve 3000</p> <p>2-3 Weekly Intervention Periods in the Classroom</p> <p>Targeted Homework Assignments</p> <p>Journeys Reading Program</p> <p>Think Central Online Resources</p>	Yes	<p>Renaissance Assessments</p> <p>Model Curriculum Test Data</p> <p>District Benchmark Data</p> <p>Weekly Book Reports Data</p> <p>IEP and Student Portfolio</p>	<p>Increase in the number of hours students are engaged in computer assisted instruction activities due to the creation of a technology cart schedule, and homeroom-based desktops.</p> <p>Data also show a 78% increase in the number of students who have computer access beyond school hours.</p>
Math	Students with Disabilities	<p>EXTENDED DAY PROGRAM (At-Risk Students)</p> <p>Computer Assisted Differentiated Instruction Support Program; Achieve 3000</p> <p>2-3 Weekly Intervention Periods in the Classroom</p>	Yes	<p>Renaissance Assessments</p> <p>Model Curriculum Test Data</p> <p>District Benchmark Data</p> <p>Weekly Book Reports Data</p> <p>IEP and Student Portfolio</p>	<p>Monthly District progress reports show an increase in the number of at-risk students moving from below level activities to on grade level activities</p> <p>Data also show a 78% increase in the number of students who have computer access beyond school hours.</p> <p>Increase in the number of hours students are engaged in computer assisted instruction activities due to the creation of a technology cart schedule, and homeroom-based desktops.</p>

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Targeted Homework Assignments  Journeys Reading Program  Think Central Online Resources			
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	Same Curriculum with Modifications Extended Day Tracking Sheets Individual Intervention Plans, Targeted Instruction, Whole and Small Group Instruction, IRS Referrals, Counseling	Yes	Renaissance Assessments Model Curriculum Test Data District Benchmark Data Weekly Book Reports Data IEP and Student Portfolio Remediation Plans Data Folders Student Assessment Record Form	Fall to Spring Renaissance data shows an overall increase in students reading At/Above for each grade level (1-5).  Data also shows 78% of students utilize computer-based learning activities beyond school hours.  Increase in the number of hours students are engaged in computer assisted instruction activities due to the creation of a technology cart schedule, and homeroom-based desktops.

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Economically Disadvantaged	<p>Same Curriculum with Modifications Extended Day Tracking Sheets</p> <p>Individual Intervention Plans/ Targeted Instruction, Whole and Small Group instruction, IEP Referrals, Counseling</p>	Yes	<p>Renaissance Assessments ThinkCentral Test Data District Benchmark Data IEP and Student Portfolio</p>	<p>Fall to Spring Renaissance data shows an overall increase in students reading At/Above for each grade level (1-5). Data also shows 78% of students utilize computer-based learning activities beyond school hours.</p> <p>Increase in the number of hours students are engaged in computer assisted instruction activities due to the creation of a technology cart schedule, and homeroom-based desktops.</p>
ELA	After School (SMART) Program	After School (SMART) Program	Yes	<p>Renaissance Screening Reports District Math Assessments Pre and Post Test Data District Benchmark Data</p>	<p>Renaissance Assessments show an overall increase in categories for at-risk students. After school pre and posttest data show an overall increase in student participating in the program. General education students attending the program increase their performance on assessment; SE students show an increase on test data.</p>

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	After School (SMART) Program	After School (SMART) Program	Yes	Renaissance Screening Reports District Math Assessments Pre and Post Test Data District Benchmark Data	Renaissance Assessments show an overall increase in categories for at-risk students. After school pre and posttest data show an overall increase in student participating in the program. General education students attending the program increase their performance on assessment; SE students show an increase on test data.

## 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	1.Data Analysis and Effective Instructional plan of Action 2 Strategies for. Differentiated Instruction 3. Effective Literacy Centers 4. Process Writing and Responding to Higher Order Thinking Questions and Blooms Taxonomy 5. Effective use of rubric to provide personalized meaningful feedback	Yes	Walk Through Checklists Observation/Evaluation Assessment Data Teacher Assessment Notebook (TAN) Lesson Plans with evidence of teach/test/re-teach & differentiated/targeted instruction Classroom Daily Posted Agenda Attendance Rosters Student writing journals and work folders Student Data folders Weekly writing samples	1. Staff engaged in data analysis regularly during staff and grade level meetings and use data to guide instruction in the classroom. 2. Increase in differentiated instruction activities in classrooms; teachers developing and implementing an instructional program that address individual student needs. 3. During classroom visits literacy centers were observed to be operating according to the guidelines. They were equipped with student friendly directions and objectives, sign-in sheets and appropriate supplies and materials. Teacher used management boards to smoothly rotate students in the centers. 4. Integration of process writing and open-ended questioning in all content areas was observed during classroom observations/evaluations, walkthroughs, data folders and plan book reviews.
Math	Students with Disabilities	1.Data Analysis and Effective Instructional plan of Action 2. Strategies for. Differentiated Instruction 3. Effective Literacy	Yes	Walk Through Checklists Observation/Evaluation Assessment Data Teacher Assessment Notebook (TAN)	1. Staff engaged in data analysis regularly during staff and grade level meetings and use data to guide instruction in the classroom. 2. Increase in differentiated instruction activities in classrooms; teachers

		Centers 4. Assisting Students with Mathematics – Hands-on – Manipulative Based Approach		Lesson Plans with evidence of teach/test/re-teach & differentiated/targeted instruction Classroom Daily Posted Agenda Attendance Roster Student writing journals and work folders Student Data folders	developing and implementing an instructional program that address individual student needs. 3. During classroom visits literacy centers were observed to be operating according to the guidelines. They were equipped with student friendly directions and objectives, sign-in sheets and appropriate supplies and materials. Teacher used management boards to smoothly rotate 4. Students in the centers. 5. Evidence that mathematics instruction includes the use of visual aids, charts, technology and manipulative aid in the development and reinforcement of mathematical concepts.
ELA	ELL	N/A	N/A	N/A	N/A
Math	ELL	N/A	N/A	N/A	N/A
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	Economically Disadvantaged	1.Data Analysis and Effective Instructional plan of Action 2 Strategies for. Differentiated Instruction 3. Effective Literacy Centers 4. Process Writing and	Yes	Walk Through Checklists Observation/Evaluation Assessment Data Teacher Assessment Notebook (TAN) Lesson Plans with evidence of teach/test/re-teach &	1. Staff engaged in data analysis regularly during staff and grade level meetings and use data to guide instruction in the classroom. 2. Increase in differentiated instruction activities in classrooms; teachers developing and implementing an instructional program that address

		<p>Responding to Higher Order Thinking Questions and Blooms Taxonomy</p> <p>5. Effective use of rubric to provide personalized meaningful feedback</p>		<p>differentiated/targeted instruction</p> <p>Classroom Daily Posted Agenda</p> <p>Attendance Rosters</p> <p>Student writing journals and work folders</p> <p>Student Data folders</p> <p>Weekly writing samples</p>	<p>individual student needs.</p> <ol style="list-style-type: none"> <li>3. During classroom visits literacy centers were observed to be operating according to the guidelines. They were equipped with student friendly directions and objectives, sign-in sheets and appropriate supplies and materials. Teacher used management boards to smoothly rotate students in the centers.</li> <li>4. Integration of process writing and open-ended questioning in all content areas was observed during classroom observations/evaluations, walkthroughs, data folders and plan book reviews.</li> </ol>
Math	Economically Disadvantaged	<ol style="list-style-type: none"> <li>1.Data Analysis and Effective Instructional plan of Action</li> <li>2. Strategies for. Differentiated Instruction</li> <li>3. Effective Literacy Centers</li> <li>4. Assisting Students with Mathematics – Hands-on – Manipulative Based Approach</li> </ol>	Yes	<p>Walk Through Checklists</p> <p>Observation/Evaluation</p> <p>Assessment Data</p> <p>Teacher Assessment Notebook (TAN)</p> <p>Lesson Plans with evidence of teach/test/re-teach &amp; differentiated/targeted instruction</p> <p>Classroom Daily Posted Agenda</p> <p>Attendance Roster</p> <p>Student writing journals and work folders</p> <p>Student Data folders</p>	<ol style="list-style-type: none"> <li>1. Staff engaged in data analysis regularly during staff and grade level meetings and use data to guide instruction in the classroom.</li> <li>2. Increase in differentiated instruction activities in classrooms; teachers developing and implementing an instructional program that address individual student needs.</li> <li>3. During classroom visits literacy centers were observed to be operating according to the guidelines. They were equipped with student friendly directions and objectives, sign-in sheets and appropriate supplies and materials. Teacher used management boards to smoothly rotate</li> <li>4. Students in the centers.</li> <li>5. Evidence that mathematics instruction includes the use of visual aids, charts, technology and manipulative aid in the development and</li> </ol>

***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	Back to School Night, Quarterly Parent-Teacher Conferences, Bring a Parent to School Day, Community Food Drive, Parcc Parent Workshop, Technology Workshops, PTA Meetings, Transition Day, Career Readiness Workshops & Activities, PJ's and Bookfair Workshop, Scholastic Book Fair, Parent STEM Fair Workshop, Awards and Recognition, Grandparents Day	YES	Agenda & Sign-in Sheets	<p>Back to School Night had an attendance rate of 80%.</p> <p>There was a 30% attendance rate at Parent-Teacher conferences.</p> <p>Approximately 10 parents attended our Bring a Parent to School Day.</p> <p>Our Community Food Drive had consistent parent participation of 75% of the student population.</p> <p>Our Parcc Workshop had 10 parents participate.</p> <p>At the beginning of the school year, 25 parents participated in our PTA. Over the next few months there was a decrease to 20 parents. Inclement weather and scheduling conflicts contributed to this.</p> <p>Our school's Transition Day had an estimated adult participation rate of 50 adults.</p> <p>PJ's &amp; Book Fair Day had an estimated adult participation rate of 38 adults.</p> <p>The Awards Program had an estimated adult participation rate of 200 adults.</p> <p>PJ's &amp; Book Fair Day had an estimated adult participation rate of 38 adults.</p>
Math	Students with Disabilities	Back to School Night, Quarterly Parent-Teacher Conferences,	YES	Agenda & Sign-in Sheets	Back to School Night had an attendance rate of 80%.

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Bring a Parent to School Day, Community Food Drive, Parcc Parent Workshop, PTA Meetings, Transition Day, Career Readiness Workshops & Activities, PJ's and Bookfair Workshop, Scholastic Book Fair, Parent STEM Fair Workshop, Awards and Recognition, Grandparents Day			<p>There was a 30% attendance rate at Parent-Teacher conferences.</p> <p>Approximately 10 parents attended our Bring a Parent to School Day.</p> <p>Our Community Food Drive had consistent parent participation of 75% of the student population.</p> <p>Our Parcc Workshop had 10 parents participate.</p> <p>At the beginning of the school year, 25 parents participated in our PTA. Over the next few months there was a decrease to 20 parents. Inclement weather and scheduling conflicts contributed to this.</p> <p>Our school's Transition Day had an estimated adult participation rate of 50 adults.</p> <p>PJ's &amp; Book Fair Day had an estimated adult participation rate of 38 adults.</p> <p>The Awards Program had an estimated adult participation rate of 200 adults.</p> <p>PJ's &amp; Book Fair Day had an estimated adult participation rate of 38 adults.</p>
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	Back to School Night, Quarterly Parent-Teacher Conferences, Bring a Parent to School Day, Community Food Drive, Parcc Parent Workshop, Technology Workshops, PTA Meetings, Transition Day, Career Readiness Workshops & Activities, PJ's and Bookfair Workshop, Scholastic Book Fair, Parent STEM Fair Workshop, Awards and Recognition, Grandparents Day	YES	Agenda & Sign-in Sheets	<p>Back to School Night had an attendance rate of 80%.</p> <p>There was a 30% attendance rate at Parent-Teacher conferences.</p> <p>Approximately 10 parents attended our Bring a Parent to School Day.</p> <p>Our Community Food Drive had consistent parent participation of 75% of the student population.</p> <p>Our Parcc Workshop had 10 parents participate.</p> <p>At the beginning of the school year, 25 parents participated in our PTA. Over the next few months there was a decrease to 20 parents. Inclement weather and scheduling conflicts contributed to this.</p> <p>Our school's Transition Day had an estimated adult participation rate of 50 adults.</p> <p>PJ's &amp; Book Fair Day had an estimated adult participation rate of 38 adults.</p> <p>The Awards Program had an estimated adult participation rate of 200 adults.</p> <p>PJ's &amp; Book Fair Day had an estimated adult participation rate of 38 adults.</p>
Math	Economically	Back to School Night,	YES	Agenda & Sign-in Sheets	Back to School Night had an attendance rate

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disadvantaged	Quarterly Parent-Teacher Conferences, Bring a Parent to School Day, Community Food Drive, Parcc Parent Workshop, PTA Meetings, Transition Day, Career Readiness Workshops & Activities, PJ's and Bookfair Workshop, Scholastic Book Fair, Parent STEM Fair Workshop, Awards and Recognition, Grandparents Day			of 80%. There was a 30% attendance rate at Parent-Teacher conferences. Approximately 10 parents attended our Bring a Parent to School Day. Our Community Food Drive had consistent parent participation of 75% of the student population. Our Parcc Workshop had 10 parents participate. At the beginning of the school year, 25 parents participated in our PTA. Over the next few months there was a decrease to 20 parents. Inclement weather and scheduling conflicts contributed to this. Our school's Transition Day had an estimated adult participation rate of 50 adults. PJ's & Book Fair Day had an estimated adult participation rate of 38 adults. The Awards Program had an estimated adult participation rate of 200 adults. PJ's & Book Fair Day had an estimated adult participation rate of 38 adults.
ELA					
Math					

### 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.

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Principal's Name (Print)

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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	District Benchmark Assessments Benchmark Unit Assessments Model Curriculum Assessments Targeted Skill Re-teaching Tests Achieve 3000 Data RENAISSANCE DATA Extended Day Program Pre/Post Test data Extended Year Program Pre/Post Test Data	<p>Review of district Benchmark Assessment data shows, overall, that 63% of students are meeting the district’s benchmarks of 80%.</p> <p>Renaissance data analyzed show that student continue to show deficiencies in areas, working with the passage and analyzing the passage which is consistent with the data from the NJASK assessment.</p> <p>This year’s data showed that students, generally, increase their reading levels by 20%.</p> <p>Each source of ELA data show that special education students continue to lag behind their general education counterparts.</p> <p>Renaissance data will be used at the beginning of the school year (September 2014) to determine placement in reading and again in the spring (May 2015). The spring assessment determines placement and plot growth and support needs for the 2015-2016 school year.</p> <table border="1" data-bbox="982 1062 1948 1425"> <thead> <tr> <th colspan="9">2014- 2015 Renaissance Grade 1</th> </tr> <tr> <th>ELA Scale Score</th> <th colspan="2">At/ Above Benchmark 126 SS</th> <th colspan="2">On Watch Below 126 SS</th> <th colspan="2">Intervention Below 93 SS</th> <th colspan="2">Urgent Intervention Below 77 SS</th> </tr> <tr> <th>Grade 1</th> <th>Number of students</th> <th>Percent</th> <th>Number of students</th> <th>Percent</th> <th>Number of students</th> <th>Percent</th> <th>Number of students</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Number tested 103</td> <td>59</td> <td>57%</td> <td>9</td> <td>9%</td> <td>14</td> <td>14%</td> <td>21</td> <td>21%</td> </tr> </tbody> </table>	2014- 2015 Renaissance Grade 1									ELA Scale Score	At/ Above Benchmark 126 SS		On Watch Below 126 SS		Intervention Below 93 SS		Urgent Intervention Below 77 SS		Grade 1	Number of students	Percent	Number tested 103	59	57%	9	9%	14	14%	21	21%						
2014- 2015 Renaissance Grade 1																																						
ELA Scale Score	At/ Above Benchmark 126 SS		On Watch Below 126 SS		Intervention Below 93 SS		Urgent Intervention Below 77 SS																															
Grade 1	Number of students	Percent	Number of students	Percent	Number of students	Percent	Number of students	Percent																														
Number tested 103	59	57%	9	9%	14	14%	21	21%																														

**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)								
		2014- 2015 Renaissance Grade 2								
		ELA Scale Score	At/ Above Benchmark 285 SS		On Watch Below 285 SS		Intervention Below 233 SS		Urgent Intervention Below 158 SS	
		Grade 2	Number of students	Percent	Number of students	Percent	Number of students	Percent	Number of students	Percent
		Number tested 98	52	53%	13	13%	13	13%	20	20%
		2014- 2015 Renaissance Grade 3								
		ELA Scale Score	At/ Above Benchmark 388 SS		On Watch Below 388 SS		Intervention Below 330 SS		Urgent Intervention Below 251 SS	
		Grade 3	Number of students	Percent	Number of students	Percent	Number of students	Percent	Number of students	Percent
		Number tested 90	37	41%	14	16%	23	26%	16	18%

**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)																																																																								
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="9" style="text-align: center;">2014- 2015 Renaissance Grade 4</th> </tr> <tr> <th style="text-align: center;">ELA Scale Score</th> <th colspan="2" style="text-align: center;">At/ Above Benchmark 473 SS</th> <th colspan="2" style="text-align: center;">On Watch Below 473 SS</th> <th colspan="2" style="text-align: center;">Intervention Below 403 SS</th> <th colspan="2" style="text-align: center;">Urgent Intervention Below 315 SS</th> </tr> <tr> <th style="text-align: center;">Grade 4</th> <th style="text-align: center;">Number of students</th> <th style="text-align: center;">Percent</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Number tested 77</td> <td style="text-align: center;">38</td> <td style="text-align: center;">49%</td> <td style="text-align: center;">10</td> <td style="text-align: center;">13%</td> <td style="text-align: center;">12</td> <td style="text-align: center;">16%</td> <td style="text-align: center;">17</td> <td style="text-align: center;">22%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="9" style="text-align: center;">2014- 2015 Renaissance Grade 5</th> </tr> <tr> <th style="text-align: center;">ELA Scale Score</th> <th colspan="2" style="text-align: center;">At/ Above Benchmark 569 SS</th> <th colspan="2" style="text-align: center;">On Watch Below 569 SS</th> <th colspan="2" style="text-align: center;">Intervention Below 488 SS</th> <th colspan="2" style="text-align: center;">Urgent Intervention Below 382 SS</th> </tr> <tr> <th style="text-align: center;">Grade 5</th> <th style="text-align: center;">Number of students</th> <th style="text-align: center;">Percent</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Number tested 75</td> <td style="text-align: center;">32</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">15</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">17</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">11</td> <td style="text-align: center;">15%</td> </tr> </tbody> </table>	2014- 2015 Renaissance Grade 4									ELA Scale Score	At/ Above Benchmark 473 SS		On Watch Below 473 SS		Intervention Below 403 SS		Urgent Intervention Below 315 SS		Grade 4	Number of students	Percent	Number tested 77	38	49%	10	13%	12	16%	17	22%	2014- 2015 Renaissance Grade 5									ELA Scale Score	At/ Above Benchmark 569 SS		On Watch Below 569 SS		Intervention Below 488 SS		Urgent Intervention Below 382 SS		Grade 5	Number of students	Percent	Number tested 75	32	43%	15	20%	17	23%	11	15%												
2014- 2015 Renaissance Grade 4																																																																										
ELA Scale Score	At/ Above Benchmark 473 SS		On Watch Below 473 SS		Intervention Below 403 SS		Urgent Intervention Below 315 SS																																																																			
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Grade 5	Number of students	Percent	Number of students	Percent	Number of students	Percent	Number of students	Percent																																																																		
Number tested 75	32	43%	15	20%	17	23%	11	15%																																																																		
Academic Achievement - Writing	District Fall, Winter and Spring Benchmark Assessments Weekly Writing Tasks Analyzed 2014 NJASK data Student portfolios/projects Extended Day Program Pre/Post Test data	<p>Review of student writing samples and benchmark assessment data shows that students are demonstrating the ability to use a repertoire of strategies to establish and sustain a purpose for writing. Improvement is noted in the logical progression of student compositions. However, students in grade five continue to struggle with maintaining a single focus, organization and connecting relevant details.</p> <p>Review of assessment data in writing has shown an increase in the number of students scoring 3's and 4's on writing tasks, Open-ended responses, and short constructed response items. Student's weekly writing task show improvement in both Speculative and Expository writing. There was also</p>																																																																								

**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)
	Extended Year Program Pre/Post Test Data Think Central online Assessment Data	an increase in rubric scores on Literary Analysis Tasks and Research Simulation Tasks.

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)																																				
Academic Achievement - Mathematics	District Benchmark Assessments (NJ ASK Review Packets) Go! Math Chapter Tests Targeted Skills Re-teaching tests Renaissance data Extended Day Program Pre/Post Test data Extended Year Program Pre/Post Test Data Think Central online Assessment Data	<p>Quarterly Math Benchmark Assessments and other sources of data indicators show overall that 85% of general education population met the district's benchmark of 80% mastery of the Common Core Curriculum Standards benchmark skills. The SE population continues to fall below the district's benchmark.</p> <p>Targeted re-teaching was expanded in the classroom, with greater emphasis on "teach, test and re-teach". Students benefited greatly. Re-teaching data shows 85% of the students mastering the targeted skills.</p> <table border="1" data-bbox="982 573 1959 979"> <thead> <tr> <th colspan="9">2014- 2015 Renaissance Grade 1</th> </tr> <tr> <th>Math Scale Score</th> <th colspan="2">At/ Above Benchmark 362 SS</th> <th colspan="2">On Watch Below 362 SS</th> <th colspan="2">Intervention Below 327 SS</th> <th colspan="2">Urgent Intervention Below 273 SS</th> </tr> <tr> <th>Grade 1</th> <th>Number of students</th> <th>Percent</th> <th>Number of students</th> <th>Percent</th> <th>Number of students</th> <th>Percent</th> <th>Number of students</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Number tested 101</td> <td>59</td> <td>58%</td> <td>18</td> <td>18%</td> <td>15</td> <td>15%</td> <td>9</td> <td>9%</td> </tr> </tbody> </table>	2014- 2015 Renaissance Grade 1									Math Scale Score	At/ Above Benchmark 362 SS		On Watch Below 362 SS		Intervention Below 327 SS		Urgent Intervention Below 273 SS		Grade 1	Number of students	Percent	Number tested 101	59	58%	18	18%	15	15%	9	9%						
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**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)							
		2014- 2015 Renaissance Grade 2							
<b>Math Scale Score</b>	<b>At/ Above Benchmark 477 SS</b>	<b>On Watch Below 477 SS</b>		<b>Intervention Below 444 SS</b>		<b>Urgent Intervention Below 396 SS</b>			
Grade 2	Number of students	Percent	Number of students	Percent	Number of students	Percent	Number of students	Percent	
Number tested 97	56	58%	16	16%	12	12%	13	13%	
2014- 2015 Renaissance Grade 3									
<b>Math Scale Score</b>	<b>At/ Above Benchmark 566 SS</b>	<b>On Watch Below 566 SS</b>		<b>Intervention Below 529 SS</b>		<b>Urgent Intervention Below 465 SS</b>			
Grade 3	Number of students	Percent	Number of students	Percent	Number of students	Percent	Number of students	Percent	
Number tested 90	37	41%	15	17%	22	24%	16	18%	

**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)																																																																																									
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Family and Community	Parent Survey	Documentation measures show a 20% increase in parent participation and involvement in activities																																																																																									

**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)
Engagement	Parent Activity Sign-in Sheets Parent/Teacher Conference Rosters	that support school efforts for improved school performance.
Professional Development	Staff Survey Sign-in Sheets Classroom Observations Focus Walks Student Performance Data Individual Professional Development Plan Record of Professional Hours School Professional Development Plan	Records of PD hours show that 100% of staff met or exceeded the state's requirement for professional development (N.J.A.C.6A-9-15) Development of a school-based PD calendar Demonstration of acquired PD skills during instruction (10% increase) Fall, Winter and spring benchmark reports with indicators of school improvement Collaborative Grade Level Meetings Agendas and Sign-in Sheets District Trainings and Outside Consultants Agendas and Sign-in Sheets
Leadership	School Leadership Team & School Leadership Team & School Improvement Panel Documents (Agendas, sign-in sheets, minutes, membership roster & schedule of meeting dates and times) Documentations of focus walks Staff Observations and Evaluations Administrators Professional Growth Plans Record of Professional Development Activities/Hours	The TEACHNJ ACT required the establishment of a School Improvement Panel to serve as the overarching body to facilitate school improvement. Increase focus walks and classroom observations resulted in more effective implementation of teaching strategies acquired during PD and current best practices by an increase of 10% of teachers Providing increased opportunities for PD (vertical and horizontal collaborative embedded PD, district in-service meetings, NJDOE technical assistance meetings, district training, conferences, workshops with educational consultants & PD beyond school hours with stipends supported by Title I Funds) promoted improvement in teaching strategies The administrator's PGP provides opportunity for self-assessment, goal setting and the development of a plan to guide the growth and improvement of the principal's instructional leadership skills
School Climate and Culture	Attendance Monthly Suspension Reports IR & S Referrals Discipline Referrals Harassment, Intimidation and Bullying Reports	Attendance summary for the 2014-2015 school year shows the following: Average Daily Enrollment 620 Average Daily Attendance 93% Suspension Report data is generated monthly. Our suspension number of students for 2013-2014 was 31. The total number of students suspended for the 2014 – 2015 school year was 22. There was a decrease of 8% (9 students).
School-Based Youth Services	Agendas, sign-in sheets, programs and rosters for the following; Student Council	Students showed significant benefits from our school-based youth services; development of leadership skills, improved attendance, increase in self confidence and self pride and willingness to support school-wide efforts for improved school culture through conflict resolution.

**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)
	Quarterly Awards & Recognition Program Counseling Services Youth Advisory Council Community Awards and Recognition East Orange Recreation Department's Adopted School Liberty Science Center/Merck Grant Program	
Students with Disabilities	Same documentation as GE students	Student with disabilities have same measures with modifications based on their IEP.
Homeless Students	Attendance Performance Data Report Cards	Through district support, homeless/displaced students maintain a 90% attendance rate.
Migrant Students	Attendance Performance Data Report Cards	Through district support, homeless/displaced students maintain a 90% attendance rate.
English Language Learners	N/A	N/A
Economically Disadvantaged	Free & Reduce Lunch Roster	91% Criteria used for additional support services.

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

### 2015-2016 Comprehensive Needs Assessment Process\*

#### *Narrative*

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

Throughout the 2014-2015 school year, School Leadership Team, the Professional Development Committee, IR & S Team, along with various other focus groups within the school, district support staff members worked collaboratively to gather and compile data, from the various stakeholder groups, necessary to complete the comprehensive needs assessment for the school. The process involved monthly committee meetings, weekly grade level/content area meetings, district Benchmarking Meetings, school-level learning walks, classroom observations, review of professional development evaluations, and ongoing review and analysis of multiple sources of assessment data.

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

The varied methods that the school used to collect and compile qualitative and quantitative data for student subgroups include; 1) data analysis meetings of district, school, grade and class levels, 2) classroom walkthroughs, 3) review of lesson plans, 4) student folders, notebooks and journals, 5) ongoing grade level, vertical/content, or staff meetings, 6) monthly reports, 7) professional development surveys, and 8) staff, student and parent surveys. Teachers met regularly to collaborate regarding curriculum, instruction and assessment. Meetings occurred during the 240 minutes per month that contracted staff meeting and weekly grade level content area meetings are assigned. The School Leadership Team and the Professional Development Team meet monthly. During these meetings the focus is on teaching and learning in the school and planning for school improvement

#### 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)?<sup>1</sup>

Data from the collection methods is reliable and sound because it is based on disaggregated data from standardized test, criterion referenced test and research based best practices such as grading scales, rubric scoring, portfolio assessments and exemplars. Teachers and committee groups collect NJ ASK and benchmark data from reports that have been professionally disaggregated. Data collected, from other forms of tests, is based on research based grading scales and rubrics. To ensure validity during the process, coaches are trained on proper collection methods and they, in turn, train teachers. The building administrators monitor the overall process.

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<sup>1</sup> Definitions taken from "Understanding Research Methods" by Mildred Patten  
Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyczak Publishing

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

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

Review of the data analysis shows stronger student performance in ELA than mathematics, which is an indication that the new adopted series in ELA has increase teacher instructional practices in developing student skills in key areas in ELA.

The data analysis also indicates a need to increase instructional rigor, improve strategies for addressing differentiated instruction and continue to improve data analysis skills and the development of effective intervention plans to address deficient skills in both ELA and mathematics.

Strategies being used in ELA and mathematics should continue with rigor, with a focus on the incoming 3<sup>rd</sup> graders and the current 4<sup>th</sup> graders who scored low on the 2014 NJASK and District benchmark assessment.

Given the low performance of Special Education students, data analysis indicates that more in class support is needed. The data analysis also indicates that lack of instructional continuity due to poor staff attendance negatively impacting the performance of some students.

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

The data reveals the school increased embedded learning opportunities have improved instructional practices and student performance. Previous years professional development was not designed to address the new educational initiatives, including new instructional standards and evaluation.

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

Multiple measures are used to identify educationally at-risk students. Some are identified at the end of the previous school year, while others are identified during the course of the year via various forms of data: At the beginning of the school year, data is analyzed, including leveled reading assessments, to identify students that need intensive instructional intervention and provide intervention services for them. During the school year, IR&S referrals are made for specific interventions due to classroom disruptions, discipline, absenteeism, chronic lateness and lack of productivity. During the school year students are continuously referred by teachers and/or parents based on information from ongoing data analysis that shows low performance

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

Educationally at-risk students are provided effective assistance through participation in our extended year programs (after school and summer school programs). Students who do not achieve proficiency on the NJASK, fall below the 50<sup>th</sup> percentile on the NJPASS, or fall below 80% on Benchmark and teacher made assessments, are identified for academic support services in our extended day program. In addition, both our ELA and math instructional models have a built in intervention component where teachers work with at-risk students for fifteen to thirty minutes per day. Parents are notified of their child's academic status and given recommendations for home intervention strategies no later than the first marking period, at our November parent- teacher conference.

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

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

N/A

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

N/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?

As one of the stakeholder groups for the school, teachers were actively involved in all decisions regarding the use of academic assessments to provide information on the improvement of the instructional program. Each grade level functioned as a focus group. Each week they would collect, collaborate and analyze assessment data, which would be passed on to the School Leadership Team. Each grade level submits recommendations to be considered for the final decision. Teachers are also engaged utilizing data from the teacher surveys and as members of the School Leadership Team and Professional Development Team.

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

The East Orange Early Childhood Program and the Curriculum Department have developed a transition plan for preschoolers and kindergarteners. A committee of the Early Childhood Department and the Curriculum Department staff (administrators, master teachers, parent involvement specialist, social worker, coaches, supervisors and the Assistant Superintendent), preschool and kindergarten teachers and parents meet to evaluate and establish activities for a smooth transition of students. The committee meets several times during the school year. Several activities highlight transition for East Orange preschool and kindergarten students:

Open House/Welcome Back to School Day/Night. Staff directly involved in the transition grades is in-serviced. A Community Fair is held in the spring to orientate parents about the programs and the registration process. The Transition Open House/Day is held in the spring to invite parents and kindergarten students to visit first grade classrooms throughout the school district. Kindergarten teachers and teacher assistants provide an overview of the program and expectations. Students tour the room and experience a sample of classroom activities. First grade teachers provide the same for kindergarten students and parents. Books, pamphlets and flyers are distributed with information about the school and program. Recommendations for summer activities are included in the packet of materials.

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

**12. How did the school select the priority problems and root causes for the 2014-2015-schoolwide plan?**

Multiple forms of data is reviewed and analyzed during the course of the year to determine the progress of the school and needs for improvement. Committees, sub-committees and focus groups were formed at the beginning of the school year to address various areas of curriculum, instruction and assessment. All groups met regularly to collaborate regarding teaching, learning and student progress. SLC review and analysis of current benchmark data determined the following:

Language Arts Literacy

Review of Fall and Spring Renaissance data shows the percentage of students reading at/above scale score level:

Renaissance GE	Fall		Spring		
ELA	# Of Students	Percentage	# of Students	Percentage	+/-
Grade 1	41	42%	59	57%	+15
Grade 2	43	47%	52	53%	+6
Grade 3	44	48%	37	41%	-7
Grade 4	32	40%	38	49%	+9
Grade 5	31	42%	32	43%	+1

Renaissance SE	Fall		Spring		
ELA	# of Students	Percentage	# of Students	Percentage	+/-
Grade 1	2	33%	2	29%	-4
Grade 2	1	20%	0	0%	-20
Grade 3	0	0%	0	0%	0
Grade 4	0	0%	0	0%	0
Grade 5	0	0%	0	0%	0

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

Renaissance GE	Fall		Spring		+/-
	# of Students	Percentage	# of Students	Percentage	
<b>Math</b>					
Grade 1	51	68%	59	58%	-10
Grade 2	27	29%	56	58%	+29
Grade 3	42	53%	37	41%	-12
Grade 4	27	36%	39	51%	+15
Grade 5	34	52%	35	47%	-5

Renaissance SE	Fall		Spring		+/-
	# of Students	Percentage	# of Students	Percentage	
<b>Math</b>					
Grade 1	2	33%	6	86%	+53
Grade 2	0	0%	3	43%	+43
Grade 3	0	0%	0	0%	0
Grade 4	0	0%	0	0%	0
Grade 5	0	0%	1	25%	+25

**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 and Reading	Mathematics
Describe the priority problem using at least two data sources	Review of district Benchmark Assessment data shows, overall, that 35% of students are performing below the 25 <sup>th</sup> percentile on the district’s Renaissance Assessment. The deficient clusters were working with text, analyzing text, and text-dependent responses. The Special Education (SE) subgroup showed the lowest performance.	Review of district Benchmark Assessment data shows, overall, that 30% of students are performing below the district’s 25 <sup>th</sup> percentile on the district’s Renaissance Assessment. The SE population continues to fall below the district’s benchmark. The deficient clusters were multiple step problem-solving, numerical operations, and fractions.
Describe the root causes of the problem	The needs assessment reveals a need for more rigorous instruction, continued quality professional development and realignment of teacher strengths with assignments.	The needs assessment reveals a need for more rigorous instruction, continued quality professional development and realignment of teacher strengths with assignments.
Subgroups or populations addressed	African American, Economically Disadvantaged and Special Education Grade level 1 – 5	African American, Economically Disadvantaged and Special Education Grade level 1 – 5
Related content area missed (i.e., ELA, Mathematics)	Language Arts Literacy	Mathematics
Name of scientifically research based intervention to address priority problems	Continued implementation of District adopted Houghton Mifflin’s Journeys reading program, Houghton Mifflin’s (HM) Comprehensive Reading Assessment, HM Grab and Go and Teach and Reteach. All classrooms are equipped with classroom libraries, containing 300 or more titles. Authentic Literacy Centers are a part of	Houghton Mifflin Go Math is the district’s research based, standard aligned adopted textbook. It is a Manipulative based program with a writing component that addresses open-ended math questions. The district’s Math Supervisor provides weekly supplemental materials that are closely aligned to the NCCSS

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

	<p>every classroom’s instructional program, as well as, Bloom’s Taxonomy questioning strategies and technology integration (Achieve 3000).</p>	<p>standards and the NJASK. These materials are use for supplemental instruction, testing and remediation. Another scientifically based program being used is Achieve 3000, a differentiated instruction computer program. Targeted re-teaching was expanded in the classroom, with greater emphasis on “teach, test and re-teach”. Students benefited greatly. Re-teaching data shows 85% of the students mastering the targeted skills.</p>
<p>How does the intervention align with the Common Core State Standards?</p>	<p>The program/strategies being utilized are aligned with the CCSS via the district’s curriculum guide. The district’s ELA curriculum guide is aligned with the CCSS. The curriculum guide drives the academic core of the tiered instructional model. It outlines the content to be mastered and the expectations for students at each grade level.</p>	<p>Houghton Mifflin Go Math is a research-based program that is aligned with the CCSS. The district’s mathematics curriculum guide is the core of the supplemental materials and strategies being used. Thus, the curriculum is aligned to the CCSS.</p>

**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	Instructional Skills and Strategies	
Describe the priority problem using at least two data sources	<p><b>Professional Development</b>                      Review of student performance data and the Danielson teacher evaluation instrument have determined that additional professional development support is required in the areas of differentiated instruction, computer assisted instruction, the writing process, holistic rubric scoring, meaningful feedback and the development of literacy centers to reinforce and to extend students learning experiences.</p>	
Describe the root causes of the problem	<p>Instructional staff needs training in how to effectively use data to drive instruction, develop instructional plans to meet the varied individual learning styles and levels within their classrooms and training on how to implement techniques and strategies required.</p> <p>The effective implementation of instructional skills and strategies employed by staff is measured by the results of student performance data, focus walks, surveys, workshop evaluations, grade level/vertical and horizontal meetings, formal and informal observations and evaluations.</p>	
Subgroups or populations addressed	Instructional Staff	
Related content area missed (i.e., ELA, Mathematics)	Kindergarten – Grade 5	

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

Name of scientifically research based intervention to address priority problems	Organizing Instruction and Study to Improve Student Learning NCER 2007 – 2004 U.S. DOE Using Student Achievement Data to Support Instructional Decision Making NCEE 2009 – 4067 U.S. DOE	
How does the intervention align with the Common Core State Standards?	Both interventions are aligned to the Common Core State Standards and New Jersey Professional Development Standards	

## SCHOOLWIDE COMPONENT: Reform Strategies

*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	Same opportunities offered	Same opportunities offered	Same opportunities offered	Same opportunities offered
Math	Students with Disabilities	Same opportunities offered	Same opportunities offered	Same opportunities offered	Same opportunities offered
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	Same opportunities offered	Same opportunities offered	Same opportunities offered	Same opportunities offered
Math	Economically Disadvantaged	Same opportunities offered	Same opportunities offered	Same opportunities offered	Same opportunities offered

## SCHOOLWIDE COMPONENT: Reform Strategies

*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	Grades 1-5	District adopted reading text (Houghlin-Mifflin – Journeys)  150 minutes instruction block	Teachers	20% increase in the number of students attaining benchmark on Spring assessments. (Renaissance on-line assessments, Think Central on-line assessments, and NJASK)	East Orange School District standard based adopted curriculum  Block Scheduling – by Karen Irmsher of the ERIC Clearinghouse on Education Management  Assisting Students Struggling with Reading Response to Intervention (RTL) and Multi-Tier Intervention in Primary Grades NCEE 2009-4045 U.S Department of Education
Math	Grades 1-5	Implement Go Math's District Mathematics Program – 80 minutes	Teachers	20% increase in the number of students attaining benchmark on assessments. Renaissance on-line assessments, Think Central on-line assessments, and NJASK)	East Orange School District standard based adopted curriculum  NCCSS Board Adopted Textbook  Block Scheduling- by Karen Irmsher of the ERIC Clearinghouse on Educational Management.

*\*Use an asterisk to denote new programs.*

## SCHOOLWIDE COMPONENT: Reform Strategies

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	All students meeting criteria is eligible for extended day/year programs	Teachers and Coaches	20% increase in the number of students attaining benchmark on Spring assessments. (Renaissance on-line assessments, Think Central on-line assessments, and NJASK)	National Education Commission on Time and Learning (1994) Urban after-school programs: Evaluation and recommendations (1998). Structuring Out -of -School Time to Improve Academic Achievement NCEE 2009-012 U.S. DEPARTMENT OF EDUCATION
Math	Students with Disabilities	All students meeting criteria is eligible for extended day/year programs	Teachers and Coaches	20% increase in the number of students attaining benchmark on Spring assessments. (Renaissance on-line assessments, Think Central on-line assessments, and NJASK)	National Education Commission on Time and Learning (1994) Urban after-school programs: Evaluation and recommendations (1998). Structuring Out -of -School Time to Improve Academic Achievement NCEE 2009-012 U.S. DEPARTMENT OF EDUCATION
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

## SCHOOLWIDE COMPONENT: Reform Strategies

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (I.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	All students meeting criteria is eligible for extended day/year programs	Teachers and Coaches		
Math	Economically Disadvantaged	All students meeting criteria is eligible for extended day/year programs	Teachers and Coaches		
ELA	Grades 2-5	NCLB Title I SIA funds will be used to fund the After School (SMART) Program, Tuesday – Thursdays with instructional focus in the priority areas. Funding will cover the cost of teacher stipends and materials for the program.	Teachers and Coaches	20% increase in the number of students attaining benchmark on Spring assessments.	National Education Commission on Time and Learning (1994) Urban after-school programs: Evaluation and recommendations (1998). Structuring Out -of -School Time to Improve Academic Achievement NCEE 2009-012 U.S. DEPARTMENT OF EDUCATION

## SCHOOLWIDE COMPONENT: Reform Strategies

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Grades 2-5	NCLB Title I SIA funds will be used to fund the extended year program, Tuesday – Thursdays with instructional focus in the priority areas. Funding will cover the cost of teacher stipends and materials for the program.	Teachers and Coaches	20% increase in the number of students attaining benchmark on Spring assessments	National Education Commission on Time and Learning (1994) Urban after-school programs: Evaluation and recommendations (1998). Structuring Out -of -School Time to Improve Academic Achievement NCEE 2009-012 U.S. DEPARTMENT OF EDUCATION

*\*Use an asterisk to denote new programs.*

## SCHOOLWIDE COMPONENT: Reform Strategies

### 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	Effective Implementation of new adopted series – Houghlin-Mifflin – Journeys READING *SCIENCE *SOCIAL STUDIES  Process Writing and Responding to High Order Thinking Questions and Blooms Taxonomy	Administrators, Coaches, Teachers, Support Staff	Teacher Assessment Notebooks and student assessment data will show a 10% increase in student performance on assessment.	Using Student Achievement Data to Support Instructional Decision Making NCEE 2009-4067 U.S. Department of Education
Math	Students with Disabilities	1 Grab and Go Math Intervention Resources Data Analysis and Effective instructional Plan of Action	Administrators, Coaches, Teachers, Support Staff	Evidence of the use of data as an instructional and planning tool via observations, focus walks, grade level collaborative meetings, lesson plan reviews and student performance data.folders Student Data folders	Assisting Students Struggling with Mathematics: Response to Intervention (RTL) for Elementary and Middle Schools NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A

## SCHOOLWIDE COMPONENT: Reform Strategies

***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	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	Effective Implementation of new adopted series – Houghlin-Mifflin – Journeys READING *SCIENCE *SOCIAL STUDIES Process Writing and Responding to High Order Thinking Questions and Blooms Taxonomy	Administrators, Coaches, Teachers, Support Staff	Teacher Assessment Notebooks and student assessment data will show a 10% increase in student performance on assessment.	Using Student Achievement Data to Support Instructional Decision Making NCEE 2009-4067 U.S. Department of Education
Math	Economically Disadvantaged	1 Grab and Go Math Intervention Resources Data Analysis and Effective instructional Plan of Action	Administrators, Coaches, Teachers, Support Staff	Evidence of the use of data as an instructional and planning tool via observations, focus walks, grade level collaborative meetings, lesson plan reviews and student performance data folders.  Student Data folders	Assisting Students Struggling with Mathematics: Response to Intervention (RTL) for Elementary and Middle Schools NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION

## SCHOOLWIDE COMPONENT: Reform Strategies

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and 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					
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.

1. Who will be responsible for evaluating the school-wide program for 2015-2016? Will the review be conducted internally (by school staff), or externally?

Administration and the School Leadership Team along with various other focus groups within the school will be responsible for evaluating the school-wide program for 2015-2016. The review of the program will be conducted by district support staff and a paired district school.

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

## SCHOOLWIDE COMPONENT: Reform Strategies

The barriers or challenges the school anticipates during the implementation process might be staff absences due to LOA/FMLA creating a domino effect, which causes intervention teachers (Teacher-Tutors) and ELA/Math coaches to be given assignments that prevents them from providing interventions for students, turnkey training and assistance to teachers. In addition, disruptive student behaviors that cause loss of instruction time can negatively impact program implementation

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

Buy-in from all stakeholders will be obtained through involvement, at all levels, in the decision making process for creating the school vision, compiling/collecting/ analyzing data, extended day/year programs, identifying programs/strategies/best practices for the program, planning and participating in parent/community involvement activities, and the Comprehensive Needs Assessment.

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

The school will use a variety of measures to gauge the perception of staff. Staff will have opportunity to participate in monthly reflection/feedback sessions during staff meetings and complete a survey at mid-year.

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

The measure of staff perceptions were obtained through surveys and formal and informal conferences/meetings.

6. How will the school structure interventions?

The school's reading Tier model has lengthened one of its Tiers to include time for longer center or small group activities, during the small group/differentiated instruction in the Social Studies block, during small pull out sessions, during the 1.5 hour extended day program and in small groups during the extended year program for Intervention. Student will continue to use the home/school connection component of the curriculum to remediate and extend the learning.

## SCHOOLWIDE COMPONENT: Reform Strategies

7. How frequently will students receive instructional interventions?

Frequency of instructional interventions for students, during the regular school day, will be approximately three times weekly per content area and. Frequency of instructional interventions during our Extended Day/Year Programs will be three times a week and five times a weekly, respectively.

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

The resources/ technologies the school will be using to support the school-wide program will be SMART Boards, student laptops, media carts and desktop computers in the computer lab were utilized to support the program. The laptops and media carts were primarily used in the classrooms for individualized and center learning activities. The computer lab was primarily utilized for class and other large group activities. Technology integration will be an ongoing part of the program. Each classroom is equipped with 4-6 student laptops

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

The quantitative data the school will be using to measure the effectiveness of each intervention will be District Fall, Winter and Spring Benchmark Assessments, Weekly Writing Tasks, Analyzed 2014 NJASK data, Student portfolios/projects, Extended Day Program Pre/Post Test data, Extended Year Program Pre/Post Test Data, teacher SGO data

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

The school will disseminate the results of the school-wide program evaluation to its stakeholder groups through staff presentations, PTA meeting, focus groups, parent workshops, and distribution of reports.

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

*\*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	Workshops 1. Think Central/ Web-based Learning 2. HIB Overview 3. Common Core Standards 4. STEM Workshop 5. Renaissance 6. PARCC	Administration Guidance Social Worker Teachers Coaches	Parent sign-in sheets Agenda	As NCLB requires, we jointly developed a parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. PTA. Org.  Parent Guide to Student Success
Math	Students with Disabilities	Workshops 1. Think Central/ Web-based Learning 2. HIB Overview 3. Common Core Standards 4. STEM Workshop 5. Renaissance 6. PARCC	Administration Guidance Social Worker Teachers Coaches	Parent sign-in sheets Agenda	As NCLB requires, we jointly developed a parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. PTA. Org.  Parent Guide to Student Success
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

**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	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	Workshops 1. Think Central/ Web-based Learning 2. HIB Overview 3. Common Core Standards 4. STEM Workshop 5. Renaissance 6. PARCC	Administration Guidance Social Worker Teachers Coaches	Parent sign-in sheets Agenda	As NCLB requires, we jointly developed a parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. PTA. Org. Parent Guide to Student Success
Math	Economically Disadvantaged	Workshops 1. Think Central/ Web-based Learning 2. HIB Overview 3. Common Core Standards 4. STEM Workshop 5. Renaissance 6. PARCC	Administration Guidance Social Worker Teachers Coaches	Parent sign-in sheets Agenda	As NCLB requires, we jointly developed a parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. PTA. Org. Parent Guide to Student Success
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?

Through participation in academic parent workshops and other activities outlined in the program, parents and community stakeholders will become more knowledgeable of school programs, curricula, instructional strategies and acquire information that will help them become more involved and effective in their stakeholder roles.

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

Parents will be given the opportunity to assist in the development of the parent involvement policy through the PTA involvement, parent focus groups and district and school based surveys.

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

The written parent involvement policy will be distributed to students to take home to their parents at PTA meetings and made available, as needed, in the school's Media Center.

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

As required, we jointly developed a parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The compact outlines the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students to meet the State's student academic achievement standards and ways in which parent will be responsible for supporting their children's learning. The compact includes a systematic approach to establishing and maintaining effective communication between school and home.

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

6. The process used to ensure that the school-parent compact is returned; two copies of the School – Parent Compact are sent home with each student. Parents are asked to review the document and return a signed copy to the school and maintain a copy for their records. To reach our goal of a 100% return rate, we implement classroom incentive activities. The Principal recognizes classes with a 100% return rate during morning announcements, postings outside classroom,

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

ice cream and pizza parties. If compact is not returned within a week, teacher or support staff makes parent contact. Parent-school compacts are reviewed during parent-teacher conferences and workshops.

### **7. How will the school report its student achievement data to families and the community?**

The school student achievement data is reported through staff presentations at PTA and, parent workshops, individual parent conferences, state generated individual Student Reports that are sent home to parents and ongoing progress reports (quarterly district reports and weekly school level reports from teachers.

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

If the district does not meet its annual measurable objectives for Title II, they are notified by the Superintendent via US mail. The school communicates the information to parents and the community at our Back to School Night and our first PTA meeting.

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

Parents receive information during Back to School Night, district mailings, School Report Cards, newspapers, PTA meetings, posting on District's website, district's cable station and Data Wall posted near main office.

### **10. How will the school involve families and the community in the development of the Title I School-wide Plan?**

Parents are given the opportunity to assist in the development of the Title I School-wide Plan through School Leadership Council membership, parent focus groups, district and school based surveys.

### **11. How will the school inform families about the academic achievement of their child/children**

The school informs families about the academic achievement by sending parents copies of their child's assessment results with report cards at the end of each marking period, quarterly parent-teacher conferences and recognition programs.

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

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

The school's 2014-2015 parent involvement funds were used to support activities in the school that were designed to increase and extend parents knowledge of school programs and promote improved student achievement. The activities included monthly academic parent workshops, Bring a Parent to School Day, Awards and Recognition Program, STEM Fair Workshop, Family Read and Rise Workshop, Parcc Workshop and Grandparents Day. Parent involvement funds were also used to purchase supplies and materials and books needed for the workshops and activities.

The 2014-2015 parent involvement funds were used to support our annual Grandparent Day Program and our end-of-year awards and recognition program for parents. Funds were limited for our school of 609 students, since they were not distributed based on student enrollment. The funds were distributed equally among the schools.

*\*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	54	Mentoring via master teachers, coaches, supervisors and administrators Opportunities for professional development and growth Opportunities for advancement Regularly scheduled vertical and horizontal collaboration meetings Ongoing district support and technical assistance Teacher evaluation process
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	21	Mentoring via master teachers, coaches, supervisors and administrators Opportunities for professional development and growth Opportunities for advancement Paraprofessional evaluation process
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	

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

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\* 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.

<b>Description of strategies to attract highly-qualified teachers to high-need schools</b>	<b>Individuals Responsible</b>
The district attracts highly qualified staff through recruitment at colleges and universities, an annual in-district job fair, advertisements in newspapers, its website and in-house postings.	District Human Resource Service Department Marissa McKenzie, Acting Manager for Personnel