Warwick

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.

DISTRICT INFORMATION	SCHOOL INFORMATION
District: EAST ORANGE SCHOOL DISTRICT	School: Dionne Warwick Institute
Chief School Administrator: DR. GLORIA C. SCOTT	Address: 120 Central Avenue
Chief School Administrator's E-mail: g.scott@eastorange.k12.nj.us	Grade Levels: Prek-5
Title I Contact: Mr. James Leutz	Principal: Flore-Nadeige B. Lovett
Title I Contact E-mail: j.leutz@eastorange.k12.nj.us	Principal's E-mail: f.lovett@eastorange.12.nj.us
Title I Contact Phone Number: (973) 266-5781	Principal's Phone Number: (973) 266-5930 EXT 59101

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.

Flore-Nadeige B. Lovett		6/12/15
Principal's Name (Print)	**Principal's Signature**	**Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held _____5_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ 3,957,011, which comprised 99% of the school's budget in 2014-2015.
- State/local funds to support the school will be $3,957,011, which will comprise 99% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Incentives	1	1	200-500	$700
Refreshment @ Parent Engagement Activities	1	1	200-800	$700
Speakers/Non Instruction Resources ie Survey Monkey	1	1	200-300	$700

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
Flore-Nadeige B. Lovett	School Staff--Administrator	Yes	Yes	Yes	
Tahira Barber	School Staff—Inclusion Special Education Teacher/ SCiP Team	Yes	Yes	Yes	
Ebony Bittings	School Staff-Second Grade Teacher	Yes	No	Yes	Ebony Bittings
Lisa Blaskewicz	School Staff-Kindergarten Teacher	Yes	No	Yes	
Tanisha Howell-Lewis	School Staff-Sonday/Teacher Tutor	Yes	Yes	Yes	
Nadirah Keith	School Staff---Literacy Specialist	Yes	Yes	Yes	
Fatima MCCoy	School Staff-Guidance	Yes	Yes	Yes	

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

Mary Inglis	School Staff—Math Specialist	Yes	Yes	Yes	Mary Inglis
Lisa Jackson	School Staff- Fourth Grade Teacher	Yes	No	Yes	
Lela Lee	Parent	No	No	Yes	Lela Lee
Towanna McDougald	Parent	No	No	Yes	
Shahidah Mack	School Staff – Pre K	Yes	No	Yes	
Candi Roman	School Staff- Whole School Reform Social Worker	Yes	Yes	Yes	Candi Roman
Rasheedah Tucker	School Staff- Fifth Grade Teacher/Parent	Yes	No	Yes	
Jill Van Der Meij	School Staff-Achieve /Teacher Tutor	Yes	Yes	Yes	
Kevin Williams	School Staff-- Administrator	Yes	Yes	Yes	

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

Stakeholder/Schoolwide Committee Meetings

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

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

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
May 13, 2015	Dionne Warwick Institute	Comprehensive Needs Assessment	X			
June 4, 5, 2015	Dionne Warwick Institute	Schoolwide Plan Development	X			
June 9, 10, 2015	Dionne Warwick Institute	Program Evaluation	X			

Add rows as necessary.

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

School's Mission

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

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

What is the school's mission statement?	The Dionne Warwick Institute of Economics and Entrepreneurship is committed to maintaining: • a clear and shared focus on student achievement in which the staff, students and parents are committed to the premise that "every student can learn"; • exemplary academic standards manifested by mastery of the Common Core/NJCCCS with high expectations for our learning community; • effective school leadership, which fosters mutual respect and trust; • a cooperative and collaborative learning environment that is conducive to learning, where all children are physically and emotionally safe, supported, and respected. The academic foundation built at Warwick Institute establishes a framework to enable the students to successfully navigate from pre-school through college. **We the administrators, staff, students and parents of Dionne Warwick Institute of Economics and Entrepreneurship are committed to the premise that "every student can learn". Therefore, we will provide a safe environment where each individual student will emerge as self-reliant, resourceful, independent thinkers who are fluent readers, writers, mathematicians and scientists who are able to compete on a global scale.**

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, the program was implemented as planned.

2. What were the strengths of the implementation process?

   The strengths of the implementation process include ongoing professional development, small group interventions such as Achieve3000 and Sonday, infusion of text dependent questions across content areas, school-wide focus on student engagement best practices/instructional strategies and grade level planning sessions. Health content and reading strategies were infused with Achieve3000 instruction resulting in class average growth over 100 Lexiles.

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

   Barriers or challenges during the implementation process include:
   - High number of district required assessments that reduce instructional time and negatively impacts pacing;
   - Lack of student familiarity with online testing features;
   - Assigned excess staff with a weak pedagogy, requiring extensive professional development and monitoring;
   - Long term staff absences/family leave; and
   - Coaches and teacher tutors were utilized to organize and coordinator/proctor state mandated testing thus, reducing opportunities to support teachers and students.
   - Lack of parent support of school wide mission, values, goals and policies.

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

   The strengths of each step during the program(s) implementation included a targeted small group instruction and one on one support for students based on data analysis, staff support through grade level meetings, targeted workshops, focus on text dependent questioning and rigorous tasks aligned to the Common Core and across content areas, piloting classes that focus on student engagement best practices/instructional strategies and later turn-keyed to all staff and in-services that were divided into small groups

to increase active participation and collaboration among staff to share successful strategies and address student achievement and areas of need.
The weaknesses of each step during the program(s) implementation include deepening teachers and students understanding of the Common Core and NJCCC standards, thus creating real challenges in organizing for adequate professional development. Additionally, the students were not acclimated to online testing features thus perhaps affecting the reliability of data and adding to students' frustration. Effective teacher implementation of guided group instruction and conferences remains a challenge, as well as, management of T.A.N. and other related data to drive targeted instruction.

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

School administrators clearly communicated expectations to staff. Administrators sought teacher input in decision-making via informal communication and surveys. Community involvement in programs such as Danish with Dads, Muffins with Moms, Open House, Transition Day, Family Science Night at Liberty Science Center, Professional Day, Career Day, field trips, PTO activities and parent conferences exposed the community to instructional goals and program changes. Additionally, the reverse side of the monthly calendars kept the school community abreast of sub committee recommendations and input.

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

In many instances the staff felt over whelmed with the collection of evidence to support the evaluation process. They also felt anxiety about the achievement expectations as it relates to student growth percentiles. The initial visible apprehensiveness that was apparent was decreased as a result of the conversations generated about the need for high growth and high achievement based on the performance level of our current population. Through a concerted effort to increase exposure and work collaboratively with a consultant, coaches and grade level colleagues to plan more effectively, the teachers accepted the challenge and began to implement ways of teaching that promote student engagement and achievement. Thus, there was an increase in teacher confidence and median SGPs did reflect evidence of high growth in some classes. An end of the year survey was conducted to measure staff's comfort level and perceptions of successes and areas of growth.

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

During the Whole School Reform era, Warwick Institute enjoyed high student achievement with the effective implementation of America's Choice. Thus, the school earned the titles of America's Choice National Model School and New Jersey National Title I Distinguished School. Parents came to know the school as a great place for their students to learn since it was never on a failing list and their children were safe. However, in recent years student achievement as measured by NJASK scores have been stagnant/has decreased. Although high stakes test scores have decreased, parents seem to be confident in the ability of the staff to address the

needs of their children. Some community members continue to see student achievement solely as the responsibility of the teaching staff.

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

   The methods of delivery for our instructional program included whole group instruction, small group instruction, Sonday intervention, one-on-one conferencing and differentiated instruction via Achieve 3000.

9. How did the school structure the interventions?

   The structure of interventions included in-class, whole and small group re-teaching, push-in/pull-out of small groups and Achieve 3000 differentiated.

10. How frequently did students receive instructional interventions?

    Students received instructional interventions 3 to 4 times a week and as dictated by formal and informal assessment data and 80 minutes of Achieve 3000 embedded into scheduled health periods.

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

    Technologies that were used to support the program included hardware such as computers, Smart board, cd players and iPads (Pilot with six classes). Software such as Achieve3000, Learning.com, Renaissance Learning, Think Central and various educational websites (i.e. Tumblebooks.com, ABCmouse.com and Starfall.com, Waggle, online smart practice from Triumph Learning) were also used.

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

    Yes, technology did contribute to the success of the program by allowing staff to differentiate instruction. For example, Achieve3000, an online reading program, met students at individual Lexile levels and allowed them to progress at their own pace. Waggle, online smart practice from Triumph Learning; Think Central Animated Models and Soar to Success, both online math programs from Houghton Mifflin, also provided differentiated instruction that addresses gaps in students' conceptual knowledge. Smart boards engaged students in instruction and enhanced learning. In both cases students were able to progress several Lexile/ grade levels as a result of their regular usage of the programs. In the absence of the computer technology teacher, the classroom

teachers continued to use the technology that was available. Their various levels of proficiency and appreciation for technology caused some teachers to be more effective with the use of technology than others.

Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

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

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did or did not* result in proficiency (Be specific for each intervention).
Grade 4	2	Not yet available	Winsor Sonday Reading Program with Teacher Tutors, Afterschool Safety Net program; in-class teacher/student support; I&RS recommendations.	2015 PARCC Data not yet received to Interpret results. Our overall program evaluation shows a 50% decrease in the number of students who were partially proficient for two years.
Grade 5	11	Not yet available	Winsor Sonday Reading Program with Teacher Tutors, Afterschool Safety Net program; in-class teacher/student support; I&RS recommendations.	2015 PARCC Data not yet received to Interpret results. Our overall program evaluation shows a 50% decrease in the number of students who were partially proficient for two years.
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did or did not* result in proficiency (Be specific for each intervention).
Grade 4	2	Not yet available	Afterschool School Safety Net Program; in-class teacher/student support; Think Central	2015 PARCC Data not yet received to Interpret results. There has been no increase in number of students who

			website; I&RS recommendations	were partially proficient for two years.
Grade 5	7	Not yet available	Afterschool School Safety Net Program; in-class teacher/student support; Achieve 3000; I&RS recommendations	2015 PARCC Data not yet received to Interpret results. Our overall program evaluation shows a slight decrease in the number of students who were partially proficient for two years.
Grade 6	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A

Evaluation of 2014-2015 Student Performance

Non-Tested Grades – Alternative Assessments (Below Level)

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

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did or did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	11	7	Additional scaffolds from the Tools of the Mind Pre-K Manual Identified Strategies from the PIRT	Currently, students are assessed using the Work Sampling System Online, which is completed via teacher observation and student portfolios are maintained. In fall 2014, there were 17 students needing intervention. After the spring assessment, only 7 students remained in that category.
Kindergarten	8	5	Students were assessed using Renaissance Early Literacy, small group and one-to-one intervention was provided to students in Urgent and Intervention proficiency levels.	In fall 2014, there were 24 students needing intervention. After the spring assessment, only 5 students remained in that category.
Grade 1	10	7	Students were assessed using Renaissance Early Literacy, small group and one-to-one intervention was provided to students in Urgent and Intervention proficiency levels. I&RS recommendations	In fall 2014, there were 24 students needing intervention. After the spring assessment, only 7 students remained in that category.

Grade 2	20	30	Students were assessed using Renaissance Early Literacy, small group and one-to-one intervention was provided to students in Urgent and Intervention proficiency levels. I&RS recommendations	In fall 2014, there were 37 students needing intervention. After the spring assessment, only 30 students remained in that category.
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	13	9	Additional scaffolds from the Tools of the Mind Pre-K Manual Identified Strategies from the PIRT	Currently, students are assessed using the Work Sampling System Online, which is completed via teacher observation and student portfolios are maintained. In fall 2014, there were a total of 14 students in need of intervention. After the spring assessment, only 9 students remained in that category.
Kindergarten	23	10	Math- Students in need of math support, as revealed by data from math chapter assessments, participated in targeted instruction in math labs to strengthen math skills.	In fall 2014, there were 31 students needing intervention. After the spring assessment, only 10 students remained in that category.
Grade 1	10	10	Small Group instruction; Think Central website; I&RS recommendations. Students were assessed using Renaissance Star Math, small group and one-to-one intervention was provided to students in Urgent and Intervention proficiency levels.	In fall 2014, there were 13 students needing intervention. After the spring assessment, only 10 students remained in that category.
Grade 2	27	15	Small Group instruction; Think Central website; I&RS recommendations. Students were assessed using Renaissance Star Math, small group and one-to-one intervention was provided to students in Urgent and Intervention proficiency levels.	In fall 2014, there were 30 students needing intervention. After the spring assessment, only 15 students remained in that category.
Grade 9	N/A	N/A	N/A	N/A

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

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

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	General	Achieve 3000, Scaffolding of lessons, Small group instruction	Yes	Lexile Scores from Achieve 3000, Student SGP on Renaissance Learning Star Reading, referrals to I&RS and state test scores are used to measure student growth.	86% of the classes in grades 2-5 exceeded the 100 Lexile growth goal. Overall school data - Early Literacy, Grades K-1, Median SGP 72; Star Reading, Grades 1-5, Median SGP 53. Typical to high growth achieved. Star Early Literacy Individual Grades Median SGP: Kindergarten - 75 Grade 1 - 71 Star Reading Individual Grades Median SGP: Grade 1 Grade 2 - 55 Grade 3 - 53 Grade 4 - 51 Grade 5 – 57 I&RS data – 44 students were referred in fall of 2014, 1 student transferred out of district 3 students were referred for alternative placement 4 students were retained 10 made progress as a result of intervention 11 were referred for Child Study Team Evaluation 15 were referred to outside agencies PARCC data not yet available.
Math	General	Think Central, Scaffolding of lessons, Small group instruction	Yes	Student SGP on Renaissance Learning Star Math, referrals to I&RS and state test scores are used to measure student growth.	Overall school data for Star Math, Grades 1-5, Median SGP 56. Typical to high growth achieved. Star Math Individual Grades Median SGP: Grade 1 - 68 Grade 2 - 55

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					Grade 3 - 43 Grade 4 - 59 Grade 5 – 65 I&RS data – 44 students were referred in fall of 2014, 1 student transferred out of district 3 students were referred for alternative placement 4 students were retained 10 made progress as a result of intervention 11 were referred for Child Study Team Evaluation 15 were referred to outside agencies PARCC data not yet available.
ELA	Students with Disabilities	Same as general	Yes	Same as general	Students with disabilities are held to the same standards as students who are not classified. They are referred for support services via the child study team social worker to assist with an individualized educational plan (IEP).
Math	Students with Disabilities	Same as general	Yes	Same as general	
ELA	Homeless	Same as general	Yes	Same as general	Students who are homeless are held to the same standards as students who are not homeless. They are referred for support services via the guidance counselor and/ or social worker to assist with obtaining outside agency intervention.
Math	Homeless	Same as general		Same as general	
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	Same as general	Yes	Same as general	Students who are economically disadvantaged

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disadvantaged				are held to the same standards as students who are not economically disadvantaged. They are referred for support services via the guidance counselor and/ or social worker to assist with obtaining outside agency intervention.
Math	Economically Disadvantaged	Same as general	Yes	Same as general	

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	General	Achieve 3000, Small group instruction	Yes	Lexile Scores from Achieve 3000, Student SGP on Renaissance Learning Star Reading, referrals to I&RS and state test scores are used to measure student growth.	86% of the classes in grades 2-5 exceeded the 100 Lexile growth goal. Overall school data - Early Literacy, Grades K-1, Median SGP 72; Star Reading, Grades 1-5, Median SGP 53. Typical to high growth achieved. Star Early Literacy Individual Grades Median SGP: Kindergarten - 75 Grade 1 - 71 Star Reading Individual Grades Median SGP: Grade 1 Grade 2 - 55 Grade 3 - 53 Grade 4 - 51

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					Grade 5 – 57 I&RS data – 44 students were referred in fall of 2014, 1 student transferred out of district 3 students were referred for alternative placement 4 students were retained 10 made progress as a result of intervention 11 were referred for Child Study Team Evaluation 15 were referred to outside agencies PARCC data not yet available.
Math	General	Think Central, Small group instruction	Yes	Student SGP on Renaissance Learning Star Math, referrals to I&RS and state test scores are used to measure student growth.	Overall school data for Star Math, Grades 1-5, Median SGP 56. Typical to high growth achieved. Star Math Individual Grades Median SGP: Grade 1 - 68 Grade 2 - 55 Grade 3 - 43 Grade 4 - 59 Grade 5 – 65 I&RS data – 44 students were referred in fall of 2014, 1 student transferred out of district 3 students were referred for alternative placement 4 students were retained 10 made progress as a result of intervention 11 were referred for Child Study Team Evaluation 15 were referred to outside agencies PARCC data not yet available.
ELA	Students with Disabilities	Same as general	Yes	Same as general	Same as general
Math	Students with Disabilities	Same as general	Yes	Same as general	Same as general
ELA	Homeless	Same as general	Yes	Same as general	Same as general

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	Same as general	Yes	Same as general	Same as general
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	Same as general	Yes	Same as general	Same as general
Math	Economically Disadvantaged	Same as general	Yes	Same as general	Same as general

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	General	Mentoring and Coaching	Yes	Lexile Scores from Achieve 3000, Student SGP on Renaissance Learning Star Reading, referrals to I&RS and state test scores are used to measure student growth.	86% of the classes in grades 2-5 exceeded the 100 Lexile growth goal. Overall school data - Early Literacy, Grades K-1, Median SGP 72; Star Reading, Grades 1-5, Median SGP 53. Typical to high growth achieved. Star Early Literacy Individual Grades Median SGP: Kindergarten - 75 Grade 1 - 71 Star Reading Individual Grades Median SGP: Grade 1 Grade 2 - 55 Grade 3 - 53 Grade 4 - 51 Grade 5 – 57 I&RS data – 44 students were referred in fall of 2014, 1 student transferred out of district 3 students were referred for alternative placement 4 students were retained 10 made progress as a result of intervention 11 were referred for Child Study Team Evaluation 15 were referred to outside agencies PARCC data not yet available.
Math	General	Mentoring and Coaching	Yes	Student SGP on Renaissance Learning Star Math, referrals to I&RS and state test scores are used to measure student growth.	Overall school data for Star Math, Grades 1-5, Median SGP 56. Typical to high growth achieved. Star Math Individual Grades Median SGP: Grade 1 - 68 Grade 2 - 55 Grade 3 - 43

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					Grade 4 - 59 Grade 5 – 65 I&RS data – 44 students were referred in fall of 2014, 1 student transferred out of district 3 students were referred for alternative placement 4 students were retained 10 made progress as a result of intervention 11 were referred for Child Study Team Evaluation 15 were referred to outside agencies PARCC data not yet available.
ELA	Students with Disabilities	Same as general	Yes	Same as general	Same as general
Math	Students with Disabilities	Same as general	Yes	Same as general	Same as general
ELA	Homeless	Same as general	Yes	Same as general	Same as general
Math	Homeless	Same as general	Yes	Same as general	Same as general
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	Same as general	Yes	Same as general	Same as general
Math	Economically Disadvantaged	Same as general	Yes	Same as general	Same as general

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

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

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	General	Parent Involvement Policy Membership Drive	Yes	PTO Membership PTO Activities Conducted	Our parent involvement activities have increased significantly by identifying a class parent for each homeroom, conducting seven PTO meetings (school day and evening times) and 38% parent involvement in our Back-to-School night. 2013-14 PTO membership is 33 and 2014-15 PTO membership is 99, increase of 66 members.
Math	General	Parent Involvement Policy Membership Drive	Yes	PTO Membership PTO Activities Conducted	Our parent involvement activities have increased significantly by identifying a class parent for each homeroom, conducting seven PTO meetings (school day and evening times) and 38% parent involvement in our Back-to-School night. 2013-14 PTO membership is 33 and 2014-15 PTO membership is 99, increase of 33 members.
ELA	Students with Disabilities	Same as general	Yes	Same as general	Same as general
Math	Students with Disabilities	Same as general	Yes	Same as general	Same as general
ELA	Homeless	Same as general	Yes	Same as general	Same as general
Math	Homeless	Same as general	Yes	Same as general	Same as general
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	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	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	Same as general	Yes	Same as general	Same as general
Math	Economically Disadvantaged	Same as general	Yes	Same as general	Same as general

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.

Flore-Nadeyg B. Lovett	[signature]	6/12/15
Principal's Name (Print)	**Principal's Signature**	**Date**

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

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

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Student Growth Objectives Student Growth Percentile	The school wide SGO average is 3.7 (Highly Effective) Star Early Literacy- Our students fall in the range categorized as high growth based on the Fall to Spring report. Grade K 91% Proficient Median SGP 75% Grade 1 88% Proficient Median SGP 71% Renaissance Star Reading -Our students fall in the range categorized as typical growth based on the Fall to spring report.. Grade 2 52% Proficient Median SGP 55% Grade 3 56% Proficient Median SGP 53% Grade 4 42% Proficient Median SGP 51% Grade 5 60% Proficient Median SGP 57%
	Increase in Lexile scores	Grade 2- Eighty-four percent (84%) of the students demonstrated a growth of 100 Lexiles or more using Achieve3000. Grade 3- Ninety-five (95%) of the students demonstrated a growth of 100 Lexiles or more using Achieve3000. Grade 4- Eighty-four percent (84%) of the students demonstrated a growth of 100 Lexiles or more using Achieve3000. Grade 5- Twenty Seven percent (27%) of the students demonstrated a growth of 100 Lexiles or more using Achieve3000.
Academic Achievement - Writing		There is no formal district or state assessment analyze collectively.

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

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement - Mathematics	Student Growth Objectives Student Growth Percentile	The school wide SGO average is 3.7 (Highly Effective) Renaissance Math -Our students fall in the range categorized as typical growth based on the Fall to Spring report. The Fall to Spring report is unavailable because test dates are less than 180 days apart. * Kindergarten Math is included in the Early Literacy Assessment Grade 1 80% Proficient Median SGP 68% Grade 2 67% Proficient Median SGP 55% Grade 3 58% Proficient Median SGP 43% Grade 4 69% Proficient Median SGP 59% Grade 5 67% Proficient Median SGP 65%
Family and Community Engagement	Parent Sign in Sheets	The school leaders: (a) work collaboratively with the guidance counselor, WSR social worker and the PTO to design and implement various activities to promole positive interactions with parents; (b) maintain monthly written communications with parents and families; and (c) maintain a school environment which is welcoming to parents. Our parent involvement activities have increased significantly by identifying a class parent for each homeroom, conducting seven PTO meetings (school day and evening times) and 38% parent involvement in our Back-to-School night.
Professional Development	Professional Development Plan; Attendance; In-Service Evaluation forms; Teacher Evaluations; 20 Professional Development Hours	Job-embedded professional development is ever present in the school and is based on the ongoing assessment of data. Teacher attendance reflects an average 95% at weekly grade level planning sessions. Evaluations of staff in-service sessions indicate 100% of participants agreed or strongly agreed that the stated objectives were met.
Leadership	Professional Development Plan	The school leaders have organized the school by focusing on teaching and learning through: (a) the communication of a clear vision, mission, and goals; (b) maximizing use of all available resources; (c) crealing a learning culture with high performance expectations; and (d) effective planning with input from stakeholders. The school will continue small learning communities that are implemented and shared by teachers during the 2015-2016 academic school year addilionally, grade level planning sessions will be used to focus on effectively planning for and teaching to the Common Core standards to increase student intellectual engagement.

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)
School Climate and Culture	Participation rate/ sign-in sheets & Staff survey	The school functions as an effective learning community and supports a climate conducive to the school's mission/vision. The staff demonstrates initiative in organizing monthly theme events, a Sunshine club, potluck lunches and social gatherings to build collegiality and encourages the participation of all staff which, positively affects the school environment and helps to contribute to overall academic achievement. Based on staff survey results. 92% of the staff agree/strongly agree that they find the school a good place to work and learn with 8% neutral response. There is an overall satisfaction with our school climate/culture as evidenced by a range of 62%- 92% agree/strongly agree results of the staff surveyed.
School-Based Youth Services	Schedules; Guidance/ Social Worker Logs; Lesson Plans	Warwick Institute students participate in mentoring (FUTURE), QUEST, Instrumental music, student council, individual and group counseling sessions. Students are demonstrating strategies as evidenced by the highly effective ratings of the guidance and social worker SGOs. Overall student attendance ADA has increased form 91.49% in 2013-14 to 92.69 in 2014-15.
Students with Disabilities	PARCC 2015 Results; Renaissance Reading and Math Results; Unit Benchmark Reading Assessments; District Math Chapter Tests NJASK	Data not yet received to interpret results Renaissance Reading Median SGP (Self Contained SE) Grade YESS1-99%; YESS II 54% Renaissance Math Median SGP (Self Contained SE) Grade YESS1-99%; YESS II 58%
Homeless Students	N/A	N/A
Migrant Students	N/A	N/A
English Language Learners	N/A	N/A
Economically Disadvantaged	PARCC 2015 Results	Data not yet received to interpret results

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

2015-2016 Comprehensive Needs Assessment Process*

Narrative

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

   The staff was surveyed. School Leadership Committee (SLC), School Leadership Team (SLT), and School Improvement Panel (ScIP) provided additional input. Responses were compiled to assess needs.

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

   School and district assessment student data is compiled via the Edusoft system. Subgroup information is accessed via Edusoft report generator. Data is received in disaggregated format identifying proficiency by subgroup. The information is current and exported through our FOCUS student information system to which teachers also have access.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

   Teachers utilized assessment data from school /district /PARCC /Renaissance and Think Central assessment results previously compiled and collected in the Teacher's Assessment Notebook (T.A.N). Teachers engage in data meetings with the Data Coaches during Grade Level Planning Sessions to review the data and administration encourages teachers to analyze data across assessments to look for continuity, rigor and sustainability.

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

   An analysis of assessment/benchmark data revealed increased teacher use of higher level questioning, scaffolding, gradual release of responsibility from teacher to student, differentiated instruction, data driven lesson planning, and cross-curricular teaching. It shows that there is still a need to make greater use of student grouping as identified in the Renaissance Learning program to plan targeted small group and 1-1 conferences. There was also a need to increase students' intellectual engagement and use of technology on a daily basis to support Common Core State Standards and computer based assessment expectations.

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

   An analysis of professional development in previous years revealed that teachers participated in job embedded professional development activities that were primarily based on improving the teaching of literacy and mathematics with depth rather than breadth. Additionally, teacher's application of the professional development strategies were demonstrated at various levels of proficiency and require continued support. There is also a need to address how students' are engaged intellectually across content area and increase teacher/student proficiency with using technology to research, analyze and create.

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

The Renaissance Star Literacy and Star Math computer based assessments, Achieve 3000 level set (Grades 2-5) and DRA (K-1) are administered to all students during our district scheduled assessment periods to determine those who are at risk as it relates to the groupings of Urgent Intervention, Intervention, On Watch & At/or Above.

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

Identified students are assigned to push-in/pullout, intervention groups instructed by teacher tutors with a focus on Windsor Sonday and/or Achieve 3000. The students' progress is closely monitored as they progress through mastery checks in Sonday and advance in Lexile levels in Achieve 3000 as a result of differentiated instruction.

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

As a part of the student intake process, parents are required to conference with the principal to discuss academic and social/emotional strengths and concerns, review report cards and test data, if available. Students who are deemed in need of additional support are referred to the literacy coach, math coach/test coordinator, guidance counselor and/or social worker.

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

Students who are identified as homeless meet with the guidance counselor and/or school social worker to determine needs. A McKinney-Vento form is completed and sent to the Educational Support Services Parent Relations office at the board of education. The student is then monitored and the family receives support services i.e. transportation, Y.M.C.A. and are linked to community support services.

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?

Via grade level planning sessions, teachers meet with the teacher tutors, literacy/data and math/data coaches to analyze data and determine next steps. Teachers who are members of the Curriculum SLC provide further input during their monthly meetings.

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

Annually, preschool, kindergarten and elementary students participate in moving up culminating programs that focus on transitioning. Additionally, parents and students participate in transition day that includes parents conferring with teachers of the next grade. Curriculum and grade level expectations are discussed. A "Muffins with Moms" program targets the transition of fifth grade students to middle school. The application process is introduced for the various middle schools in the district as well as special programs that are designed for students entering the 6th grade i.e. Seeds.

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

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

School Leadership Committee (SLC), School Leadership Team (SLT), and School Improvement Panel (ScIP) analyzed the various data points and survey results to identify the priority problems and root causes.

Provide a separate response for each question.

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

2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

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

	#1	#2
Name of priority problem	Language Arts Literacy	Mathematics
Describe the priority problem using at least two data sources	Increasing the students' academic achievement in literacy. NJASK, Model Curriculum /Content Area Benchmark Assessments, Renaissance Star Reading, DRA & Technology Assessment shows a significant amount of students functioning in the urgent and intervention levels.	Increasing the students' academic achievement in mathematics. NJASK, Renaissance Math, Think Central & Technology Assessment shows a significant amount of students functioning in the urgent and intervention levels.
Describe the root causes of the problem	All students have not mastered the Common Core Standards as indicated by the Renaissance Star Reading & NJASK test results. The root causes include: novice teachers in need of extensive professional development; all teachers are in need of support to effectively analyze multiple sources of data, identify and address student areas of concern; address student academic deficiencies using differentiated materials, designing rigorous lessons, social concerns, attendance and transient status.	All students have not mastered the Common Core Standards as indicated by the Renaissance Math Assessments and Think Central Math Assessments & NJASK test results. The root causes include: novice teachers in need of extensive professional development; all teachers are in need of support to effectively analyze multiple sources of data, identify and address student areas of concern; student academic deficiencies, social concerns, attendance and transient status.
Subgroups or populations addressed	All Students	All Students
Related content area missed (i.e., ELA, Mathematics)	Literacy	Mathematics
Name of scientifically research based intervention to address priority problems	Mentoring; peer coaching; classroom walk-throughs; data analysis; best practice instructional strategies; differentiated instruction & immersing teachers in practice; Houghton Mifflin reading textbook adoption; Implement district initiative in grades 1-5 utilizing close reading strategies; looping; technology infusion; implement federal breakfast/ lunch program.	Mentoring; peer coaching; classroom walk-throughs; data analysis; best practice instructional strategies; differentiated instruction & immersing teachers in practice; Houghton Mifflin textbook adoption; effectively developing students' and teachers' conceptual understanding; looping; technology infusion; implement federal breakfast/ lunch program.

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

How does the intervention align with the Common Core State Standards?	All strategies/ programs are district approved and aligned to the CCS as reflected in district curriculum guides, text books/resources, pacing calendars and the district's literacy workshop model.	All strategies/ programs are district approved and aligned to the CCS as reflected in district curriculum guides, text books/resources, pacing calendars and the district's math workshop model.

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

2015-2016 Comprehensive Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Effective classroom use of technology	
Describe the priority problem using at least two data sources	With the onset of computer based assessments it has become increasingly necessary to ensure that students and staff are adept in the use of technology to research, analyze, create and plan for instruction through planned activities. PARCC data not available. Renaissance Reading and Math, Think Central, Achieve 3000 and Technology Assessment.	
Describe the root causes of the problem	The root causes include: veteran teachers with limited technology skills in need of extensive professional development; designing rigorous lessons that infuse technology across the curriculum; student access to technology in and outside of school.	
Subgroups or populations addressed	All Students and Staff	
Related content area missed (i.e., ELA, Mathematics)	All Content Areas	
Name of scientifically research based intervention to address priority problems	Mentoring; peer coaching; classroom walk-throughs; data analysis; best practice instructional strategies; and immersing students and teachers in practice; technology infusion.	
How does the intervention align with the Common Core State Standards?	All strategies/ programs are district approved and aligned to the CCS as reflected in district curriculum guides, text books/resources.	

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

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

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	General	Differentiated Instruction, i.e. Achieve3000 Scaffolding and Modeling Lessons Technology Infusion Student Engagement Strategies	Technology Teacher Teachers Teacher Tutors Teacher Assistants Literacy Coach	Demonstrate At /Above Proficiency Levels and/or Typical to High SGP on Renaissance Star Reading Assessment. PARCC Expectations TBD	http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=2 www.chalkboardproject.org/ www.Achieve3000.com Common Core State Standards 2014 New Jersey Core Curriculum Content Standards - Technology Teach Like a Champion by Doug Lamov
Math	General	Differentiated Instruction, i.e. Waggle Scaffolding and Modeling Lessons Technology Infusion Student Engagement Strategies	Technology Teacher Teachers Teacher Tutors Teacher Assistants Math Coach	Demonstrate At /Above Proficiency Levels and/or Typical to High SGP on Renaissance Star Math Assessment. PARCC Expectations TBD	http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=2 www.chalkboardproject.org/ www.Waggle.com Common Core State Standards 2014 New Jersey Core Curriculum Content Standards - Technology Teach Like a Champion by Doug Lamov
ELA	Students with Disabilities	Same As General	Same As General	Same As General	Same As General
Math	Students with Disabilities	Same As General	Same As General	Same As General	Same As General
ELA	Homeless	Same As General	Same As General	Same As General	Same As General
Math	Homeless	Same As General	Same As General	Same As General	Same As General
ELA	Migrant	N/A	N/A	N/A	N/A

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

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	Same As General	Same As General	Same As General	Same As General
Math	Economically Disadvantaged	Same As General	Same As General	Same As General	Same As General

Use an asterisk to denote new programs.

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

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	General	Small Group Instruction Computer based Differentiated Instruction	Afterschool Teacher Afterschool Coordinator	Demonstrate At /Above Proficiency Levels and/or Typical to High SGP on Renaissance Star Reading Assessment. PARCC Expectations TBD	http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=2 www.chalkboardproject.org/ www.Achieve3000.com

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

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

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	General	Small Group Instruction Differentiated Instruction	Afterschool Teacher Afterschool Coordinator	Demonstrate At /Above Proficiency Levels and/or Typical to High SGP on Renaissance Star Math Assessment. PARCC Expectations TBD	http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=2 www.chalkboardproject.org/ www.Waggle.com
ELA	Students with Disabilities	Same As General	Same As General	Same As General	Same As General
Math	Students with Disabilities	Same As General	Same As General	Same As General	Same As General
ELA	Homeless	Same As General	Same As General	Same As General	Same As General
Math	Homeless	Same As General	Same As General	Same As General	Same As General
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	Same As General	Same As General	Same As General	Same As General
Math	Economically Disadvantaged	Same As General	Same As General	Same As General	Same As General

Use an asterisk to denote new programs.

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	General	• Mentoring and Coaching • Modeling • Small Group Instruction • Technology Infusion • Differentiated Instruction • Book Study	Literacy Coach, Teacher Tutors, Technology Teacher	Improved scores on school and district benchmark assessments; improved reading comprehension, fluency, writing proficiency, and vocabulary development; Improved Lexile Score; Renaissance Star Reading or Early Literacy Student Growth Percentile in typical growth range.	Roberts, A. (2000). Mentoring revisited: A phenomenological reading of the literature. *Mentoring & Tutoring*, 8(2), 145-170. The Partnership for 21st Century Skills National Center on Education and the Economy Publications Common Core State Standards ASCD
Math	General	• Mentoring and Coaching • Modeling • Small Group Instruction • Technology Infusion • Differentiated Instruction • Book Study	Math Coach, Teacher Tutors, Technology Teacher	Improved scores on school and district benchmark assessments; Renaissance Star Math Student Growth Percentile in typical growth range.	Roberts, A. (2000). Mentoring revisited: A phenomenological reading of the literature. *Mentoring & Tutoring*, 8(2), 145-170. The Partnership for 21st Century Skills National Center on Education and the Economy Publications Common Core State Standards ASCD
ELA	Students with Disabilities	Same as General	Same as General	Same as General	Same as General
Math	Students with Disabilities	Same as General	Same as General	Same as General	Same as General
ELA	Homeless	Same as General	Same as General	Same as General	Same as General

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

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

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

Use an asterisk to denote new programs.

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

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

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

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

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

   The principal, ScIP and leadership team shall evaluate the school wide program internally to determine the success or reform strategies. The staff shall participate in the school's evaluation during a staff meeting to assess and provide suggestions for improvement to the school program. The parents will have an opportunity to assess and provide suggestions for improvement to the school program during an scheduled PTO meeting.

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

   Student and staff attendance create a significant barrier in successfully implementing the strategies/interventions. Additionally, we seek to fully implement the Common Core standards in technology and changes to the district's curriculum across content areas will cause a lack of teacher familiarity with the curriculum that will impact implementation. Finally, transient and transfer student that enter and leave school throughout the school year experience a disruption in the instructional sequence and sometimes experience challenges with meeting academic expectations.

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

   School administrators will continue to clearly communicated expectations to staff. Administrators will seek teacher input in decision-making via informal communication and surveys. Community involvement in programs such as Danish with Dads, Muffins with Moms, Grandparent's Day, Law Day, Family Science Night at Liberty Science Center, Career Day, field trips, PTO activities and parent conferences exposed the community to instructional goals and program changes.

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

   An end of the year survey, via Survey Monkey, will be conducted to gauge that staff's perceptions of successes and areas of growth of the implemented program.

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

   The community will be invited to complete two "How are we doing surveys" mid and end of year.

6. How will the school structure interventions?

   The structure of interventions will include in-class, whole and small group re-teaching and push in/pullout of small groups and job embedded professional development opportunities for staff. Teachers will plan collectively to ensure that technology and student engagement strategies are embedded across the curriculum and future grade level planning sessions will focus on deepening understanding of the strategies identified.

7. How frequently will students receive instructional interventions?

   Students received instructional interventions 3 to 4 times a week and as dictated by formal and informal assessment data.

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

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

   Technologies that were used to support the program including hardware such as computers, smart boards, IPads and cd players. Software such as Achieve3000, Learning.com and various educational websites (i.e. Tumblebooks.com, ABCMmouse.com, Starfall.com, Waggle.com, Mobymax.com and Thinkcentral.com) will also be also used. Technology peripherals such as clickers, document camera and pens will be used to engage students and provide formative assessments.

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

   The following assessments will be used to measure the effectiveness of the interventions provided:
   Renaissance Reading and Math; Think Central; Model Curriculum Assessments; Achieve300 Lexile progress; PARCC; Technology Assessments and Teacher Assessment Notebooks (T.A.N).

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

    The school disseminates month School Leadership Council Sub Committee minutes to parents to keep parents abreast of the school-wide program evaluation.

Provide a separate response for each question.

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

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

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

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	General	• Engaging Parents in Student Learning • Support for Parenting • Parent Communication • Involving Parents in Volunteering • Involving Parents in Making Decisions	Teacher, Coaches, Guidance Counselor, Social Worker, Administration	10%-20% minimal participation Survey results 10%-20% increase in PTO Membership	PSEA – Parent Involvement Strategies http://www.psea.org/uploadedFiles/Publications/Professional_Publications/Advisories/Advisories_Summaries/ParentInvolvementStrategies.pdf National Center on Education and the Economy
Math	General	• Engaging Parents in Student Learning • Support for Parenting • Parent Communication • Involving Parents in Volunteering • Involving Parents in Making Decisions	Teacher, Coaches, Guidance Counselor, Social Worker, Administration	10%-20% minimal participation Survey results 10%-20% increase in PTO Membership	PSEA – Parent Involvement Strategies http://www.psea.org/uploadedFiles/Publications/Professional_Publications/Advisories/Advisories_Summaries/ParentInvolvementStrategies.pdf National Center on Education and the Economy
ELA	Students with Disabilities	• Linkages with the Wider Community • Same as General Education	Teacher, Coaches, Guidance Counselor, Social Worker, Administration	10%-20% minimal participation Survey results 10%-20% increase in PTO Membership	PSEA – Parent Involvement Strategies http://www.psea.org/uploadedFiles/Publications/Professional_Publications/Advisories/Advisories_Summaries/ParentInvolvementStrategies.pdf National Center on Education and the Economy

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	Students with Disabilities	• Linkages with the Wider Community • Same as General Education	Teacher, Coaches, Guidance Counselor, Social Worker, CST, Administration	10%-20% minimal participation Survey results 10%-20% increase in PTO Membership	PSEA – Parent Involvement Strategies http://www.psea.org/uploadedFiles/Publications/Professional_Publications/Advisories/Advisories_Summaries/ParentInvolvementStrategies.pdf National Center on Education and the Economy
ELA	Homeless	• Linkages with the Wider Community • Same as General Education	Teacher, Coaches, Guidance Counselor, Social Worker, CST, Administration	10%-20% minimal participation Survey results	PSEA – Parent Involvement Strategies http://www.psea.org/uploadedFiles/Publications/Professional_Publications/Advisories/Advisories_Summaries/ParentInvolvementStrategies.pdf National Center on Education and the Economy
Math	Homeless	• Linkages with the Wider Community • Same as General Education	Teacher, Coaches, Guidance Counselor, Social Worker, Administration	10%-20% minimal participation Survey results	PSEA – Parent Involvement Strategies http://www.psea.org/uploadedFiles/Publications/Professional_Publications/Advisories/Advisories_Summaries/ParentInvolvementStrategies.pdf National Center on Education and the Economy
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A

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

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs	N/A	N/A	N/A	N/A
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	• Linkages with the Wider Community • Same as General Education	Teacher, Coaches, Guidance Counselor, Social Worker, Administration	10%-20% minimal participation Survey results 10%-20% increase in PTO Membership	PSEA – Parent Involvement Strategies http://www.psea.org/uploadedFiles/Publications/Professional_Publications/Advisories/Advisories_Summaries/ParentInvolvementStrategies.pdf National Center on Education and the Economy
Math	Economically Disadvantaged	• Linkages with the Wider Community • Same as General Education	Teacher, Coaches, Guidance Counselor, Social Worker, Administration	10%-20% minimal participation Survey results 10%-20% increase in PTO Membership	PSEA – Parent Involvement Strategies http://www.psea.org/uploadedFiles/Publications/Professional_Publications/Advisories/Advisories_Summaries/ParentInvolvementStrategies.pdf National Center on Education and the Economy

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?

   Effective classroom use of technology and increasing the academic achievement in Language Arts Literacy and Mathematics for all students are the priority problems the school selected to address. The school will educate parents through workshops, parent/teacher conferences, district wide parent trainings and informational letters distributed to parents by the school, School Messenger broadcasts and information/resources posted on the school website. The position class parent coordinator has been added to the PTO executive board to increase parent participation. The school will also include activities to build student moral and assist students with stress management.

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

   The staff recognizes the need to increase parent involvement so each homeroom will recommend a class parent to act as a liaison between the school and the parents. These class parents can act as a representative to review the policy and provide recommendations. Additionally, the school social worker and the guidance counselor will actively work with the PTO Executive Board to compile the parent recommendations and revise the parent involvement policy as needed.

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

   The school will distribute a Parent-Student Handbook upon receipt from the District. Parent information is also posted on the district website with a link made available on the school website. Information is also shared with parent at Back to School Night and Transition Day. Information is also available in the parent room

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

   Parents are encouraged to participate in the parent teacher organization (PTO), district parent advisory committee (DPAC), and district wide/school-wide parent workshops.

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

   The East Orange School District provides documents for parents on the district website. Parents are asked to sign and return the parent compact that includes the school wide student code of conduct, Internet safety and usage policy, bullying policy and procedure and photo consent policy.

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

6. How will the school report its student achievement data to families and the community?
   Parents are notified by a letter from the school to inform them of the NJASK/PARCC test score results, discussed at parent meetings, and parent/teacher meetings. Student achievement is also communicated to families through the district on-line student information management system (FOCUS).

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 school does not currently service Title III students.

8. How will the school inform families and the community of the school's disaggregated assessment results?
   Parents are notified by letter from the school informing them of the State test score results, discussed at parent meetings, and parent/teacher meetings. Student achievement is also communicated to families through the district on-line educational management system (FOCUS).

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
   Parent representatives are involved in the development of the Title 1 School-wide Plan. School Leadership Council (SLC) minutes are shared with parents on a monthly basis, which summarize the strategies/ interventions and their progress as it relates to the goals of the Title 1 Plan.

10. How will the school inform families about the academic achievement of their child/children?
    The school will inform families about the academic achievement of their child/children through the use of the online grading system (FOCUS); mid-quarter progress reports, report cards, Class Dojo (online behavior management/communication tool) and parent/teacher conferences.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?
    During the 2015-2016 school year, parent involvement funds will be used to help parents focus on student achievement and growth. Monies may be used to provide refreshments for parent workshops around literacy and math, guest speaker/presenters promoting strategies for parent to aid students academically and provide incentives for parents that attend specified workshops.

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	41 100%	Strategies will be continued and expanded as part of the District's efforts to recruit and retain HQ teachers. The district has budgeted funds for advertising and to support a targeted teacher recruitment program.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0 0%	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	16 100%	The district provides the opportunity for teacher aides to become teacher assistants, if they have 60 college credits. The district paid for teacher aides who passed the ParaPro Assessment.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0 0%	

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

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

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

Description of strategies to attract highly qualified teachers to high-need schools	Individuals Responsible
The district will continue its strategies to recruit and retain highly qualified teachers. To become acclimated in the district a weeklong orientation is required. Novice teachers participate in a 2 year program where they attend workshops that focus on various topics including, but not limited to of classroom managemenl, technology infusion and teaching of literacy. Additionally, novice teachers are assigned mentors. This mentoring experience includes four weeks of intensive mentoring at the beginning of the program. Funds are budgeted to provide tuition reimbursement for teachers and teacher aides and allocate funds for advertising to support a targeted teacher recruitment program.	Human Resources Department Administration