Garvin

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: Mildred Barry Garvin
Chief School Administrator: DR. GLORIA C. SCOTT	Address: 1 Grove Place, 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: Dr. Howard Walker
Title I Contact E-mail: j.leutz@eastorange.k12.nj.us	Principal's E-mail: h.walker@eastorange.k12.nj.us
Title I Contact Phone Number: 973-266-5781	Principal's Phone Number: (973) 673-5410 X58001

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.

HOWARD WALKER
Principal's Name (Print)

H Walker
Principal's Signature

6-15-15
Date

Critical Overview Elements

- The School held 3 (number) of stakeholder engagement meetings.
- State/local funds to support the school were $3,201.397, which comprised ___99___% of the school's budget in 2014-2015.
- State/local funds to support the school will be $_____$3,201.397____, 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
Speaker or Consultant for ELA or Math Workshops for Parents	1 & 2	1 & 2	15.20.231.200.500.308.008.9626	$200.00
Light Refreshments for ELA/Math Workshops for Parents	1 & 2	1 & 2	15.20.231.200.500.308.008.9626	$600.00
Supplies and Materials for "Make & Take" Parent Workshops	1 & 2	1 & 2	15.20.231.200.600.308.008.9626	$693.00

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

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

Stakeholder/Schoolwide Committee

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

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Dr. Howard Walker	School Staff--Administrators	Yes	Yes	Yes	H Walker
Ms. Deborah Hilyard	School Staff—Math Coach	Yes	Yes	Yes	Deborah Hilyard
Ms. Jill Rogers	School Staff—Literacy Coach	Yes	Yes	Yes	Jill H. Rogers
Ms. Patricia Ciccone	School Staff— Gifted & Talented	Yes	Yes	Yes	Patricia Ciccone
Mr. Samuel Rock	School Staff--- Technology	No	Yes	Yes	[illegible]
Ms. Lita King-Anderson	Social Worker	Yes	Yes	Yes	L K Anderson
Ms. Brieann Reed	School Staff—Gr. 4 Teacher	Yes	Yes	Yes	Brieann Reed
Mrs. Latonya Craighead	Parent	No	Yes	No	L. Craighead
Mrs. Tashya Scott	School Staff— Kindergarten Teacher	No	Yes	No	Tashya Scott
Ms. Amanda Quinitchett	C.O.C.	No	Yes	No	[illegible]

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. Agendas and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
June 2, 2015	Garvin School	Comprehensive Needs Assessment	X		X	
June 9, 2015	Garvin School	Schoolwide Plan Development	X		X	
June 15, 2015	Garvin School	Program Evaluation	X		X	

Add rows as necessary.

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

School's Mission

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

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

What is the school's mission statement?	Our vision is to create a school which develops students into young, well-educated adults who are prepared to select and build a successful career and contribute to their community and society in the 21st century. Adults are responsible for providing opportunities for students to achieve their personal best, become responsible and productive citizens and embrace lifelong learning in a safe and positive environment. It is important for the committee to meet collaboratively to discuss future plans, including but not limited to changes in staff/student population, test scores and other significant areas of importance.

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

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

Evaluation of 2014-2015 Schoolwide Program *

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

1. Did the school implement the program as planned?

   Yes, our instructional priorities and program were implemented as planned with flexibility, adjusting to the changing needs of our students.

2. What were the strengths of the implementation process?
   Working collaboratively to improve academic achievement and the quality of learning.
   Reading: Use of literacy consultant, skills specific remediation with reading tutor, higher level questioning & 30 Book Campaign.
   Mathematics: The developmental math teachers provided more practice opportunities & multiple approaches to the retention of skills. Manipulatives provided for application & understanding of math concepts.

3. What implementation challenges and barriers did the school encounter?
   Transient population, lack of motivation, limited vocabulary.
   Reading: Limited independent reading, use of incorrect grammar, few life experiences.
   Mathematics: Students do not have fluency with basic computational facts. Their limited foundation hampers development of application and problem solving skills.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
   a. **Comprehensive School-wide Needs Assessment:**
      Strengths: Grade level meetings are structured for reflection of student strengths and weaknesses, designation of priority areas, and to address additional data beyond the state and district assessments. These meetings also provide a sense of school climate and its effect on progress.
      Weaknesses: Limited release time for staff, rigidity of pacing calendar and inconsistent scores on assessments.

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

b. Learning Strategies and Programs

Strengths: Differentiated approaches and opportunities for student learning, grouping (At Risk, Under Performing, Basic, Acquired, Achieved).

Weaknesses: Long term focus issues impede consistent success, professional development does not encompass all core disciplines, minimal parental involvement and lack of social skills (age-appropriate behavior) hinder growth in some cases.

c. Reform Strategies:

Strengths: Skills specific tutoring (ELA and Mathematics), Dr. Schillinger ELA "Best Practices" (grades 3-5).

Weaknesses: Limited number of teacher tutors available to address student needs.

d. Family and Community Engagement

Strengths: Back to School Night, PARCC Workshop, Parent Involvement Workshops, Monthly PTO Meetings.

Weaknesses: Parent attendance due to lack of motivation, transportation and weather restrictions.

e. Student Academic Measures

Strengths: Formal/Informal Assessments, Drill and Practice, Thinking Thursday

Weaknesses: Students are inundated with assessments.

f. Highly Qualified Staff

Strengths: A highly qualified staff has a greater command of content areas.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
The school obtained the necessary buy-in from all stakeholders through various methods of communication including, but not limited to, Back to School Night, Parent Involvement Workshops, Monthly PTO Meetings, Monthly School Newsletters, Written Weekly Reports, School Messenger and school website, as well as formal and informal discussions with stakeholder groups.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
The perceptions of the staff varied from positive to not positive – the rigid pacing guide limited depth of instruction. Feedback at grade and staff meetings regarding academic achievement – STAR Early Literacy, Reading and Math Assessments as well as Journeys Unit tests and Think Central Math assessments.

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

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
   Positive: Garvin members were generally responsive to our requests to provide our parents with resources, using various methods of communication (Back to School Night, Parent Involvement Workshops, Monthly PTO Meetings, Monthly School Newsletters, Written Weekly Reports, School Messenger and school website).

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
   1) Whole group instruction, 2) Small group instruction, 3) One on one, 4) Study Hall, 5) After School Program.

9. How did the school structure the interventions?
   The interventions were aligned with individual student needs according to results on district benchmark assessments. In reading, progress monitoring was used to measure student academic growth in order to evaluate the effectiveness of the teaching practices. In mathematics, additional instruction was based on skills not mastered on Chapter exams and quizzes. Instruction was more explicit with on-line intervention assignments, filling in the gaps of the skills needed to solve word problems, as well as review and practice of similar problems.

10. How frequently did students receive instructional interventions?
    Weekly tutoring: Reading: three (3) days per week; Mathematics: as needed.
    After School Program: Three (3) days per week, one discipline per day (reading, writing, mathematics)

11. What technologies did the school use to support the program?
    The technologies used to support the programs included Journeys online resources, Go Math Resources (Animated Math Models, Destination Math, Mega Math, Soar to Success Math), SmartBoard™ technology, KidBiz3000, Easy Tech, computers, educational websites (freerice.com; starfall.com; xtramath.org, waggle.com) and audio books.

12. Did the technology contribute to the success of the program, and if so, how?
    In Mathematics, the SmartBoard™ was utilized as a tool to engage students in interactive learning. It definitely had a positive effect with students assigned to the intervention program.
    In ELA, the teacher utilized the SmartBoard™ to engage students in learning the Journeys eBook program, as well as many interactive phonics and grammar activities.
    In Writing, the teacher utilized the SmartBoard™ to present interactive writing activities as an instructional tool for learning. Additionally, teachers utilized subject-related videos to supplement the lessons.
    **Provide a separate response for each question.*

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

Evaluation of 2014-2015 Student Performance
State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did or did not* result in proficiency (Be specific for each intervention).
Grade 4	NJ ASK 19	Data to be added pending 2014-2015 PARCC results	A. Skills Specific Tutoring/ Write-In Reader B. Winsor Sonday Tutoring C. After School Program D. Achieve 3000	A. **Modifications to instructional program resulted in proficiency. Teachers were more proficient with the program.** B. **Consistency of program (3 times per week).** C/D. Implementation of supplemental instruction is subject to many variables: limited concentration of content (shared disciplines), student attendance, and inclement weather. A/B/C. Primary tutor left in February for an extended medical leave.
Grade S		Data to be added pending 2014-2015 PARCC results	A. Skills Specific Tutoring/ Write-In Reader B. After School Program C. Achieve 3000	A/C. **Modifications to instructional program resulted in proficiency.** A/C. Some discipline issues caused group distraction at times. Primary tutor left in February for an extended medical leave. A. More progress monitoring for special needs students is necessary in an inclusion setting. A. **Supported skills that were being taught during whole group instruction.** A/B/C. Primary tutor left in February for an extended medical leave. C. Implementation of supplemental instruction is subject to many variables: limited concentration of content (shared disciplines), student attendance, and inclement weather. Primary tutor left in February for an extended medical leave.

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

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	NJ ASK 13	Data to be added pending 2014-2015 PARCC results	A. On-line resources for Go Math (Animated Math Models, Destination, Soar to Success) B. Skills Specific Tutoring C. After School Program D. "Thinking Thursday"	**A. It targeted students direct needs (Motivational SmartBoard).** **B. Using practice and drill and replicating testing conditions led to increased proficiency.** B. Students were not consistent with their knowledge of basic facts, evident by our results. Students showed growth, but did not necessarily attain district goals. Primary tutor left in February for an extended medical leave. **C. Identified students with the following criteria (attendance, years at school, and previous state scores) attained proficiency or demonstrated growth.** A/C. Implementation of supplemental instruction is subject to many variables: limited concentration of content (shared disciplines) student attendance, inclement weather and extensive testing. D. Sporadic parental involvement (Lack of commitment to complete this homework assignment, attendance at parent workshops, etc.).
Grade 5		Data to be added pending 2014-2015 PARCC results	A. On-line resources for Go Math (Animated Math Models, Destination, Soar to Success) B. Skills Specific Tutoring C. After School Program D. "Thinking Thursday"	**A. It targeted students direct needs (Motivational SmartBoard).** **B. Using drill and practice and replicating testing conditions led to increased proficiency.** B. Students were not consistent with their knowledge of basic facts, evident by our results. Students showed growth, but did not necessarily attain district goals. Some discipline issues caused group distraction at times. Primary tutor left in February for an extended medical leave. **A/C. Identified students with the following criteria (attendance, years at school, and previous state scores) attained proficiency or demonstrated growth.** A/C. Implementation of supplemental instruction is subject to many variables: limited concentration of content (shared disci-plines) student attendance, inclement weather and extensive testing. D. Sporadic parental involvement (Lack of commitment to com-plete this homework assignment, attendance at parent workshops, etc.).

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

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

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

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten			Where deficiencies exist, one on one instruction with a teacher and/or classmate is provided, games are made to focus on the needed area(s) and SmartBoard™ lessons were created and utilized.	**Best practices utilizing technology were added to their teaching.** **Games and one on one practice to increase proficiency.** Limited focus impacted proficiency.
Kindergarten	6	15	Small groups, individual and *"turn and talk"* support. Multiple representations – SmartBoard lessons Early Language & Emergent Literacy Instruction. Sonday System – Let's Play Learn Basic Kit	**Best practices utilizing technology were added to their teaching.** **Games and one on one practices increase proficiency.** Limited focus impacted proficiency.
Grade 1	29	SEL 20 SR 11	Skills Specific Tutoring. Winsor Sonday Program (the lowest achieving students). Tutoring Programs.	**Best practices were added to their teaching.** Lack of personnel to remediate instruction added to non-proficient rate. Staffing constraints. Students showed limited growth and did not necessarily attain target goals.
Grade 2	18	23	Skills Specific Tutoring. Winsor Sonday Program (the lowest achieving students). Tutoring Programs	**Best practices were added to their teaching.** Staffing constraints. Students showed moderate growth and did not necessarily attain target goals.

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

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	**Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).**
Pre-Kindergarten			Where deficiencies exist, one on one instruction with a teacher and/or classmate is provided, games are made to focus on the needed area(s) and SmartBoard™ lessons were created and utilized.	**Best practices utilizing technology were added to their teaching.** **Games and one on one practices increase proficiency.** Limited focus impacted proficiency.
Kindergarten	6	15	Teachers varied instructional techniques. Multiple representations – SmartBoard lessons, manipulatives, models, real life applications, technology & symbolic images. Small groups, individual and *"turn and talk"* support. Warm up activities (counting recognition, identifying shapes, and ordering numbers).	**Best practices utilizing technology were added to their teaching.** **Games and one on one practices increase proficiency.** Limited focus impacted proficiency.
Grade 1	18	22	Teachers varied instructional techniques. Multiple representations – SmartBoard lessons, manipulatives, models, real life applications, technology & symbolic images. Warm up activities to review prerequisites; individual, small groups, pair/share.	**Practice, drill and replicating testing conditions along with best practices increased proficiency.** Limited math background. Lack of personnel to remediate instruction added to non-proficient rate.
Grade 2	17	22	Teachers varied instructional techniques. Multiple representations – SmartBoard lessons, manipulatives, models, real life applications, technology & symbolic images. Warm up activities to review prerequisites; individual, small groups, pair/share	**Practice, drill and replicating testing conditions along with best practices increased proficiency.** Limited math background. Lack of personnel to remediate instruction added to non-proficient rate.

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

Evaluation of 2014-2015 Interventions and Strategies *Interventions to Increase Student Achievement* – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Skills Specific Tutoring Tier 3 One to one /small group instruction In-class support structure	Yes	Results on Journeys Unit Test, Model Curriculum STAR Reading and PARCC assessments	At this time 2015 PARCC scores are not available. 2014-2015 STAR Reading results: In Grade 3, 1 out of 6 (17%) achieved benchmark status in Star Reading. In Grade 4, 2 out of 10 (20%) achieved benchmark status in Star Reading. In Grade 5, 4 out of 14 (29%) achieved benchmark status in Star Reading.
Math	Students with Disabilities	One to one /small group instruction with manipulatives/ computational drills & online resources In-class support structure	Yes	Results on chapter tests, quizzes, STAR Math, PARCC assessments	At this time 2015 PARCC scores are not available. 2014-2015 STAR Math results In Grade 3,1 out of 7 (14%) achieved benchmark status in Star Math. In Grade 4, 3 out of 10 students (30%) achieved benchmark status in Star Math. In Grade 5, 1 out of 14 students (7%) achieved benchmark status in Star Math.
ELA	Homeless	Skills Specific Tutoring Tier 3 One to one /small group instruction	Yes	Results on Journeys Unit Test, Model Curriculum STAR Reading and PARCC assessments	At this time 2015 PARCC scores are not available Too few to document.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Homeless	One to one /small group instruction with manipulatives/ computational drills & online resources	Yes	Results on chapter tests, quizzes, STAR Math, PARCC assessments	At this time 2015 PARCC scores are not available. Too few to document.
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	Skills Specific Tutoring Tier 3 One to one /small group instruction	Yes	Results on Journeys Unit Test, Model Curriculum STAR Reading and PARCC assessments	At this time 2015 PARCC scores are not available. SEL Gr. 1 60 % At/Above **2014-2015 STAR Reading** Gr.1 59% achieved benchmark status in Star Reading. Gr. 2 55% achieved benchmark status in Star Reading. Gr. 3 49% achieved benchmark status in Star Reading. Gr. 4 54% achieved benchmark status in Star Reading. Gr. 5 31% achieved benchmark status in Star Reading.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Economically Disadvantaged	One to one /small group instruction with manipulatives/ computational drills & online resources	Yes	Results on the Think Central Math Assessment, Chapter tests & Quizzes	At this time 2015 PARCC scores are not available. 2014-2015 STAR Math Gr. 1 58% achieved benchmark status in Star Math. Gr. 2 57% achieved benchmark status in Star Math. Gr. 3 55% achieved benchmark status in Star Math. Gr. 4 54% achieved benchmark status in Star Math. Gr. 5 37% achieved benchmark status in Star Math.
ELA		Skills Specific Tutoring Tier 3 One to one /small group instruction	Yes	Results on Journeys Unit Test, Model Curriculum STAR Reading and PARCC assessments	At this time 2015 PARCC scores are not available. **2014-2014 SEL** Gr. 1 60 % achieved benchmark status in Star Reading. **2014-2015 STAR Reading** Gr.1 59% achieved benchmark status in Star Reading. Gr. 2 55% achieved benchmark status in Star Reading. Gr. 3 49% achieved benchmark status in Star Reading. Gr. 4 54% achieved benchmark status in Star Reading. Gr. 5 31% achieved benchmark status in Star Reading.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math		One to one/small group instruction with manipulatives/ computational drills & online resources	Yes	Results on chapter tests, quizzes, STAR Math, PARCC assessments	At this time 2015 PARCC scores are not available. **2014-2015 STAR Math** Gr. 1 58% achieved benchmark status in Star Math. Gr. 2 57% achieved benchmark status in Star Math. Gr. 3 55% achieved benchmark status in Star Math. Gr. 4 54% achieved benchmark status in Star Math. Gr. 5 37% achieved benchmark status in Star Math.

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	After School Program	Marginal (time constraints – 2 days per week)	Results on the district benchmark tests, report cards & Lexile Reports	At this time 2015 PARCC scores are not available. Refer to STAR Reading results referenced above. (Implementation of supplemental instruction is subject to many variables (i.e. limited concentration of content, shared disciplines, student attendance, inclement weather, etc.).
Math	Students with Disabilities	After School Program	Marginal (time constraints – 1 day per week)	Results on the district benchmark tests & report cards	At this time 2015 PARCC scores are not available. Refer to STAR Math results referenced above. (Implementation of supplemental instruction is subject to many variables (i.e. limited concentration of content, shared disciplines, student attendance, inclement weather, etc.).
ELA	Homeless	After School Program	Marginal (time constraints – 1 day per week)	Results on the district benchmark tests, report cards & Lexile Reports	At this time 2015 PARCC scores are not available. Refer to STAR Reading results referenced above. (Implementation of supplemental instruction is subject to many variables (i.e. limited concentration of content, shared disciplines, student attendance, inclement weather, etc.). Too few to document.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Homeless	After School Program	Marginal (time constraints – 1 day per week)	Results on the district benchmark tests & report cards	At this time 2015 PARCC scores are not available. Refer to STAR Math results referenced above. (Implementation of supplemental instruction is subject to many variables (i.e. limited concentration of content, shared disciplines, student attendance, inclement weather, etc.). Too few to document.
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	After School Program	Marginal (time constraints – 2 days per week)	Results on the district benchmark tests, report cards & Lexile Reports	At this time 2015 PARCC scores are not available. Refer to STAR Reading results referenced above. (Implementation of supplemental instruction is subject to many variables (i.e. limited concentration of content, shared disciplines, student attendance, inclement weather, etc.).
Math	Economically Disadvantaged	After School Program	Marginal (time constraints – 1 day per week)	Results on the district benchmark tests & report cards	At this time 2015 PARCC scores are not available. Refer to STAR Math results referenced above. (Implementation of supplemental instruction is subject to many variables (i.e. limited concentration of content, shared disciplines, student attendance, inclement weather, etc.).

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA		After School Program	Marginal (time constraints – 2 days per week)	Results on the district benchmark tests, report cards & Lexile Reports	At this time 2015 PARCC scores are not available. Refer to STAR Reading results referenced above. (Implementation of supplemental instruction is subject to many variables (i.e. limited concentration of content, shared disciplines, student attendance, inclement weather, etc.).
Math		After School Program	Marginal (time constraints – 1 day per week)	Results on the district benchmark tests & report cards	At this time 2015 PARCC scores are not available. Refer to STAR Math results referenced above. (Implementation of supplemental instruction is subject to many variables (i.e. limited concentration of content, shared disciplines, student attendance, inclement weather, etc.).
	Boys' Book Club	Grade 2 Boys (ELA)	Yes	Results on Leveled Reading Passages (LRP)	Positive self-esteem and enhanced desire to read many different genres.

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

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Schillinger's "Best Practices", Using the Close Reading Achieve 3000 (KidBiz) Training Danielson GCN training	Yes	Student learning was evident through classroom observations, evaluations, test results and lesson plans. Scoring Report Evaluation Form TBD	20 Annual Professional Development Hours is recorded in a record of professional development activity. 100% attendance at meetings (attendance forms) Presentation evaluation sheets & feedback on instructional practices
Math	Students with Disabilities	Go Math! Professional Development Videos & Collaborative Professional Learning Workshops Danielson GCN training	Yes	Teachers completed an evaluation form Student learning was evident through classroom observations, evaluations, test results and lesson plans. Teachers completed an evaluation form TBD	20 Annual Professional Development Hours is recorded in a record of professional development activity. 100% attendance at meetings (attendance forms) Presentation evaluation sheets & feedback on instructional practices
ELA	Homeless	Schillinger's "Best Practices", Using the Close Reading Achieve 3000 (KidBiz) Training Danielson GCN training	Yes	Student learning was evident through classroom observations, evaluations, test results and lesson plans. Scoring Report Evaluation Form TBD	20 Annual Professional Development Hours is recorded in a record of professional development activity. 100% attendance at meetings (attendance forms) Presentation evaluation sheets & feedback on instructional practices.

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Homeless	Go Math! Professional Development Videos & Collaborative Professional Learning Workshops Danielson GCN training	Yes	Teachers completed an evaluation form Student learning was evident through classroom observations, evaluations, test results and lesson plans. Teachers completed an evaluation form TBD	20 Annual Professional Development Hours is recorded in a record of professional development activity. 100% attendance at meetings (attendance forms) Presentation evaluation sheets & feedback on instructional practices.
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	Schillinger's "Best Practices", Using the Close Reading Achieve 3000 (KidBiz) Training Danielson GCN training	Yes	Student learning was evident through classroom observations, evaluations, test results and lesson plans. Scoring Report Evaluation Form TBD	20 Annual Professional Development Hours is recorded in a record of professional development activity. 100% attendance at meetings (attendance forms) Presentation evaluation sheets & feedback on instructional practices

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA		Schillinger's "Best Practices", Using the Close Reading Achieve 3000 (KidBiz) Training Danielson GCN training	Yes	Student learning was evident through classroom observations, evaluations, test results and lesson plans. Scoring Report Evaluation Form TBD	20 Annual Professional Development Hours is recorded in a record of professional development activity. 100% attendance at meetings (attendance forms) Documentation of effectiveness – Evaluation sheets & feedback on instructional practices.
Math		Go Math! Professional Development Videos & Collaborative Professional Learning Workshops Danielson GCN training	Yes	Teachers completed an evaluation form Student learning was evident through classroom observations, evaluations, test results and lesson plans. Teachers completed an evaluation form TBD	20 Annual Professional Development Hours is recorded in a record of professional development activity. 100% attendance at meetings (attendance forms) Presentation evaluation sheets & feedback on instructional practices.

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

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All Core Subjects	Students with Disabilities	Back to School Night Parent-Focused Workshops (series of mini workshops)	Yes Marginal	Sign-in sheets for attendance. Orientation to procedures and goals for the upcoming school year. Sign-in sheets for attendance	137 parents out of 360 children attended Open House. 38% parent participation Teachers communicated with parents their expectations, curriculum, rules and policies for the school year. A total of 89 parents attended PTO meetings during the 2014-2015. Parent attendance at this year's PARCC Workshop decreased by 75% from the previous year .
ELA & Math	Students with Disabilities	PARCC Parent Workshop	Marginal	Sign-in sheets	137 parents out of 360 children attended Open House. 38% parent participation Teachers communicated with parents their expectations, curriculum, rules and policies for the school year. A total of 89 parents attended PTO meetings during the 2014-2015. Parent attendance at this year's PARCC Workshop decreased by 75% from the previous year .
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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA Math	Economically Disadvantaged	Back to School Night Parent-Focused Workshops (series of mini workshops)	Yes Marginal	Sign-in sheets for attendance. Orientation to procedures and goals for the upcoming school year. Sign-in sheets for attendance	137 parents out of 360 children attended Open House. 38% parent participation Teachers communicated with parents their expectations, curriculum, rules and policies for the school year. A total of 89 parents attended PTO meetings during the 2014-2015. Parent attendance at this year's PARCC Workshop decreased by 75% from the previous year .
Math	Economically Disadvantaged	Back to School Night Parent-Focused Workshops (series of mini workshops)	Yes Marginal	Sign-in sheets for attendance. Orientation to procedures and goals for the upcoming school year. Sign-in sheets for attendance	137 parents out of 360 children attended Open House. 38% parent participation Teachers communicated with parents their expectations, curriculum, rules and policies for the school year. A total of 89 parents attended PTO meetings during the 2014-2015. Parent attendance at this year's PARCC Workshop decreased by 75% from the previous year .
ELA		Back to School Night Parent-Focused Workshops (series of mini workshops)	Yes Marginal	Sign-in sheets for attendance. Orientation to procedures and goals for the upcoming school year. Sign-in sheets for attendance	137 parents out of 360 children attended Open House. 38% parent participation Teachers communicated with parents their expectations, curriculum, rules and policies for the school year. A total of 89 parents attended PTO meetings during the 2014-2015. Parent attendance at this year's PARCC Workshop decreased by 75% from the previous year .

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math		Back to School Night Parent-Focused Workshops (series of mini workshops)	Yes Marginal	Sign-in sheets for attendance. Orientation to procedures and goals for the upcoming school year. Sign-in sheets for attendance	137 parents out of 360 children attended Open House. 38% parent participation Teachers communicated with parents their expectations, curriculum, rules and policies for the school year. A total of 89 parents attended PTO meetings during the 2014-2015. Parent attendance at this year's PARCC Workshop decreased by 75% from the previous year .

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

Principal's Certification

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

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

HOWARD WALKER	G Walker	6-15-15
Principal's Name (Print)	**Principal's Signature**	**Date**

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

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

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

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

<table>
<tr><th>Areas</th><th>Multiple Measures Analyzed</th><th>Overall Measurable Results and Outcomes
(Results and outcomes must be quantifiable)</th></tr>
<tr><td>Academic Achievement – Reading</td><td>Multiple Sources of Data for Grades 3-5: NJ ASK, PARCC results, Houghton Mifflin Thematic Assessments and STAR Reading Assessment, exams, quizzes and informal observations</td><td>2013-2014 NJ ASK results – Our level of proficiency in ELA increased across the grades 3-5.
Grade 3 61.9%
Grade 4 36.6%
Grade 5 38.9%
Results do not include special education population. Past 2 years we did not meet our ESEA Waiver goal as per NJ ASK.
At this time 2015 PARCC scores are not available.

2014-2015 STAR Reading – Grade 1 PR Distribution Summary
To increase by 10% the number of students with a percentile of 50 or greater.
<table>
<tr><th>Percentile</th><th>Students</th><th>Percent</th></tr>
<tr><td>Below 25th</td><td>7</td><td>25.9</td></tr>
<tr><td>25th-49th</td><td>4</td><td>14.8</td></tr>
<tr><td>50th-74th</td><td>6</td><td>22.2</td></tr>
<tr><td>75th and Above</td><td>10</td><td>37.0</td></tr>
<tr><td colspan="3">Number of students: 27 NOTE: 22 students were given the Star Early Literacy (SEL) Assessment</td></tr>
</table>
Results do include special education population. Percentages are not fully reflective of student growth due to student movement.</td></tr>
</table>

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

<table>
<tr><th>Areas</th><th>Multiple Measures Analyzed</th><th>Overall Measurable Results and Outcomes
(Results and outcomes must be quantifiable)</th></tr>
<tr><td>Academic Achievement – Reading</td><td>Multiple Sources of Data for Grades 3-5: Houghton Mifflin Thematic Assessments and STAR Reading Assessment, exams, quizzes and informal observations</td><td>2014-2015 STAR Reading – Grade 2 PR Distribution Summary
To increase by 10% the number of students with a percentile of 50 or greater.
<table>
<tr><th>Percentile</th><th>Students</th><th>Percent</th></tr>
<tr><td>Below 25th</td><td>10</td><td>19.6</td></tr>
<tr><td>25th-49th</td><td>19</td><td>37.3</td></tr>
<tr><td>50th-74th</td><td>14</td><td>27.5</td></tr>
<tr><td>75th and Above</td><td>8</td><td>15.7</td></tr>
<tr><td colspan="3">Number of students: 51</td></tr>
</table></td></tr>
<tr><td>Academic Achievement – Reading</td><td>Multiple Sources of Data for Grades 3-5: PARCC results, Houghton Mifflin Thematic Assessments and STAR Reading Assessment, exams, quizzes and informal observations</td><td>2014-2015 STAR Reading – Grade 3 PR Distribution Summary
To increase by 10% the number of students with a percentile of 50 or greater.
<table>
<tr><th>Percentile</th><th>Students</th><th>Percent</th></tr>
<tr><td>Below 25th</td><td>12</td><td>22.6</td></tr>
<tr><td>25th-49th</td><td>22</td><td>41.5</td></tr>
<tr><td>50th-74th</td><td>14</td><td>26.4</td></tr>
<tr><td>75th and Above</td><td>5</td><td>9.4</td></tr>
<tr><td colspan="3">Number of students: 53</td></tr>
</table></td></tr>
<tr><td>Academic Achievement – Reading</td><td>Multiple Sources of Data for Grades 3-5: PARCC results, Houghton Mifflin Thematic Assessments and STAR Reading Assessment, exams, quizzes and informal observations</td><td>2014-2015 STAR Reading – Grade 4 PR Distribution Summary
To increase by 10% the number of students with a percentile of 50 or greater.
<table>
<tr><th>Percentile</th><th>Students</th><th>Percent</th></tr>
<tr><td>Below 25th</td><td>13</td><td>22.8</td></tr>
<tr><td>25th-49th</td><td>17</td><td>29.8</td></tr>
<tr><td>50th-74th</td><td>14</td><td>24.8</td></tr>
<tr><td>75th and Above</td><td>13</td><td>22.8</td></tr>
<tr><td colspan="3">Number of students: 57</td></tr>
</table></td></tr>
</table>

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

<table>
<tr><th>Areas</th><th>Multiple Measures Analyzed</th><th>Overall Measurable Results and Outcomes
(Results and outcomes must be quantifiable)</th></tr>
<tr><td>Academic Achievement – Reading</td><td>Multiple Sources of Data for Grades 3-5: PARCC results, Houghton Mifflin Thematic Assessments and STAR Reading Assessment, exams, quizzes and informal observations</td><td>2014-2015 STAR Reading – Grade 5 PR Distribution Summary
To increase by 10% the number of students with a percentile of 50 or greater.
<table>
<tr><th>Percentile</th><th>Students</th><th>Percent</th></tr>
<tr><td>Below 25th</td><td>22</td><td>43.1</td></tr>
<tr><td>25th-49th</td><td>15</td><td>29.4</td></tr>
<tr><td>50th-74th</td><td>8</td><td>15.7</td></tr>
<tr><td>75th and Above</td><td>6</td><td>11.8</td></tr>
<tr><td colspan="3">Number of students: 51</td></tr>
</table></td></tr>
<tr><td>Academic Achievement - Writing</td><td>PARCC Data for Gr. 3-5, Writing Assessments and informal observations</td><td>At this time 2015 PARCC scores are not available</td></tr>
<tr><td>Academic Achievement - Mathematics</td><td>Multiple Sources of Data for Grades 3-5: NJ ASK, PARCC results, Chapter Tests and STAR Math Assessment and informal observations</td><td>2013-2014 NJ ASK results – Our level of proficiency in Mathematics decreased across the grades 3-5. Gr 3: 47.6% Gr 4: 46.3% Gr 5: 50.0%
Results do not include special education population. Past 2 years we did not meet our ESEA Waiver goal as per NJ ASK.
At this time 2015 PARCC scores are not available.
2014-2015 STAR Math – Grade 1 PR Distribution Summary
To increase by 10% the number of students with a percentile of 50 or greater.
<table>
<tr><th>To increase by 10% the number of students with a percentile of 50 or greater. Percentile</th><th>Students</th><th>Percent</th></tr>
<tr><td>Below 25th</td><td>12</td><td>23.1</td></tr>
<tr><td>25th-49th</td><td>14</td><td>26.9</td></tr>
<tr><td>50th-74th</td><td>15</td><td>28.8</td></tr>
<tr><td>75th and Above</td><td>11</td><td>21.2</td></tr>
<tr><td colspan="3">Number of students: 52</td></tr>
</table>
Results do include special education population.
Percentages are not fully reflective of student growth due to student movement.</td></tr>
</table>

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

<table>
<tr><th>Areas</th><th>Multiple Measures Analyzed</th><th>Overall Measurable Results and Outcomes
(Results and outcomes must be quantifiable)</th></tr>
<tr><td>Academic Achievement - Mathematics</td><td>Multiple Sources of data: Chapter Tests and STAR Math Assessment and informal observations</td><td>2014-2015 STAR Math – Grade 2 PR Distribution Summary
To increase by 10% the number of students with a percentile of 50 or greater.
<table>
<tr><th>Percentile</th><th>Students</th><th>Percent</th></tr>
<tr><td>Below 25th</td><td>12</td><td>23.5</td></tr>
<tr><td>25th-49th</td><td>18</td><td>35.3</td></tr>
<tr><td>50th-74th</td><td>11</td><td>21.6</td></tr>
<tr><td>75th and Above</td><td>10</td><td>19.6</td></tr>
<tr><td colspan="3">Number of students: 51</td></tr>
</table>
Results do include special education population.
Percentages are not fully reflective of student growth due to student movement.</td></tr>
<tr><td>Academic Achievement - Mathematics</td><td>Multiple Sources of Data for Grades 3-5: NJ ASK, PARCC results, Chapter Tests and STAR Math Assessment and informal observation</td><td>.
2014-2015 STAR Math – Grade 3 PR Distribution Summary
To increase by 10% the number of students with a percentile of 50 or greater.
<table>
<tr><th>Percentile</th><th>Students</th><th>Percent</th></tr>
<tr><td>Below 25th</td><td>15</td><td>28.3</td></tr>
<tr><td>25th-49th</td><td>17</td><td>32.1</td></tr>
<tr><td>50th-74th</td><td>15</td><td>28.3</td></tr>
<tr><td>75th and Above</td><td>6</td><td>11.3</td></tr>
<tr><td colspan="3">Number of students: 53</td></tr>
</table>
Results do include special education population.
Percentages are not fully reflective of student growth due to student movement.</td></tr>
</table>

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

<table>
<tr><th>Areas</th><th>Multiple Measures Analyzed</th><th>Overall Measurable Results and Outcomes
(Results and outcomes must be quantifiable)</th></tr>
<tr><td>Academic Achievement - Mathematics</td><td>Multiple Sources of Data for Grades 3-5: NJ ASK, PARCC results, Chapter Tests and STAR Math Assessment and informal observation</td><td>2014-2015 STAR Math – Grade 4 PR Distribution Summary
To increase by 10% the number of students with a percentile of 50 or greater.
<table>
<tr><th>Percentile</th><th>Students</th><th>Percent</th></tr>
<tr><td>Below 25th</td><td>20</td><td>35.1</td></tr>
<tr><td>25th-49th</td><td>7</td><td>12.3</td></tr>
<tr><td>50th-74th</td><td>14</td><td>24.6</td></tr>
<tr><td>75th and Above</td><td>16</td><td>28.1</td></tr>
<tr><td colspan="3">Number of students: 57</td></tr>
</table>
Results do include special education population.
Percentages are not fully reflective of student growth due to student movement.</td></tr>
<tr><td>Academic Achievement - Mathematics</td><td>Multiple Sources of Data for Grades 3-5: NJ ASK, PARCC results, Chapter Tests and STAR Math Assessment and informal observation</td><td>2014-2015 STAR Math – Grade 5 PR Distribution Summary
To increase by 10% the number of students with a percentile of 50 or greater.
<table>
<tr><th>Percentile</th><th>Students</th><th>Percent</th></tr>
<tr><td>Below 25th</td><td>24</td><td>47.1</td></tr>
<tr><td>25th-49th</td><td>12</td><td>23.5</td></tr>
<tr><td>50th-74th</td><td>5</td><td>9.8</td></tr>
<tr><td>75th and Above</td><td>10</td><td>19.6</td></tr>
<tr><td colspan="3">Number of students: 51</td></tr>
</table>
Results do include special education population.
Percentages are not fully reflective of student growth due to student movement.</td></tr>
</table>

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Family and Community Engagement	Attendance at Back-to-School Night, parent workshops, assembly programs, parent conferences	Parent involvement is a crucial component of student success. There is still a substantial need for an increase in parental participation at workshops and parent conferences. Although parental involvement was limited, our staff disseminated information through explanatory letters, weekly progress reports, the Garvin Times Newsletter and monthly PTO meetings. In March 2015, a small number (5) of parents attended the PARCC workshop. There was a significant decrease in attendance from prior years. *Goal: a 20% increase in parent participation from the previous year.*
Professional Development	20 Annual Professional Development Hours	The required 20 annual Professional Development hours is documented in a record of professional development activity.
Leadership	Informal & formal observations of teaching, ScIP and School Leadership Team meetings.	Data from three annual observations will be inputted into the Teachscape system. This will be shared and discussed with teachers. Monthly ScIP meetings support the implementation of the District's evaluation, professional development and mentoring policies at the school level. School Leadership Team meetings provide structure for effective shared decision making for the school.
School Climate and Culture	Informal surveys of staff members and parents.	Three Caring School Community surveys will be examined and discussed.
School-Based Youth Services	I&RS, Mental Health and Family Services, Learning Support Services	44 open I&RS cases. The goal is for every I&RS action plan to maximize the chances for short-term success. Increase the number of cases closed and amount of monitoring by 10%. Children and their families used these services to address various problems, which were evident in classroom behaviors.
Students with Disabilities	NJ ASK/PARCC Data for Gr. 3-5, Math Chapter Tests and STAR Reading and Math Assessments, Journeys Unit tests and Model Curriculum Assessments, Exams, Quizzes, and	At this time, 2015 PARCC scores are not available. 2014-2015 STAR Reading results: In Grade 3, 1 out of 6 (17%) achieved benchmark status in Star Reading. In Grade 4, 2 out of 10 (20%) achieved benchmark status in Star Reading. In Grade 5, 4 out of 14 (29%) achieved benchmark status in Star Reading.

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)
Students with Disabilities	Informal Observations	2014-2015 STAR Math results In Grade 3,1 out of 7 (14%) achieved benchmark status in Star Math. In Grade 4, 3 out of 10 students (30%) achieved benchmark status in Star Math. In Grade 5, 1 out of 14 students (7%) achieved benchmark status in Star Math. To improve student performance by 10% on assessments pending specified accommodations. The Child Study Team allocates various time slots to their designated students and their teachers to accommodate students' IEP needs and requirements.
Homeless Students	Resident forms, parental documentation, Office of Educational Support Services & Parent Relations	Too few to document. Identified students received bus tickets, transfers, food baskets and clothing, thereby affording them the opportunity for successful development.
Migrant Students	N/A	N/A
English Language Learners	N/A	N/A
Economically Disadvantaged	PARCC for Gr. 3-5, Math Chapter Tests and STAR Reading and Math Assessments, Journeys Unit tests and Model Curriculum Assessments, Exams, Quizzes, and Informal Observations	A 10% growth in student achievement is expected in the proficiency areas as per STAR assessment levels, Model Curriculum and PARCC assessments. Refer to the Academic Achievement section for scores.

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?

The data team completes a needs assessment using multiple measures from information gathered from stakeholder groups: teachers, parents and students. We reviewed academic achievement and assessment results, teacher observations, formative assessments, extended school data, attendance, discipline, promotion trends, drop-out rate, gender, ethnicity, grade levels, instruction time, teacher qualifications and retention to evaluate the effectiveness of the school's current programs and strategies.

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

   a. **Data was strategically disseminated from the Division of Operations, Compliance, and Educational Support Services.**
   b. **This data will be obtained from PARCC 3-4-5 scores for sub-groups, cluster breakdowns, district assessments, student portfolios, and student IEPs.**
   c. **School and district assessment data was used: writing samples, benchmark assessments (reading, math, science, social studies), Think Central, STAR Literacy, Reading and Math assessments and teacher made tests.**
   d. **Lunch applications were used to identify economically disadvantaged students.**
   e. **I &RS cases (open vs. closed)**

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

Data is valid and reliable because the assessment utilized is derived from scientifically based skills identified in the Common Core State Standards (CCSS). Furthermore, the data used is multidimensional; showing raw scores, which are turned into percentages for comparisons, as well as student progress.

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

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

In ELA, teachers need to increase their focus on higher-order thinking and text-based questions, content knowledge, vocabulary, and critical thinking activities during Literacy. Teachers must build knowledge through content rich non-fiction. Reading, writing and speaking must be based in evidence from texts both literary and informational. In Mathematics, teachers need to ask essential questions and utilize technology in their lessons. Drills are needed to increase computational fluency in Mathematics. Students need to build strong number sense, develop mental math skills and use Mathematics to solve real-world problems. Teachers should integrate differentiated methods of instruction in lessons to ensure that the educational challenges of all students are being met.

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

District-wide professional development was targeted specifically to meet teachers' needs in ELA. Schillinger Educational Consultants were hired to share "Best Practices" in ELA/Literacy. Enhanced professional development should provide teachers with advanced knowledge of content to improve activities focusing on student learning, as well as personalized studying for diverse instruction.

Note: With the move to on-line testing, introduction and training is not only necessary for students, but for staff as well.

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

At-risk students are identified by:

1. **The utilization of test results.**
2. **Teacher observations and recommendations.**
3. **Student portfolios.**
4. **Skills analysis.**
5. **Differentiated instruction.**
6. **Teacher communication with the Child Study Team (CST).**
7. **Parent consultations and recommendations.**
8. **Chronic Absenteeism**
9. **I & RS Cases**

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

7. How does the school provide effective interventions to educationally at-risk students?
   Educationally at-risk students are provided with additional and effective intervention through tutoring and supplemental help. Tutoring is ongoing and participation is based on student performance on District Assessments. Tutoring is offered via in-class support, pull-out in a one to one or small group setting, in lunch time study hall and in our after school program. This interaction allows the tutor to adjust the content and nature of instruction (active listening, modeling, drill and practice techniques) to specifically meet the needs of each student.
   If students are still having difficulty, an I &RS meeting is scheduled to help develop a plan with alternative strategies.

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

9. How does the school address the needs of homeless students?
   Educationally at-risk students are provided with additional and effective intervention through tutoring and supplemental help. Tutoring is ongoing and participation is based on student performance on District Assessments. Tutoring is offered via in-class support, pull-out in a one to one or small group setting, in lunch time study hall and in our after school program. This interaction allows the tutor to adjust the content and nature of instruction (active listening, modeling, drill and practice techniques) to specifically meet the needs of each student.
   If students are still having difficulty, an I & RS meeting is scheduled to help develop a plan with alternative strategies. Additionally, identified students receive bus tickets, food baskets, and clothing, thereby affording them the opportunity for successful development. I &RS referrals are forwarded to Deborah Lipscomb, Department of Educational Support Services and Parent Relations.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?
    Teachers are engaged in decision-making during grade level and staff meetings.

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

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

The East Orange Early Childhood Program has developed a transition plan from Pre-K to Kindergarten. A committee of Early Childhood Department staff (administrators, master teachers, parent involvement specialists, social workers and teachers) and Kindergarten staff are involved in the plan. Parents meet to evaluate and establish activities for a smooth transition of their children.

Vertical and horizontal articulation in-service meetings continue to provide a comprehensive understanding of the alignment of the preschool and kindergarten curriculum to ensure a seamless transition. Transition Day is held in the Spring to invite parents and students to Kindergarten through grade 4 classrooms to provide an overview of the program and its expectations. Administrators from the middle school are available to speak to fifth grade students.

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

We compiled and analyzed data from standardized test scores, district benchmark tests, and various assessments (model curriculum, unit and chapter tests and STAR Literacy, Reading and Math), as well as from students' IEPs to address priority problems.

Provide a separate response for each question

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

2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

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

	#1	#2
Name of priority problem	English Language Arts	Mathematics
Describe the priority problem using at least two data sources	Reading Standards for Foundation Skills (key ideas, details, integration of knowledge and ideas). Conventions of Standard English (grammar, prefixes, suffixes, choose words and phrases for effect). Literature/Reading Craft & Structure Making connections between text and the story.	Mathematical Practices (understanding problems and thinking mathematically), with specific reference to: Numbers & Operations Fractions Measurement & Data Students had elected not to utilize the paper and pencil that was provided to solve problems with on-line assessments.
Describe the root causes of the problem	1. Students with weak academic skills were occasionally not focused and this led to disruption in the classroom at times. 2. Limited reading comprehension and vocabulary. 3. Lower scoring students tend to answer in yes/no manner. 4. Students have difficulty with main idea and analyzing text. 5. Students had a tenancy to follow group answer regardless of instruction.	1. Limited reading comprehension and content vocabulary. 2. Limited knowledge of basic facts by rote & mental math skills 3. Students have difficulty seeing the relationship between addition, subtraction, multiplication and division and using theses processes to solve word problems. 4. Students have difficulty seeing that decimals, fractions and percentages are just different ways of showing the same value (fraction: ½, decimal 0.5 or as a percentage 50%). 5. Limited proficiency using on-line assessments. Students do not use scrap paper to solve problems. Rather, they claim to use "mental math" when selecting an answer.
Subgroups or populations addressed	All students	All students
Related content area missed (i.e., ELA, Mathematics)	Social Studies & Technology	Literacy, Science & Technology skills

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

Name of scientifically research based intervention to address priority problems	Houghton Mifflin Harcourt Journeys 3-Tier Reading Program Learning Centers, Guided Reading, Data-Driven Instruction, KidBiz3000 Targeted skills instruction, data analyzed and intervention groups are identified, provided with remediation and retested. To incorporate Bloom's Taxonomy and utilize the SmartBoard™ in instructional strategies	Houghton Mifflin Harcourt Integrate more hands-on activities and utilize the SmartBoard™ to communicate mathematical solutions. Targeted skills instruction, data analyzed and intervention groups are identified, provided with remediation and retested. Math tutor – additional assistance (one-on-one or small gr.)
How does the intervention align with the Common Core State Standards?	All of our programs align with the Common Core State Standards and support the East Orange Public School curriculum.	All of our programs align with the Common Core State Standards and support the East Orange Public School curriculum.

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	Classroom Management Issues	
Describe the priority problem using at least two data sources	A significant number of students across the district behave in ways which sometimes impede instruction.	
Describe the root causes of the problem	Involving parents in the education of their children has been challenging on too many occasions.	
Subgroups or populations addressed	Pre-K through Grade 5	
Related content area missed (i.e., ELA, Mathematics)	N/A	
Name of scientifically research based intervention to address priority problems	http://www.makeyerday.com/PDF/overviewofresearch-cheryl.pdf To incorporate the Parent/Teacher/Student Compact and post universal rules within the building.	
How does the intervention align with the Common Core State Standards?	To support overall student learning.	

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)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	-Sustained in class support -Tier 3 -Guided Reading -Skills Intervention -DOK Question Stems* -Increase use of data to drive instruction* -Formative Assessment*	Principal, Teachers, ELA Coach, and Supervisors	On-line assessments, STAR Reading, PARCC Results and Teacher Assessments *Creating quick real-time ongoing feedback conducted throughout a lesson or unit	Learnia.com www.nationalreadingpanel.org 2001 www.greatsource.com www.danielsongroup.org
Math	Students with Disabilities	-Sustained in class support -GoMATH online resources -Skills Intervention -DOK Question Stems* -Increase use of data to drive instruction* -Formative Assessment* -Waggle*	Principal, Teachers, Math Coach and Supervisors	On-line assessments, STAR Math, PARCC Results and Teacher Assessments *Creating quick real-time ongoing feedback conducted throughout a lesson or unit	Educational Research Institute of America (ERIA) www.nationalservices.resources.org (2002) www.danielsongroup.org Learnia.com www.pearsonschool.com www.nctm.org www.georgiastandards.org/Frameworks/

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	-Tier 3 -Guided Reading -Skills Intervention -DOK Question Stems* -Increase use of data to drive instruction* -Formative Assessment*	Principal, Teachers, ELA Coach, and Supervisors	On-line assessments, STAR Math, PARCC Results and Teacher Assessments *Creating quick real-time ongoing feedback conducted throughout a lesson or unit Too few to report publicly	Learnia.com www.nationalreadingpanel.org 2001 www.greatsource.com www.danielsongroup.org
Math	Homeless	-GoMATH online resources -Skills Intervention -DOK Question Stems* -Increase use of data to drive instruction* -Formative Assessment* -Waggle*	Principal, Teachers, Math Coach and Supervisors	On-line assessments, STAR Math, PARCC Results and Teacher Assessments *Creating quick real-time ongoing feedback conducted throughout a lesson or unit Too few to report publicly	Educational Research Institute of America (ERIA) www.nationalservices.resources.org (2002) www.danielsongroup.org Learnia.com www.pearsonschool.com www.nctm.org www.georgiastandards.org/Frameworks/
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

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	-Tier 3 -Guided Reading -Skills Intervention -DOK Question Stems* -Increase use of data to drive instruction* -Formative Assessment*	Principal, Teachers, ELA Coach, and Supervisors	On-line assessments, STAR Math, PARCC Results and Teacher Assessments *Creating quick real-time ongoing feedback conducted throughout a lesson or unit	Learnia.com www.nationalreadingpanel.org 2001 www.greatsource.com www.danielsongroup.org
Math	Economically Disadvantaged	-GoMATH online resources -Skills Intervention -DOK Question Stems* -Increase use of data to drive instruction* -Formative Assessment* -Waggle*	Principal, Teachers, Math Coach and Supervisors	On-line assessments, STAR Math, PARCC Results and Teacher Assessments *Creating quick real-time ongoing feedback conducted throughout a lesson or unit	Educational Research Institute of America (ERIA) www.nationalservices.resources.org(2002) www.danielsongroup.org Learnia.com www.pearsonschool.com www.nctm.org www.georgiastandards.org/Frameworks/

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA		-Tier 3 -Guided Reading -Skills Intervention -DOK Question Stems* -Increase use of data to drive instruction* -Formative Assessment*	Principal, Teachers, ELA Coach, and Supervisors	On-line assessments, STAR Math, PARCC Results and Teacher Assessments *Creating quick real-time ongoing feedback conducted throughout a lesson or unit	Learnia.com www.nationalreadingpanel.org 2001 www.greatsource.com www.danielsongroup.org
Math		-GoMATH online resources -Skills Intervention -DOK Question Stems* -Increase use of data to drive instruction* -Formative Assessment* -Waggle*	Principal, Teachers, Math Coach and Supervisors	On-line assessments, STAR Math, PARCC Results and Teacher Assessments *Creating quick real-time ongoing feedback conducted throughout a lesson or unit	Educational Research Institute of America (ERIA) www.nationalservices.resources.org (2002) www.danielsongroup.org Learnia.com www.pearsonschool.com www.nctm.org www.georgiastandards.org/Frameworks/

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	After School Program Extended Year Program (EYP) Summer School	Principal, teachers, facilitator	Performance on District Benchmark tests, Achieve 3000 Reports	www.hprp.org (2008) spannj.org
Math	Students with Disabilities	After School Program Extended Year Program (EYP) Summer School	Principal, teachers, facilitator	Performance on District Benchmark tests, On-line Math assessments	www.hprp.org (2008)
ELA	Homeless	Transportation After School Program	Principal, teachers, facilitator	Attendance Performance on District Benchmark tests, Achieve 3000 Reports	www.hprp.org (2008)
Math	Homeless	After School Program	Principal, teachers, facilitator	Performance on District Benchmark tests, On-line Math assessments	www.hprp.org (2008)
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

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) Increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	After School Program Summer School	Principal, teachers, facilitator	Performance on District Benchmark tests, Achieve 3000 Reports	www.hprp.org (2008)
Math	Economically Disadvantaged	After School Program Summer School	Principal, teachers, facilitator	Performance on District Benchmark tests, On-line Math assessments	www.hprp.org (2008)
ELA		After School Program Summer School	Principal, teachers, facilitator	Performance on District Benchmark tests, Achieve 3000 Reports	www.hprp.org (2008)
Math		After School Program Summer School	Principal, teachers, facilitator	Performance on District Benchmark tests, On-line Math assessments	www.hprp.org (2008)

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	Increased PD with Dr. Schillinger District and In-service Workshops: Higher Level Questioning Techniques Infusing Technology as a Tool for Learning, Peer-led Workshops on Developing CCSS Based Classroom Assignments	Administration, Supervisors, Teachers & ELA Coach	Continuous improvement of standardized and benchmark assessments, On-line assessments	www.nwp.org/public/print/resource/3208
Math	Students with Disabilities	District and In-service Workshops: Higher Level Questioning Techniques Infusing Technology as a Tool for Learning, Peer-led Workshops on Developing CCSS Based Classroom Assignments	Administration, Supervisors, Teachers & Math Coach	Continuous improvement of standardized and benchmark assessments, On-line assessments 100% attendance at meetings (attendance forms) 10% increase in student achievement 10% increase in the use of data to drive instruction (lesson plans – differentiated instruction)	www.pearsonschool.com NJ Department of Education Website NJ Professional Standards for Teachers 2010 Student Achievement Through Staff Development – Joyce & Showers, 2002 www.imoberg.com www.educationalnorthwest.org/news/1940

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	Homeless	Increased PD with Dr. Schillinger District and In-service Workshops Higher Level Questioning Techniques Infusing Technology as a Tool for Learning Peer-led Workshops on Developing CCSS Based Classroom Assignment	Administration, Supervisors, Teachers, ELA Coach & Consultant	Continuous improvement of standardized and benchmark assessments, On-line assessments 100% attendance at meetings (attendance forms) 10% increase in student achievement 10% increase in the use of data to drive instruction (lesson plans – differentiated instruction)	www.pearsonschool.com NJ Department of Education Website NJ Professional Standards for Teachers 2010 Student Achievement Through Staff Development – Joyce & Showers, 2002 www.imoberg.com www.educationalnorthwest.org/news/1940
Math	Homeless	District and In-service Workshops Higher Level Questioning Techniques Infusing Technology as a Tool for Learning Peer-led Workshops on Developing CCSS Based Classroom Assignment	Administration, Supervisors, Teachers & Math Coach	Continuous improvement of standardized and benchmark assessments, On-line assessments 100% attendance at meetings (attendance forms) 10% increase in student achievement 10% increase in the use of data to drive instruction (lesson plans – differentiated instruction)	www.pearsonschool.com NJ Department of Education Website NJ Professional Standards for Teachers 2010 Student Achievement Through Staff Development – Joyce & Showers, 2002 www.imoberg.com www.educationalnorthwest.org/news/1940
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)(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	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	Increased PD with Dr. Schillinger District & In-service Workshops Higher Level Questioning Techniques Infusing Technology as a Tool for Learning Peer-led Workshops on Developing CCSS Based Classroom Assignment	Administration, Supervisors, Teachers, ELA Coach & Consultant	Continuous improvement of standardized and benchmark assessments, On-line assessments 100% attendance at meetings (attendance forms) 10% increase in student achievement 10% increase in the use of data to drive instruction (lesson plans – differentiated instruction)	www.nwp.org/public/print/resource/3208 NJ Department of Education Website NJ Professional Standards for Teachers 2010 Student Achievement Through Staff Development – Joyce & Showers, 2002
Math	Economically Disadvantaged	District & In-service Workshops Higher Level Questioning Techniques Infusing Technology as a Tool for Learning Peer-led Workshops on Developing CCSS Based Classroom Assignment	Administration, Supervisors, Teachers & Math Coach	Continuous improvement of standardized and benchmark assessments, On-line assessments 100% attendance at meetings (attendance forms) 10% increase in student achievement 10% increase in the use of data to drive instruction (lesson plans – differentiated instruction)	www.pearsonschool.com NJ Department of Education Website NJ Professional Standards for Teachers 2010 Student Achievement Through Staff Development – Joyce & Showers, 2002

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		Increased PD with Dr. Schillinger District & In-service Workshops Higher Level Questioning Techniques Infusing Technology as a Tool for Learning Peer-led Workshops on Developing CCSS Based Classroom Assignment Techniques Infusing Technology as a Tool for Learning Peer-led Workshops on Developing CCSS Based Classroom Assignment	Administration, Supervisors, Teachers, ELA Coach & Consultant	Continuous improvement of standardized and benchmark assessments. 100% attendance at meetings (attendance forms) 10% increase in student achievement 10% increase in the use of data to drive instruction (lesson plans – differentiated instruction)	www.nwp.org/public/print/resource/3208 NJ Department of Education Website NJ Professional Standards for Teachers 2010 Student Achievement Through Staff Development – Joyce & Showers, 2002
Math		District and In-service Workshops Higher Level Questioning Techniques Infusing Technology as a Tool for Learning Peer-led Workshops on Developing CCSS Based Classroom Assignment	Administration, Supervisors, Teachers & Math Coach	Continuous improvement of standardized and benchmark assessments. 100% attendance at meetings (attendance forms) 10% increase in student achievement 10% increase in the use of data to drive instruction (lesson plans – differentiated instruction)	www.pearsonschool.com NJ Department of Education Website NJ Professional Standards for Teachers 2010 Student Achievement Through Staff Development – Joyce & Showers, 2002

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

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 schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
   Schoolwide program will be evaluated internally through administration and the school improvement panel following each marking period.

2. What barriers or challenges does the school anticipate during the implementation process?
   Lack of motivation, limited vocabulary, lack of parent involvement, sporadic attendance and truancy.
   <u>Reading</u>: Limited print reading due to the use of technology and multimedia materials, incorrect use of grammar, and few life experiences.
   <u>Mathematics</u>: Lack of fluency with basic computational facts. A limited foundation hampers development of application and problem solving skills.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
   Professional Development, high motivation SmartBoard™ lessons, data infused into the development of instructional goals grade level meetings and parent workshops.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
   Post PD evaluation forms, feedback from surveys, sharing information & comments at grade level and staff meetings.

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

SCHOOLWIDE COMPONENT: Reform Strategies

6. How will the school structure interventions?

   Based on discussions during grade level meetings, in-service days, break out sessions and I&RS meetings, interventions will be provided throughout the school day based on the needs of the population.

7. How frequently will students receive instructional interventions?

   Ongoing tutoring (as needed), participation in the after school program, and study hall. Think Central on-line resources and Achieve3000 provide interventions to address deficient skills.

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

   Achieve3000, Waggle Program, PARCC on-line practice, STAR Early Literacy, Reading and Math assessments, District benchmark assessments (Journeys Unit tests, Model Curriculum and Think Central Math), SmartBoard™ lessons and pbisworld.com .

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

   District Benchmark assessments (Journeys Unit Tests, Model Curriculum, Think Central {Chapter Tests}, Achieve Level Set Lexile results, and PARCC assessments as well as quizzes. Formative assessments will be utilized to monitor student learning, thereby providing ongoing feedback to identify strengths and weaknesses of target areas. The number of closed I & RS cases will be used to measure the effectiveness of interventions.

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

    Parent meetings, staff and grade level meetings, District and school websites, FOCUS, School Messenger, the Garvin Times newsletter, social media outlets such as Facebook and Twitter and classdojo.com .

Provide a separate response for each question.

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

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	Back to School Night , Monthly Parent Workshops PTO Mtgs, Phone calls , I &RS Mtgs, Email, Social Media	Principal, Teachers, Social Worker and CST	Attendance at Parent/Teacher Conferences	Parent Involvement improves student performance. www.pige.org/pro_teachersworkshop.ph
Math	Students with Disabilities	Back to School Night, Monthly Parent Workshops PTO Mtgs, Phone calls , I &RS Mtgs, Email, Social Media	Principal, Teachers, Social Worker and CST	Attendance at Parent/Teacher Conferences	Parent Involvement improves student performance. www.pige.org/pro_teachersworkshop.ph
ELA	Homeless	Back to School Night Monthly Parent Workshops	Principal, Teachers, Coaches Social Worker, Literacy, Math Personnel and COC	Sign-in Sheets for Attendance Parents will learn about the Garvin programs and expectations for the year. Sign-in Sheets for Attendance Informational sessions with strategies, tips and activities to assist them with their child's learning.	Parent Involvement improves student performance. www.parentstoolshop.com/HTML/tipsl.htm www.directionservice.org/cadre/pdf www.tutorpedia.com/services/consultents/parented
Math	Homeless	Back to School Night Monthly Parent Workshops	Principal, Teachers, Coaches Social Worker, Literacy, Math Personnel and COC	Sign-in Sheets for Attendance Parents will learn about the Garvin programs and expectations for the year. Sign-in Sheets for Attendance Informational sessions with strategies, tips and activities to assist them with their child's learning.	Parent Involvement improves student performance. www.parentstoolshop.com/HTML/tipsl.htm www.directionservice.org/cadre/pdf www.tutorpedia.com/services/consultents/parented

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	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	Back to School Night Monthly Parent Workshops	Principal, Teachers, Coaches Social Worker, Literacy, Math Personnel and COC	Sign-in Sheets for Attendance Parents will learn about the Garvin programs and expectations for the year. Sign-in Sheets for Attendance Informational sessions with strategies, tips and activities to assist them with their child's learning.	Parent Involvement improves student performance. www.parentstoolshop.com/HTML/tipsl.htm www.directionservice.org/cadre/pdf www.tutorpedia.com/services/consultents/parented
Math	Economically Disadvantaged	Back to School Night Monthly Parent Workshops	Principal, Teachers, Coaches Social Worker, Literacy, Math Personnel and COC	Sign-in Sheets for Attendance Parents will learn about the Garvin programs and expectations for the year. Sign-in Sheets for Attendance Informational sessions with strategies, tips and activities to assist them with their child's learning.	Parent Involvement improves student performance. www.parentstoolshop.com/HTML/tipsl.htm www.directionservice.org/cadre/pdf www.tutorpedia.com/services/consultents/parented
ELA		Back to School Night Monthly Parent Workshops	Principal, Teachers, Coaches Social Worker, Literacy, Math Personnel and COC	Sign-in Sheets for Attendance Parents will learn about the Garvin programs and expectations for the year. Sign-in Sheets for Attendance Informational sessions with strategies, tips and activities to assist them with their child's learning.	Parent Involvement improves student performance. www.parentstoolshop.com/HTML/tipsl.htm www.directionservice.org/cadre/pdf www.tutorpedia.com/services/consultents/parented

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)
Math		Back to School Night Monthly Parent Workshops	Principal, Teachers, Coaches Social Worker, Literacy, Math Personnel and COC	Sign-in Sheets for Attendance Parents will learn about the Garvin programs and expectations for the year. Sign-in Sheets for Attendance Informational sessions with strategies, tips and activities to assist them with their child's learning.	Parent Involvement improves student performance. www.parentstoolshop.com/HTML/tipsl.htm www.directionservice.org/cadre/pdf www.tutorpedia.com/services/consultents/parented

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 the PTO, the family and community engagement program will help address priority problems through the provision of mini workshops. Workshops will be developed to address areas of concern. Parents will also learn how to prepare their children for state assessments. The Community Outreach Coordinator (COC) will utilize various means of communication (email, school messenger) to inform parents about meetings.

2. How will the school engage parents in the development of the written parent involvement policy?
   The PTO President and Vice President, along with the Community Outreach Coordinator (COC) will address and acquaint parents with the development of the plan at PTO meetings. Parents are invited to share known problems with the school staff that may hinder student progress.

3. How will the school distribute its written parent involvement policy?
   The school parent compact is distributed to parents during the first week of school. During Back to School Night, parents will be apprised of the importance of this document.

4. How will the school engage parents in the development of the school-parent compact?
   The school engages parents in the development of the school-parent compact through informal discussions at PTO meetings. Parents review, sign and return the compact to school. The school annually evaluates the compact for effectiveness in improving the academic quality of the school.

5. How will the school ensure that parents receive and review the school-parent compact?
   School-parent compact is sent to all parents and guardians, advising them of the importance of completing the parent portion of the compact, signing it and returning it to school. During Back to School Night, parents are apprised of the importance of this document. Compacts are kept on file in the Main Office. Class lists are utilized to identify which students returned completed compacts.

6. How will the school report its student achievement data to families and the community?
   Achievement data is reported through administrative communications to parents (letters, memos, monthly newsletters, mid-quarter notices, cycle report cards, and the Focus parent portal), at monthly board meetings, through local media outlets, and on the district website.

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

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?
   This is a Central Office function.

8. How will the school inform families and the community of the school's disaggregated assessment results?
   That information is obtainable on the NJ Department of Education's web-site "NJ School Performance Report" .

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
   Parents will be invited to provide input (recommendations and/or concerns) through PTO meetings and Parent Workshops.

10. How will the school inform families about the academic achievement of their child/children?
    Procedures for informing parents about their child's academic achievement include STAR Literacy, Reading and Math reports, PARCC results, FOCUS parent portal, letters, memos, monthly newsletters, conferences and report cards.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?
    The school will continue to use parent involvement funds to facilitate workshops and provide parents with resources, supplies and materials to help our underperforming students in ELA and Mathematics. The funds are intended to help close the achievement gap between disadvantaged and minority students and their peers.

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	30	Salary advancement for Continuing Education
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	4	All paraprofessionals participate in Professional Development activities that support and enhance their job, knowledge and skills. Annual written performance report – evaluation.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*		

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

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

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

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Advertise vacancies in Newark Star Ledger and District Website, NJ HIRE, College/University Recruitment in Mid-Atlantic Region	**Human Resource Manager**